

# Chester Hill High School

## Annual Report



2017



8269

## Introduction

The Annual Report for **2017** 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.

Zena Dabaja

Principal

### School contact details

Chester Hill High School

Kenward Ave

Chester Hill, 2162

[www.chesterhil-h.schools.nsw.edu.au](http://www.chesterhil-h.schools.nsw.edu.au)

[chesterhil-h.School@det.nsw.edu.au](mailto:chesterhil-h.School@det.nsw.edu.au)

9644 1099

### Message from the Principal

2017 was a year of filled with the an exciting mix of challenges, celebrations and achievements.

The Chester Hill High School community continues to grow across all stages. It is a learning environment that is full of opportunity and is alive with activity on a daily basis.

The school celebrated its 21st Flag Day. The theme 'One' was a perfect encapsulation of the value of unity and its potential impact locally, nationally and globally. As we celebrated our wonderful melting pot of cultures and talents, we were often moved to tears during the performances because of the positivity and love that spreads so powerfully to all who experience it. The greatest success of Flag Day is its reflection of the passion and commitment of all our staff and students. For 21 years, our school has sustained the tradition of Flag Day and celebrated the capacity for incredible achievement and resilience under fire. Our aim is that in 21 years time, Flag Day will still be going strong and we hope that the motivation is no longer to promote peace and unity because it eludes us, but rather to celebrate the peace and unity that we have finally achieved for the nation and maybe even the whole world.

We were the proud recipients of the Secretary's Award for Excellence in a School Initiative for our Refugee Welcome Program. As a Principal, my pride was derived directly from the people this award honoured. It is the culmination and invaluable product of a firm partnership founded on solid ground. This partnership is core to our success at Chester Hill High School. It is about valuing opportunity and responding with the most unbending work ethic you can draw from yourself. It is about respecting teachers who give everything more to set students on the path to success that has generational impact. It is about staff who band together to form the strongest safety net to hold, catch and support the most vulnerable of students. And above all, it is about students who understand the invaluable power and influence that education can have and despite their past traumas and current difficulties, persevere because they have grit, courage and tenacity.

Our diverse student community continues to make significant progress in their learning, reflected in the value added they achieve in both moderated and formative assessments. The highlight of the academic year were the fantastic Higher School Certificate results reflecting the outcome of a consistent work ethic and respectful learning and teaching partnerships between students and their teachers. Five of our students achieved ATARs over 90. Three of those students were international, refugee or refugee-like in status. And while the HSC is the final transition towards exit for most of our students, much of the impact and success of our wonderful school is the culmination of an incredibly dedicated staff who initiate and implement a complete suite of experiences and opportunities that develop skill, enrich knowledge, remediate learning challenges, promote physical health and wellbeing and drive productivity from the very first day of stage 4 and the exit out of Miller Road gates during final walk out in Stage 6.

## Message from the school community

Throughout the course of the year, parents who actively engaged with the school continued to reap the benefits in support of their individual child's learning journey. The Community Liaison Team comprising Doris Abouslaibi, Caroline Naw, Thao Le and Siunipa Fifita maintained high levels of communication with our families to promote ongoing communication and participation. The Community Liaison Team in our Intensive English Centre, including Soudibeh Aliae, Jaklin Hirmiz, Lang Wang, Ammar Morshed and Caroline Naw played a vital role in building a welcoming bridge between home and school through language and links to important support systems both in and out of school.

Study skills workshops were held in first term to prepare parents and students for the learning and expectations associated with their stage. Parents were given comprehensive advice and guidance about assessment processes, subject choices, courses of study and how to support their child with supportive studying environments at home.

Parent feedback was overwhelmingly positive. Most significant were the 'world cafe' style consultations conducted about securing higher levels of parental engagement and improving reporting formats. Feedback from these consultations have been used to inform future planning and strategic directions for 2018 and beyond.

The 21st Annual Flag Day was received spectacularly by our parent community who came out in full force to celebrate the power of unity and the beauty of diversity through the eyes of their children.

School consultation was undertaken to canvas community opinion about key engagement issues including the accessibility of our assessment and reporting processes as well as the new School Plan for 2018–2020. Parents who regularly attended the evening community forums actively engaged in this opportunity. The information and insight provided by our parents was highly valued and shaped the determination of our new strategic directions.

The ongoing challenge is how to secure further community engagement through higher rates of direct participation by parents and guardians in 2018.

## Message from the students

The SRC has had a very active year raising awareness of important causes and issues that affect our community and building on a sense of belonging amongst the school student body. Our initiatives can be categorized into 2 groups: Community Awareness/Fundraising and School Wellbeing Initiatives.

Awareness campaigns organised by the SRC observed Earth Hour, Movember (Men's Health), National Day Against Bullying, Refugee Week, Harmony Day and One Million Stars Project (Saying No to Violence Against Women) to name a few. Harmony Day, Refugee Week, National Day Against Bullying and International Women's Day activities focused on creating a sense of belonging and empathy for all who attend Chester Hill High School as well as empowering our students to be active citizens supporting vulnerable members of our school community. The Million Stars project was one such activity that involved students weaving 200 stars as a way of speaking out against violence towards women. After being displayed in the school, the stars were sent off to become part of an art installation of 1 million stars at the Commonwealth Games in Brisbane in 2018.

During Refugee Week, the Principal was presented with a canvas of signatures committing to the positive recognition of refugees within the school community. In addition, a Harmony Day Poster was created by the SRC featuring a tree displaying the multitude of backgrounds that make up the Chester Hill Community. SRC interviewed students to obtain their stories for the leaves of the tree, which were embellished with images from Mem Fox's new book 'I Am Australian Too'. The tree has served as a visual reminder to all within the school of our shared identity as Australians and a celebration of the cultural richness within the school community. Funds raised from food stalls organised by the SRC during Refugee Week were used to purchase needed items for The House of Welcome, serving refugees living in our own communities. Students then attended a community luncheon at the House of Welcome to present their gifts and saw some of their services first hand.

The Valentines Day and Candy Cane distribution programs also continue to be a positive way of encouraging students to develop positive relationships with their peers. Valentines Day saw flowers distributed to students by the SRC on behalf of other students and Candy Canes delivered messages of appreciation and good will by students at the end of the year. The Valentines Day proceeds were forwarded on to Stewart House to support disadvantaged children in the community and the proceeds from the Candy Cane Sales assisted in the purchase of a new chilled water fountain and refill station.

Community fundraising has continued to be a priority for the SRC. Cancer research was well supported this year with activities coordinated for Pink Ribbon Day and Canteen raising almost \$2000. In addition, SRC organised Pyjama Day for the Pyjama Foundation and a collection for the Red Shield Appeal including a visit from The Salvation Army to share with students the types of people helped by their programs. Within the school, SRC either supported or organised events to improve school life. Most notable has been the raising of funds for the chilled water station, which has seen students refilling water bottles to take to class and consumed throughout the day. This was seen as both a positive health initiative

and a way of helping students to be focused in class. SRC also assisted with the running of the popular "Cheso's, The Voice" singing competition and Flag Day, which celebrate students for their skill and diversity. This year also saw the SRC introduce an initiative with the IEC Readers Program. This program has seen over 14 IEC students attend the school library daily at lunch times for shared reading with SRC members. This has resulted in improvements in both literacy skills and relationships between the IEC and the SRC. Both IEC and SRC students found the program to be a rewarding experience and it is expected to continue with the ongoing commitment of the SRC.

## 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 section of the Annual Report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

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

#### Learning Culture: Sustaining and Growing

Wellbeing and the holistic development of all students is a whole-school priority. All school initiatives and programs are underpinned by a consideration of the complex and diverse needs of our student community. The school's 21st annual Flag Day celebrations showcased our unity through diversity recognizing and respecting cultural identity across the school and the IEC and epitomising what the community expects from the school. Positive relationships and developing rapport are prioritised 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 school motto: 'I am a safe, respectful learner who belongs at Cheso. Explicit teaching of PB4L skills is achieved in all 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 the wellbeing of others through service learning.

#### Curriculum and Learning: Sustaining and Growing

Our core skill priority areas are literacy, numeracy and ICT and are integrated into teaching and learning programs across KLAs. Significant targeted and differentiated whole-school professional learning has been undertaken in the areas of data-informed teaching, 21st Century learning and the planning, implementation and evaluation cycle to support evidence-based pedagogy and whole-school initiatives. 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.

#### Assessment and Reporting: Sustaining and Growing

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

#### Effective classroom practice: Delivering

Data-informed teaching is promoted regularly throughout the professional learning sequence of the calendar year, primarily focusing on formal data packages provided by SMART data on NAPLAN and HSC. Specialised staff development was conducted to equip staff to respond to student data to inform KLA-specific teaching and learning strategies. Our core challenge is to accelerate parental engagement and empower our parent community to further facilitate the best student learning outcomes.

#### Collaborative practice: Sustaining and Growing

CHHS staff are regularly engaged in targeted professional learning and development at faculty, whole-school and executive levels, as well as externally. TPL is designed and approved in direct response to the school strategic directions. The school has shifted to Sustaining and Growing in this element, due to whole-school planning around more targeted and differentiated professional learning, particularly focusing on literacy and numeracy teaching and learning strategies in all curriculum areas.

#### Professional Standards: Sustaining and Growing

Building capacity for leadership across the school community is both valued and prioritised at CHHS and staff are engaged in leadership roles across the school based on professional vision and expertise. All teachers are regularly encouraged to perceive themselves as leaders who have the capacity to drive initiatives that significantly impact the development and future opportunities of students. Staff feel valued and empowered to make inquiries, offer suggestions, propose and initiate innovation to achieve positive change towards school improvement. The school has established and maintained outstanding working partnerships with external agencies, industry and tertiary providers to diminish the impact of disadvantage and improve educational opportunities for students.

#### School Planning, Implementation and Reporting: Sustaining and Growing

Resource management processes were improved through further streamlined administrative processes in 2017 and significant planning towards the development of a new administration block and kitchens. School resources are managed to maximise 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.

#### Management Practices and Processes: Sustaining and Growing



## 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

There are incredible students enrolled at Chester Hill High School who perform academically, within leadership forums, in the sporting arena and/or in a broad range of extra curricular activities. Our responsibility is to provide the breadth of experiences and opportunities to expose students and allow them to explore and flourish wherever possible. The explicit teaching and holistic approach to wellbeing and skills development in our students has led to significant value added, incredible success in all its forms and great promise for the next three year progression in the school's learning and teaching journey.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<ul style="list-style-type: none"> <li>100% of Stage 4 Assessment Tasks are meaningful and differentiated for LS and EAL/D students as per ESES guidelines.</li> </ul>	\$30,000 (across three years)	Intensive effort has been invested in upskilling staff in the process of differentiation because of the high demand for appropriate adjustments within our school community. Regular PL has been provided on an annual basis– either formally or informally to refresh and update staff skill. As a result, this improvement measure has been met successfully.
<ul style="list-style-type: none"> <li>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.</li> </ul>	\$50,000	<p>There has been a whole school commitment to developing skills assessed in NAPLAN. Consequently, Year 9 writing within the top three bands has demonstrated an increase of 13.2%, which is above the projected improvement measure.</p> <p>However in the areas of Year 9 Reading and Numeracy, there was an overall increase of 5.1% and 5.5% respectively.</p> <p>As the Year 7 NAPLAN results have indicating a steady increase in the gap between age appropriate core literacy and numeracy skills and actual student performance, particularly for the lower performing groups within a cohort, our data still demonstrates growth despite falling short of the projected growth outlined in the improvement measures.</p>
<ul style="list-style-type: none"> <li>90% of task submission and 30% reduction in N Award Warnings for Stage 5 students as evidence of task accessibility.</li> </ul>	n/a	Despite a multi faceted strategy to increase student submission rates and warning letters the 90% submission rate has not been attained consistently. The most successful strategy has been identified by faculties who embedded progress checks within the process and schedule of their assessment tasks. However, even then, there are students who offer limited commitment to their studies and work produced. A 30% reduction in N Award Warnings has also remained unattainable. Reflection and evaluation of trends across the three year period



## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<ul style="list-style-type: none"> <li>90% of task submission and 30% reduction in N Award Warnings for Stage 5 students as evidence of task accessibility.</li> </ul>		<p>has suggested that there is a broader challenge of passivity and unproductive behaviour instigated by a range of factors within school and externally.</p> <p>Task accessibility has been achieved across KLAs. There is consistent practice of clear and specific scaffolding and unpacking of assessment tasks and accompanying success criteria. Each faculty supports this understanding through consistent vocabulary building in relation to syllabus metalanguage, course dot points and rubrics.</p> <p>Year Advisers,</p>
<ul style="list-style-type: none"> <li>60% of HSC students gaining University enrolment and less than 10% of students achieving Band 1.</li> </ul>	\$250,000 over three years.	<p>In addition to the success of collaborative efficacy within and across KLAs to develop transferable skills in students, an additional program of widening participation and outreach has been implemented in partnership with all tertiary institutions.</p> <p>The evolving partnership between the Careers Adviser, Transition Officer and Refugee Transition Coordinator continued to strengthen over the past three years. This empowered a strategic coordination of resources and opportunities secured for our students in partnership with key tertiary stakeholders and their programs.</p> <p>Consequently the individualised consultations, advice and planning undertaken for our students has exceeded the proposed improvement measure with over 60% of students attaining university placements. Over the past two years alone, there was an increase of university placements offered by UTS to students from Chester Hill High School, increasing from 21 to 25.</p>
<ul style="list-style-type: none"> <li>100% of EAL/D students achieving developmental progress by a minimum of one ESL scale per year.</li> </ul>	\$30,000 over three years	<p>Overall, the performance of EAL/D students has been impressive, with significant growth at state average and transformational growth in English language acquisition for most students. However a 100% is a challenging improvement measure to achieve in light of the reality that students requiring EAL/D support are more likely to face additional challenges in culmination.</p>

## Next Steps

Chester Hill High School will continue to raise expectations, enrich, remediate and above all, provide access to opportunities for students to grow and excel in their learning.

The next steps will be to further build on successful strategies that have led to some impressive HSC results while also reflecting and responding to our challenges, which include significant apathy in our lower performing students which impact on the number of Band 1 and 2 results achieved.

Continued investments will be made in professional learning, initiatives and resources that are proven to contribute to our mission.

## 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

The staff at Chester Hill High School are dynamic professionals who are above all else, engaged and connected to the students who are their responsibility to prepare for. They are passionate teachers who engage in professional learning activities and initiatives for the sole purpose of improving teacher quality so that it leads to student success. All professional learning over the past three years has been underpinned by the combination of relevance to the school's strategic directions, emerging student needs and identified needs articulated by teachers.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<ul style="list-style-type: none"> <li>100% of teachers participate in Teacher Professional Learning (TPL) activities on Assessment, Effective Feedback, EAL/D, ICT or Sustainability Measures.</li> </ul>	\$50,000	All members of staff have participated in targeted professional development in the areas of EAL/D, Assessment or ICT. Staff have then reported back to their faculty areas about the skills and strategies required to deliver quality pedagogy to our school students.
<ul style="list-style-type: none"> <li>100% of teachers to use student work samples as registration and evidence as part of their Teacher Performance and Development Framework. (TPDF)</li> </ul>	n/a	All staff use student work samples as part of the registration and evidence of their teacher practice and compliance with NESA standards. This is reflective of thorough NESA practice.
<ul style="list-style-type: none"> <li>All Faculty Plans to incorporate collaborative planning and development of Australian Curriculum (AC) and task differentiation reported through Executive Performance &amp; Development Framework</li> </ul>	n/a	<p>Collaborative partnerships within and across faculties has been growing steadily.</p> <p>The Learning Support and EAL/D staff in particular, have taken the initiative to act as a flying squad and visit KLAs to partner with them in reviewing and refining adjustments, specific strategies and skill development activities.</p> <p>The IEC and KLAs in the mainstream have commenced collaborations to develop insights in how to achieve further continuity in teaching content and skills.</p> <p>Ongoing liaison and PL with our CoS partners has also added value to the planning and development of teaching and learning programs for all stakeholders.</p>
<ul style="list-style-type: none"> <li>100% of staff access information through SAP/SALM systems and services.</li> </ul>	<p>Two additional SASS staff members have been hired to provide administrative support.</p> <p>\$20,000</p>	SAP/SALM systems have proved problematic and six months post implementation there are still significant teething problems. No one staff member can access and operate through SAP/SALM without experiencing frustrating delays and inconsistent support for DoE systems. This has impacted on the wellbeing of our SASS staff.

## Next Steps

There are a range of significant professional learning progressions that key staff across KLAs can make to pursue innovation. The key to progressing further with student learning is adopting a futures focus that attempts to reflect the shifts in perspective towards the corporate and industry sectors where individuals need skills that bolster their adaptability and keep their current and contributing. The next steps will be very strategically in the direction of Futures Learning within a STEAM and CAPA.

## 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

Chester Hill High School has continued to increase its involvement and interaction with the wider community on a local and state level in a range of areas. Whether the collaboration and connection has involved our Community of Schools (which strengthens its bonds each year)

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<ul style="list-style-type: none"> <li>• 30% increase in the number of parent–negotiated PLASPs for at–risk and learning needs students.</li> </ul>	\$50,000 across three years	Over the past three years, the number of PLASPs have increased over 30% because early interventions and higher levels of communication has improved parent awareness and encouraged a more active working partnership between school and families with students who require additional support.
<ul style="list-style-type: none"> <li>• 20% of students in each year group to participate in external mentoring or leadership programs.</li> </ul>	\$100,000	Each year at least 30–40 students in each Stage are provided with leadership and mentoring opportunities beneath the overarching frame of a range of activities and initiatives run with external partners. Over the past two years, a more strategic and coordinated approach has been adopted to identify, track, match and monitor students. This has been implemented to ensure that there has been equity of access and that the right students access the right opportunities.
<ul style="list-style-type: none"> <li>• 50% increase in parent attendance at Community Forums and parent information evenings resulting in increased student engagement and results.</li> </ul>	\$30,000	Engagement of the Parent Community continues to be both a focus and a challenge for CHHS. There is a consensus that it is vital for this engagement to be secured but all strategies employed to date have not offered the success that was anticipated. Despite promoting study skills and parenting workshops, providing a range of interpreters for accessibility and employing all our CLOs additionally
<ul style="list-style-type: none"> <li>• 80% of staff participating in ongoing TPL opportunities through classroom observation with CoS, IEC or connected communities.</li> </ul>	\$26,000	Over the past three years, there has been an increase in teacher confidence and an open door policy inviting peers to observe lessons and share resources. This has been achieved as an outcome of increased collaborative practice. While it has not been an 80% increase, there are further plans to increase PL and program opportunities in 2018 and beyond that will build further on the gains already made.
<ul style="list-style-type: none"> <li>• 50% reduction in paper usage to communicate with parents and community.</li> </ul>	\$10,000	We have not been able to successfully reduce paper to communicate with parents and our community for a range of reasons, including

## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<ul style="list-style-type: none"> <li>• 50% reduction in paper usage to communicate with parents and community.</li> </ul>		<p>language barriers limiting access to information for many of our parents and unfamiliarity with social media. The additional issue is the passivity and lack of commitment from students to share information or notes to parents, even when urgent.</p>
<ul style="list-style-type: none"> <li>• 3% reduction in the cost of utilities in the school.</li> </ul>	<p>Installation of Solar Panels</p> <p>Increasing communication, record keeping and resource sharing online.</p> <p>Regular promotion of resourceful management of electricity (including air conditioners, light switches and computer usage).</p>	<p>Unfortunately, the cost of utilities has been impacted by external factors and this reduction has not been achieved.</p> <p>However, the school continues to work on all levels to reduce its carbon footprint and use resources in sustainable ways.</p>

## Next Steps

The school will continue to source and oversee more effective management strategies in order to ensure that our communal conduct is ethical, practical and not wasteful.

We will conduct annual reviews to ensure that we are implementing all possible practices to function in a sustainable way.

There is an ongoing commitment to further engage our community that struggles to commit to an ongoing partnership with the school to improve the learning outcomes of the students. The 2017 review of our reporting processes has identified a need to make reports more accessible to parents. This will be piloted in 2018. There are also plans to upgrade the Sentral package to incorporate a Parent Portal and push notifications to support the management of attendance and speedy communication of information to parents.

Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	<p>A combination of Equity and Aboriginal education funding was utilised to individualise support programs for our Aboriginal students.</p> <p>Release time was provided for Learning Support staff to engage with parents and guardians as well as targeted students in order to work collaboratively to meet student learning outcomes.</p> <p>Our representation in the annual, statewide School Spectacular is a sustained and valued initiative. While it cost \$5000 to participate in 2017, the real value of these experiences exist in the long term impacts and opportunities. CHHS is proud to invest in celebrating and sharing our Aboriginal culture through showcases such as School Spectacular and the subsequent performances that were requested across Sydney as a result. The increased confidence and engagement of our performance crew across their mainstream classes and reveals what the benefit of such expenditure is.</p>	<p>Students who identify as Aboriginal responded successfully to the individualised support and opportunities provided to them in 2017.</p> <p>Each student was guided through the goals identified in their PLASPs. The outcomes included:</p> <ul style="list-style-type: none"> <li>*increased attendance and engagement levels for each student with these goals</li> <li>*25% increase in performance opportunities for the Aboriginal dance groups as a result of exposure and success at Flag Day and School Spectacular</li> <li>* 100% of Aboriginal students in Year 12 secured successful tertiary placements</li> <li>*Harmony Wilson was recognised by the AECG for her achievements in Numeracy</li> <li>*Thomas Kemp Brown won the prestigious AECG all rounder award for his contributions as a student leader and breaking down barriers to inclusivity by promoting Aboriginal culture</li> <li>* One student was successfully transitioned to another setting that more appropriately complimented her emerging needs</li> </ul>
<b>English language proficiency</b>	<p>Release time for action research, programming and specialised professional learning for staff was funded at \$12,000</p> <p>Pilot Project on the EAL/D progressions \$30,000</p>	<p>Staff who had missed out on TELL when it was offered last took the opportunity to attend school after hours in order to develop their pedagogy and apply it in their lessons. The intensive and explicit tasks also involved refining faculty teaching and learning programs to spread the collective efficacy.</p> <p>Specialist EAL/D teachers have worked in collaboration with individual teachers from core KLAs to design</p>
<b>Low level adjustment for disability</b>	<p>\$48,000 for SLSO support and specialised technology and adjustments to provision accessibility.</p> <p>\$5,000 for PL and release time focusing on differentiation and making adjustments.</p>	<p>The resources allocated to students with a disability has made a significant impact on their social and academic development. The low level adjustment for disability provided SLSO support and specialised technology for targeted students in order to facilitate their access to the curriculum.</p>
<b>Socio-economic background</b>	Technology \$60,000	CHHS serves a community that requires additional programs, interventions and

<p><b>Socio-economic background</b></p>	<p>Senior Learning Centre \$60,000</p> <p>Homework Centre \$50,000</p> <p>Transition Coordinator \$60,000</p> <p>Student Assistance \$10,000</p> <p>Securing scholarship funds \$50,000</p>	<p>resources in order to pursue and achieve equity for its students.</p> <p>Consequently there is a intensive and interdependent approach to addressing inequity and it is made possible by the RAM funding model. The following are examples of how funding is used to support student need.</p> <p>An exciting commitment was made to seek out and engage any opportunities that would promote equity of access and opportunity to use technology tools for all students at Chester Hill High School.</p> <p>Specialist staff were paid to oversee the tutoring of targeted student groups so that all needs were individualised and catered for. In addition to mainstream assistance, specialist focus homework help groups were established for refugee and refugee- like students, Aboriginal students, students with additional needs.</p> <p>Funding operations of the Senior Learning Centre to ensure a qualified teacher coordinator is present to oversee Year 12 support has been extremely successful. Year 12 students are in a designated and fully resourced location during their study periods.</p> <p>In 2017 alone, the amount of scholarship funding secured for our students at great effort from a range of supporting staff amounted to the total of \$50,000, not including the Dux of 2017, Austen Cai who was successful in the University of Sydney's E12 and the most prestigious and highly coveted Inspired By Business scholarship.</p>
<p><b>Support for beginning teachers</b></p>	<p>Beginning Teacher Support Funding (BTSP) was used in a number of ways to ensure that teachers who fell within the criteria to attract the funding settled into teaching effectively.</p> <p>The funding was used in the following ways:</p> <ol style="list-style-type: none"> <li>1. Release periods were embedded into the timetable of the designated Teacher Mentor to facilitate lesson observation, accreditation guidance meetings and ECT induction sessions</li> <li>2. Beginning Teachers accessed professional learning that reflected their pedagogical and curriculum needs, PDP goals and whole school strategic directions</li> </ol>	<p>Beginning Teachers continued to be supported at all levels within school organisation.</p> <p>In addition to professional learning provided to all staff, all beginning teachers, whether they attracted additional funds or not, had individualised access to professional learning.</p> <p>Pre existing induction workshops were sustained as part of the school's Beginning Teacher Support Program and were used to welcome, familiarise and develop any staff who were commencing at the school.</p> <p>During the course of the year, it became clear that the processes to plan and implement the BTSP needed clarification. Following consultation with staff a more explicit planning process was designed . These were tabled at the annual executive conference for implementation in 2018.</p> <p>The success of the BTSP at CHHS has been affirmed with the appointment of two beginning teachers to Year Adviser positions commencing in 2018.</p>

<p><b>Support for beginning teachers</b></p>	<p>3. Release time for Head Teachers and Expert Teachers to observe lessons and provide feedback</p> <p>4. Whole or half release days for BTs to gain momentum in reflecting and developing their practice and processes towards achieving accreditation</p>	<p>Beginning Teachers continued to be supported at all levels within school organisation.</p> <p>In addition to professional learning provided to all staff, all beginning teachers, whether they attracted additional funds or not, had individualised access to professional learning.</p> <p>Pre existing induction workshops were sustained as part of the school's Beginning Teacher Support Program and were used to welcome, familiarise and develop any staff who were commencing at the school.</p> <p>During the course of the year, it became clear that the processes to plan and implement the BTSP needed clarification. Following consultation with staff a more explicit planning process was designed. These were tabled at the annual executive conference for implementation in 2018.</p> <p>The success of the BTSP at CHHS has been affirmed with the appointment of two beginning teachers to Year Adviser positions commencing in 2018.</p>
<p><b>Targeted student support for refugees and new arrivals</b></p>	<p>In keeping with the school's commitment to serving the needs of our community, specific resources were allocated to support refugees and new arrivals.</p> <p>The employment of a Refugee Transition coordinator was facilitated by the specialised funding support for refugees at \$60,000.</p> <p>Equity funding was used to sustain explicit support through the specialised role of Refugee Transition coordinator with period allocation specifically to individualize academic and wellbeing support for this target group across KLAs and with community stakeholders.</p>	<p>This position explicitly targets refugee, refugee-like and new arrivals that transition from the IEC or externally into mainstream high school.</p> <p>The Refugee Transition Officer worked collaboratively with HT IEC to develop tailored programs to support students newly enrolled into the high school. A Refugee Transition Team meeting was held in the latter weeks of each term to profile incoming students and identify needs and support required for each of them. The team included members from the Senior Executive, Intensive English Executive, Learning Support and EAL/D faculty and Wellbeing Team.</p> <p>Orientation for parents and students was conducted at the commencement of each term.</p> <p>Mentoring programs and targeted Homework Centre classes were conducted to secure equity of opportunity and resources for this targeted group.</p> <p>Planning meetings were conducted with each Year 12 student pursuing tertiary education to identify and submit appropriate scholarships and related opportunities.</p> <p>The Careers Adviser and Transition Officer worked collaboratively with the Refugee Transition Officer to establish links and match complimentary opportunities offered by external stakeholders for our students.</p> <p>In 2017, 60% of the students with ATARS over 90 were by students from refugee or refugee-like background. This demonstrated</p>



**Targeted student support for refugees and new arrivals**

In keeping with the school's commitment to serving the needs of our community, specific resources were allocated to support refugees and new arrivals.

The employment of a Refugee Transition coordinator was facilitated by the specialised funding support for refugees at \$60,000.

Equity funding was used to sustain explicit support through the specialised role of Refugee Transition coordinator with period allocation specifically to individualize academic and wellbeing support for this target group across KLAs and with community stakeholders.

sustained growth following success in 2016, where our top ATAR, also over 95 was achieved by a refugee student who was granted a full scholarship, including accommodation, by the University of New South Wales.

Four students were successful in receiving the Public Education Foundation's Friends of Zainab Scholarships.

Chester Hill High School was the recipient of the Secretary's Award for an Outstanding Initiative for the Refugee Welcome Program implemented by the Refugee Transition Team.

## Student information

### Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	647	627	607	655
Girls	569	588	605	625

Enrolment rates continue to trend upwards as demand for the holistic approach Chester Hill High School offers its student community sustains its local popularity. The gender imbalance is also slowly trending up and is predominantly the result of shifts in empowerment.

### Student attendance profile

School				
Year	2014	2015	2016	2017
7	93.7	91.3	91.6	90.2
8	91.6	91.9	91	88.8
9	90.7	89.7	88.9	87.3
10	89.9	88	87.7	84.3
11	91.5	88.5	87.7	84.3
12	91.1	90.7	88.8	89.6
All Years	91.4	89.9	89.2	87.2
State DoE				
Year	2014	2015	2016	2017
7	93.3	92.7	92.8	92.7
8	91.1	90.6	90.5	90.5
9	89.7	89.3	89.1	89.1
10	88.1	87.7	87.6	87.3
11	88.8	88.2	88.2	88.2
12	90.3	89.9	90.1	90.1
All Years	90.2	89.7	89.7	89.6

Attendance Cards if necessary. Student Lateness is often monitored by the Front Office Administration staff as this is where students swipe in with their School Identification Cards. Students of concern are referred to the HT Administration and the Deputy Principals who all work to resolve issues which are picked up through this system. The school's Wellbeing Team is highly involved in promoting positive attendance and managing poor attendance. They initiate the contact via phone calls with parents and caregivers regarding student attendance and wellbeing issues. Instrumental in the cases where there are specific wellbeing issues are our School Counsellors. Chronic cases are then referred to Head Teacher Administration who issues Warning letters home and organises interviews with the student and family. If no improvement is made the student and family is referred to the Home School Liaison Officer Program for more intervention. Often, the HSLO and HT Administration put students on a 2 week Attendance Improvement Plan. Referrals to the Home School Liaison Officer resulted in a series of interventions with students which has achieved significant results. Various interventions to support student engagement and encourage attendance commence at the start of the year with programs such as: The Helmsman Project, Link to Learning, Get Connected, Job Club and iTrack. These programs target a range of students from Year 9 to Year 11. The school has expanded its partnerships with external stakeholders and strengthened existing ones. They include: Aspire UNSW, UTS Sky High, The University of Sydney Compass, Western Sydney University Fast Forward and the Rahnoma Initiative offered by Lebanese Muslim Association. All these main programs are managed by specialised staff such as Refugee Student Support Teacher, Aboriginal Student Support Teacher, Transition Adviser, Careers Adviser and International Student Coordinator who are in constant communication with one another in securing the best support for our students. Since Year 12 students have been allocated full access to the school's Senior Learning Centre and it's resources during their study periods, there has been an improvement in Year 12 attendance. Regular Learning Support Team Meetings are held and attended by the Wellbeing team and other specialised staff. There is a high correlation of students with learning support needs and poor attendance as they progress through high school. Our school strategy is to check attendance at PLASP meetings involving the parents/caregiver and student. This often results in greater student satisfaction at school and improved attendance.

### Management of non-attendance

There has been just a slight decrease in overall school attendance from 2016 to 2017. A possible reason for this is the introduction of the Extended Leave Policy in 2015 that counts overseas travel as an absence. The Head Teacher Administration has attendance monitoring as a significant part of their role. This head teacher generates fortnightly "below 85% attendance reports" for each year group. They are distributed to relevant year advisers and executive. Students are regularly reviewed for attendance concerns and identified students are closely monitored and placed on

## Post-school destinations

Proportion of students moving into post-school education, training or employment	Year 10%	Year 11%	Year 12%
Seeking Employment	0	0.49	1.94
Employment	0.83	1.47	5.81
TAFE entry	15.76	8.3	32.9
University Entry	0	0	49.03
Other	1.09	0	1.3
Unknown	0	0	7.74

Our Year 12 cohort comprised of 155 students. 85.8% selected an ATAR and 14.2% selected a Non –ATAR Higher School Certificate pattern of study. We received a 96% return on our survey. Having had a few of our students go overseas. The largest percentage of our students received an offer of enrolment to attend university or a university college. Courses included Optometry, Science, Medical Science, Health Science, Business and Marketing, Business, Education, Engineering, Arts, Construction Management, Architecture Design, Criminology and Policing. The two most popular universities among our graduates were Western Sydney University including The College and UTS. With other popular institutions being University of Sydney, UNSW and Macquarie University. Several of our students benefitted from Early Entry into courses through schemes such as E12 at The University of Sydney. In response to the skills shortage in NSW, a large percentage of students successfully enrolled in a TAFE or private college. For the technical trades, TAFE was the most popular destination. Overall, students selected a variety of 23 courses that are offered at TAFE. Most popular apprenticeships were in Carpentry, Electrical, Automotive and Roof Tiling. After a very competitive process, one student obtained an Apprenticeship in Certificate III Commercial Cookery with The Australian Defence Forces. Most popular course of study and traineeships were: Beauty, Floristry, Aged Care and Child Studies. The private colleges included: The Coder Academy, Australian Careers Business College, Australian College of Applied Psychology, Australian College of Physical Education, Institute of Nursing and Health Australia and the National College of Beauty. Students that are working full time gained employment through merit with the NRMA, The Australian Taxation Office, a variety of retail stores and Pick Picking warehouses. Many of these students expressing their need to have a gap year. The TAFE Taster courses offered last year were instrumental in supporting students who wished to exit school at the end of Year 10 and mid-year 11. Along with compulsory and voluntary Work Experience in Year 10 and 11, our students were supported in the transition to apprenticeships and work. Our students are also given access to additional mentoring and specialised services provided by our partnerships with a variety of external stakeholders.

## Year 12 students undertaking vocational or trade training

A number of students elected to study one or more VET courses in 2017. Within this cohort, students selected from the following VET options:

- Construction
- Business Services
- Retail Services
- Human Services– Delivered by NSW Health
- Community and Family Studies

The core value of Vocational Education subjects lies in the opportunities for practical applications of developed skills in the real world that are employable. The VET staff presented to a panel of auditors who attended the school to investigate the delivery of VET at Chester Hill High School. The findings celebrated, in particular, the varied applications of the new retail space on students struggling and the need to find purpose and develop skills that would serve them well in their post school future. The panel provided considered feedback about our next steps forward and the intention is to work towards growing VET subjects consistently across the faculties that share them. A phased upgrade of facilities will commence in 2018 and will benefit each of the faculties within the VET circle, beginning with a state of the art, industry standard hospitality kitchen.

## Workforce information

### Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	3
Assistant Principal(s)	0
Head Teacher(s)	12
Classroom Teacher(s)	53.8
Teacher of Reading Recovery	0
Learning & Support Teacher(s)	2.8
Teacher Librarian	1.4
Teacher of ESL	4.2
School Counsellor	2.6
School Administration & Support Staff	22.07
Other Positions	16.4

\*Full Time Equivalent

The workforce composition at Chester Hill High School is as diverse as the student population. A rich tapestry of ethnic origins, spiritual beliefs and life experiences makes our school a dynamic and exciting model of multiculturalism positioned beneath the umbrella values

of Public Education. 1.9 % of our workforce composition is 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	37
Postgraduate degree	63

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

### Financial information

The three financial summary tables cover 13 months (from 1 December 2016 to 31 December 2017).

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

In keeping with our school philosophy and context, student assistance was provided to families who demonstrated need in the form of subsidised expenses, payment of learning charges, excursions, uniform and in specialised cases, additional resources.

While voluntary contributions are welcomed, sensitivity to the needs of our community has resulted in sustained focus on drawing funds for explicit and specific learning charges only. Parents and students are fully informed about elective choices and their cost. Payment plans are available for all families who apply. Our uniform shop is not for profit. Student uniform is sold at cost to reduce financial impact on our families and has been very successful in ensuring that students are properly equipped to promote a sense of pride in school identification and promote our school in the broader community.

There are strategic plans in place to continue to improve school facilities that will directly impact positively on student learning experiences. In preparation for refurbishment of the current office block into futures learning spaces, funds have been earmarked to support the process. The SWSRP that has funded the design and construction of a new office building facing the Miller Road entrance is the catalyst for the necessary refurbishment of D Block planned for 2019. In order to further facilitate the process and ensure provisions for additional expenditure in the new office block, significant funds carried forward have been reserved for these major and minor capital works programs.

A technology refurbishment plan was also established

aiming to update facilities in a phased schedule over the next three years. Consultation with staff was conducted each time an opportunity for new equipment was made available. Staff were also provided with budget templates promoting a new avenue for individuals and teams to make proposals, building capacity for leadership and ownership of school improvement.

In support of the Vocational Education Program, funds were expended to facilitate the establishment of retail and business service spaces in order for students to develop real world skills as part of their learning and assessment. The school's senior leadership team is committed to supporting VET Education because of the opportunities it promises vocationally in the immediate and post-school future.

Receipts	\$
<b>Balance brought forward</b>	<b>2,359,766</b>
Global funds	444,199
Tied funds	1,002,792
School & community sources	378,456
Interest	26,597
Trust receipts	127,167
Canteen	0
<b>Total Receipts</b>	<b>1,979,212</b>
<b>Payments</b>	
Teaching & learning	
Key Learning Areas	73,868
Excursions	18,962
Extracurricular dissections	291,509
Library	9,954
Training & Development	4,023
Tied Funds Payments	950,478
Short Term Relief	60,771
Administration & Office	129,965
Canteen Payments	0
Utilities	87,605
Maintenance	125,211
Trust Payments	143,092
Capital Programs	136,301
<b>Total Payments</b>	<b>2,031,738</b>
<b>Balance carried forward</b>	<b>2,307,241</b>

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

The information provided in the financial summary includes reporting from 1 January 2017 to 31 December 2017.

	2017 <b>Actual</b> (\$)
<b>Opening Balance</b>	0
<b>Revenue</b>	4,370,436
Appropriation	3,922,554
Sale of Goods and Services	223,366
Grants and Contributions	221,045
Gain and Loss	0
Other Revenue	0
Investment Income	3,471
<b>Expenses</b>	-815,994
Recurrent Expenses	-815,994
Employee Related	-228,974
Operating Expenses	-587,019
Capital Expenses	0
Employee Related	0
Operating Expenses	0
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	3,554,443
<b>Balance Carried Forward</b>	3,554,443

The Opening balance for the 2017 school financial year is displayed in the OASIS table as Balance brought forward. The financial summary table for the year ended 31 December 2017 shows the Opening balance as \$0.00 because the Opening balance for the 2017 school financial year is reported in the OASIS table (as Balance brought forward).

The amount displayed in the Appropriation category of the financial summary table is drawn from the Balance carried forward shown in the OASIS table and includes any financial transactions in SAP the school has undertaken since migration from OASIS to SAP/SALM. For this reason the amount shown for Appropriation will not equal the OASIS Balance carried forward amount.

With the implementation of Leading and Managing Business Reform (LMBR) in mid- 2017, the financial management processes and governance structures have been adjusted to meet emerging needs.

Regular financial updates are provided to all members of the Executive Team to ensure that they are tracking their budgets responsibly. No expenditures are made outside the set processes as determined by the DoE's LMBR structure and compliance demands. The finance committee meets when major considerations and decisions regarding expenditure need to be made. Staff

and Parents are consulted where relevant about potential expenditure as well as to track emerging financial and resource needs.

There are key personnel within the school who support students to apply for a range of scholarships that can facilitate study in the face of challenging personal circumstances. The programs and wellbeing structures they oversee include individualised approaches to students. Many of these scholarships are managed by the School Administration Officer within the scope of her finance related duties.

Accommodating staff leave has come at significant cost, despite wellbeing measures implemented to prevent serious personal illness (the availability made for staff to undertake an annual flu shot is valued and appreciated by those who choose to partake. Staff LSL that was less than 11 days was another cost absorbed by the school but reflective of the support that the Senior Leadership Team provide to their colleagues in the interest of wellbeing.

Building further upon the school's pilot Futures Learning Initiatives in 2018, will see the expansion of the Global Village Water Pump project expand in addition the the introduction of iSTEM as a Stage 5 elective and the Lighthouse Futures initiative. The appointment of a new Head Teacher Wellbeing and Head Teacher Creative and Performing Arts will also draw significant expenditure to fortify their visions within their new roles.

The first phase of the Futures Technology renewal program initiated by the Principal commenced with the purchase of a Go-Pro for whole school use and two brand new sets of laptops for A Block. Phase two will involve revivification of the CAPA faculty's technological resources in 2018.

Funds have also been set aside for the long awaited refurbishment of F Block PDHPE change rooms and the staff rest rooms as well as the installation of an flexible fitness studio space in 2018.

### Financial summary equity funding

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

	2017 <b>Actual</b> (\$)
<b>Base Total</b>	9,237,111
Base Per Capita	201,181
Base Location	0
Other Base	9,035,930
<b>Equity Total</b>	2,166,333
Equity Aboriginal	12,059
Equity Socio economic	1,300,000
Equity Language	451,408
Equity Disability	402,866
<b>Targeted Total</b>	56,354
<b>Other Total</b>	2,728,148
<b>Grand Total</b>	14,187,946

## 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.

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

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

In 2017, there was an increase in the percentage of students in the top 3 bands (7,8,9) in Year 7 Grammar and Punctuation, with a gain of 1.6% when compared to the 2015–2017 school average.

In 2017, Year 7 students improved their performance in Reading by 3% in the top 3 bands (7,8,9), with fewer students in the bottom 3 bands (4,5,6) than the average for 2015–2017.

Year 7 students continued to perform strongly in Spelling in 2017, with 55.3% in the top 3 bands (7,8,9). There were decreases in the bottom 2 bands (4,5) in comparison to the 2015–2017 school average.

In 2017, Year 7 Writing results were commensurate with the 2015–2017 average, with results in the top 3 bands (7,8,9) remaining relatively steady.

In 2017, Year 9 students improved in their performance in Grammar and Punctuation in comparison to the 2015–2017 average, with 35.8% in the top 3 bands (8,9,10) compared to the 3 year average of 29.9%. In addition, there was an 11% decrease in the number of students in the bottom 2 bands (4,5).

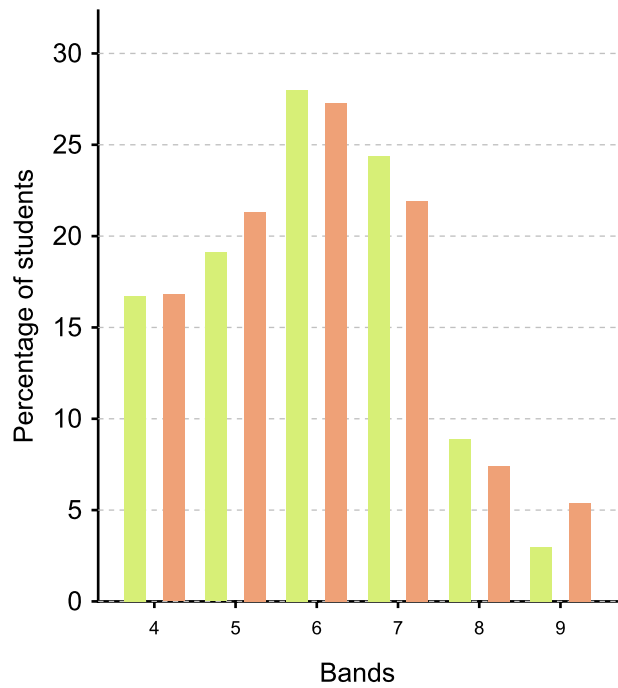
In 2017, there was an increase of 5.11% in Year 9 Reading in the number of students performing in the top 3 bands (8,9,10) when compared to the 2015–2017 school average. The percentage of students in the bottom 3 bands (5,6,7) decreased by 5.2% in 2017.

In 2017, the percentage of students in Year 9 Spelling in the top 3 bands (8,9,10) decreased. However, there was a clear shift away from band 5 towards bands 6 and 7, with students in these two bands experiencing considerable growth when compared to the 2015–2017 school average.

The percentage of students in the bottom band (5) in Year 9 Writing decreased in 2017 by 7% when compared to the 2015–2017 average. The percentage of students in the top 3 bands (8,9,10) increased by 13.2% in 2017.

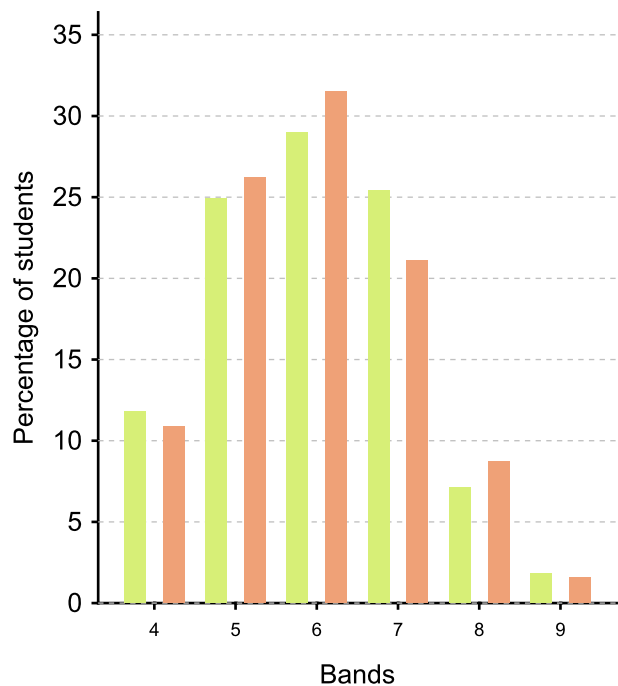
Year 7 and 9 NAPLAN success can be attributed to initiatives including early testing in Year 7 and new students in Literacy and Numeracy to identify student skill levels, high levels of in-class support, sequencing of topics across KLAs, ongoing analysis of NAPLAN results, an increasing whole school awareness of the importance of extended writing, professional learning in Visible Learning and a commitment to Athletics access for all students.

**Percentage in bands:**  
Year 7 Grammar & Punctuation



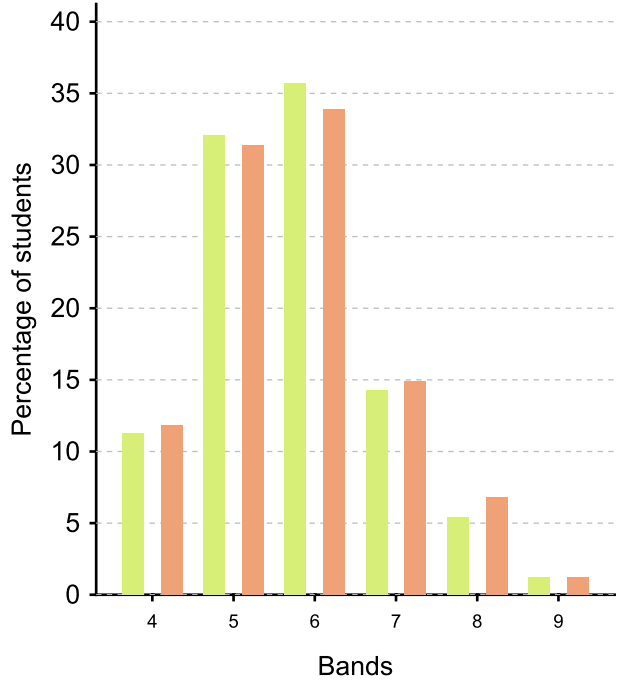
Band	4	5	6	7	8	9
Percentage of students	16.7	19.1	28.0	24.4	8.9	3.0
School avg 2015-2017	16.8	21.3	27.3	21.9	7.4	5.4

**Percentage in bands:**  
Year 7 Reading

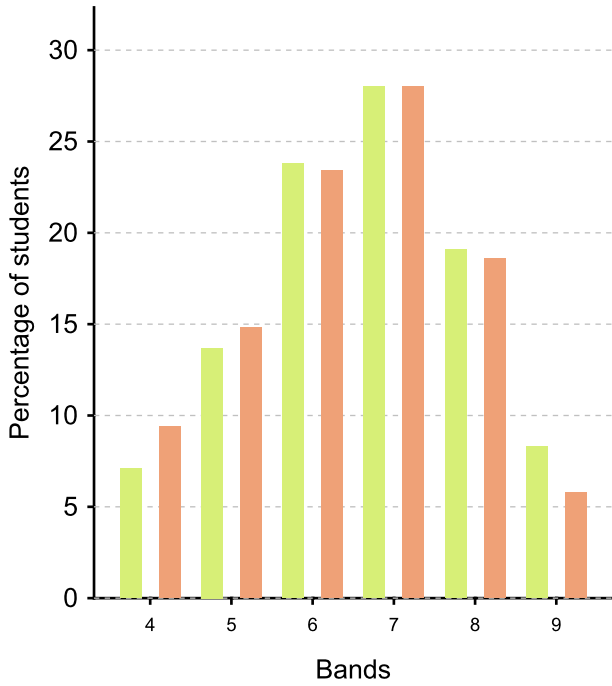


Band	4	5	6	7	8	9
Percentage of students	11.8	24.9	29.0	25.4	7.1	1.8
School avg 2015-2017	10.9	26.2	31.5	21.1	8.7	1.6

**Percentage in bands:**  
Year 7 Writing



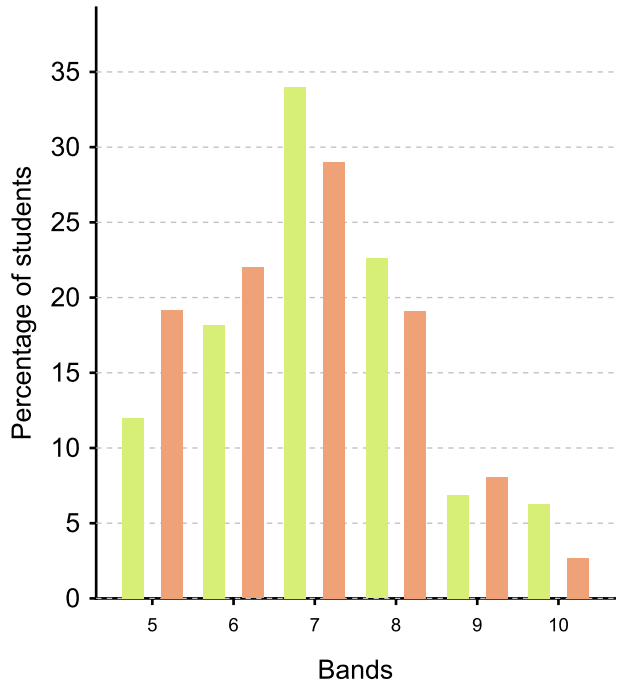
**Percentage in bands:**  
Year 7 Spelling



Band	4	5	6	7	8	9
Percentage of students	11.3	32.1	35.7	14.3	5.4	1.2
School avg 2015-2017	11.8	31.4	33.9	14.9	6.8	1.2

Band	4	5	6	7	8	9
Percentage of students	7.1	13.7	23.8	28.0	19.1	8.3
School avg 2015-2017	9.4	14.8	23.4	28.0	18.6	5.8

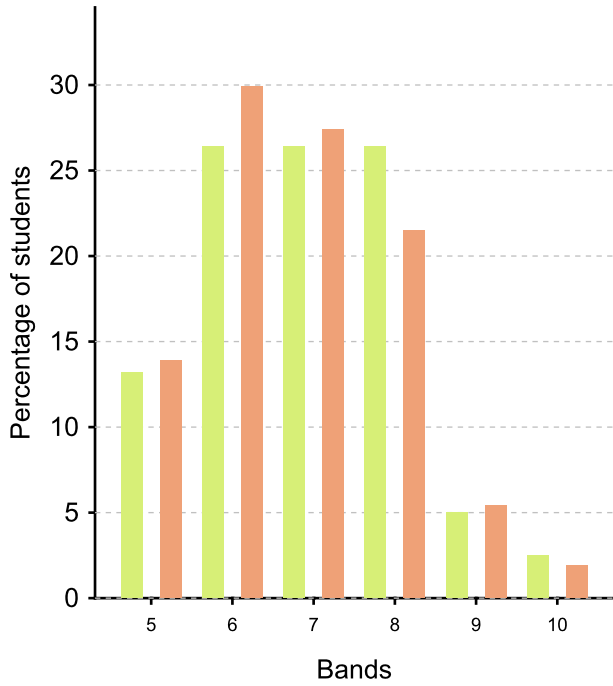
**Percentage in bands:**  
Year 9 Grammar & Punctuation





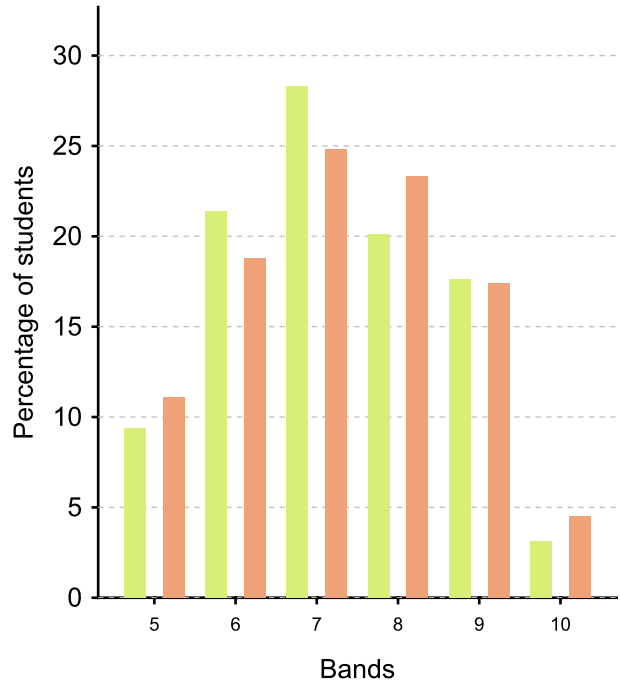
Band	5	6	7	8	9	10
Percentage of students	12.0	18.2	34.0	22.6	6.9	6.3
School avg 2015-2017	19.2	22.0	29.0	19.1	8.1	2.7

**Percentage in bands:**  
Year 9 Reading



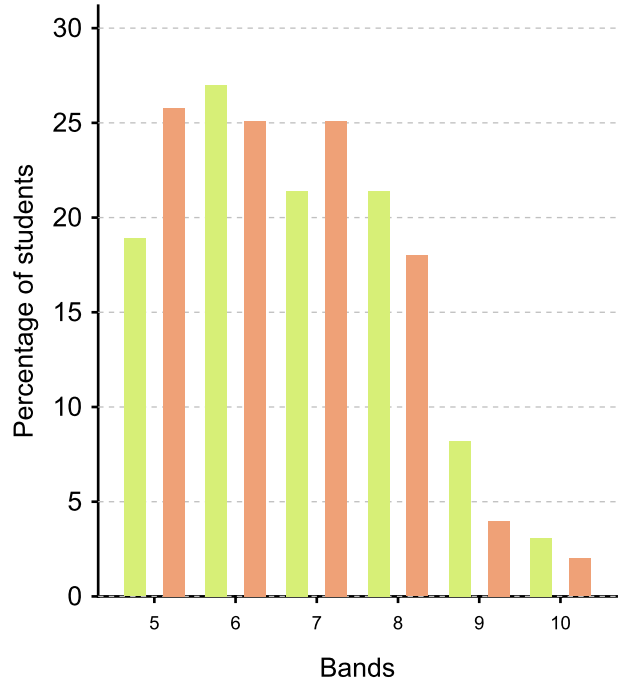
Band	5	6	7	8	9	10
Percentage of students	13.2	26.4	26.4	26.4	5.0	2.5
School avg 2015-2017	13.9	29.9	27.4	21.5	5.4	1.9

**Percentage in bands:**  
Year 9 Spelling



Band	5	6	7	8	9	10
Percentage of students	9.4	21.4	28.3	20.1	17.6	3.1
School avg 2015-2017	11.1	18.8	24.8	23.3	17.4	4.5

**Percentage in bands:**  
Year 9 Writing

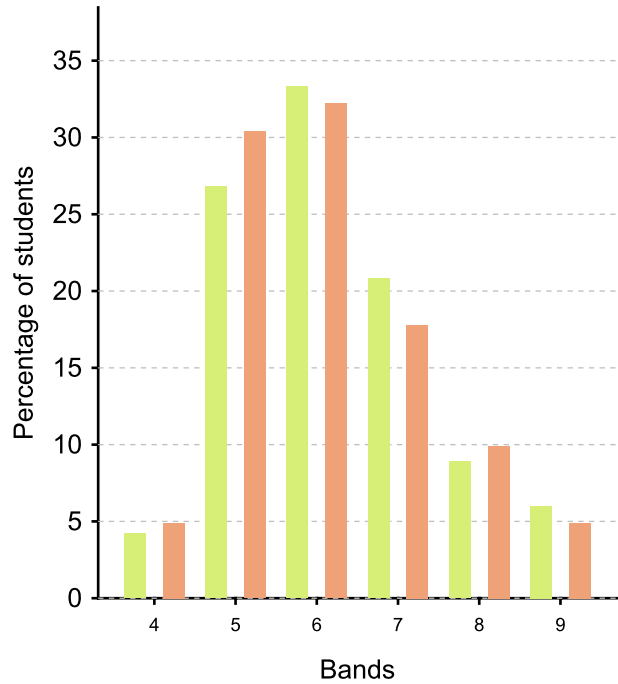


Band	5	6	7	8	9	10
Percentage of students	18.9	27.0	21.4	21.4	8.2	3.1
School avg 2015-2017	25.8	25.1	25.1	18.0	4.0	2.0

The percentage of Year 7 students in the top 3 bands (7,8,9) in Numeracy increased by 3.1% when compared to the 2015–2017 school average. The percentage of students in the bottom 2 bands (4,5) decreased by 4.5%.

In 2017, Year 9 students made considerable growth in Numeracy. In the bottom band (5), the percentage of students fell from an average of 3% to just 0.6%. In the top 3 bands (8,9,10), the percentage of students rose by 5.5%.

**Percentage in bands:**  
Year 7 Numeracy

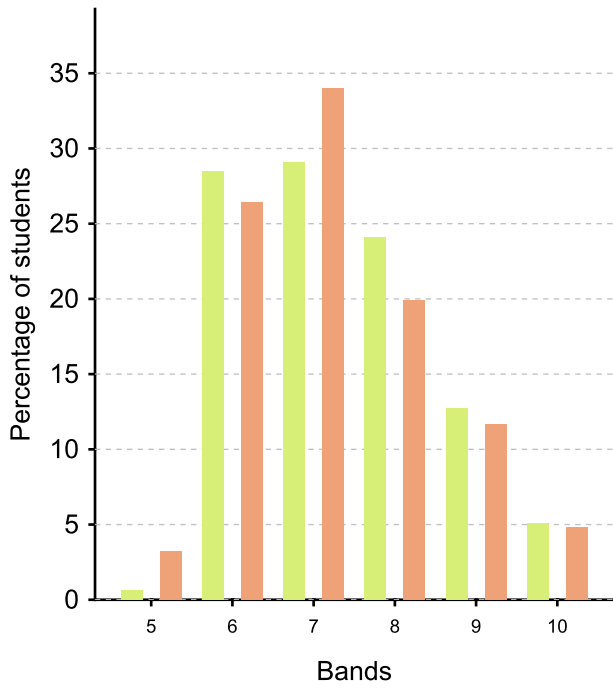


<span style="color: green;">■</span> Percentage in Bands
<span style="color: orange;">■</span> School Average 2015-2017

Band	4	5	6	7	8	9
Percentage of students	4.2	26.8	33.3	20.8	8.9	6.0
School avg 2015-2017	4.9	30.4	32.2	17.8	9.9	4.9

**Percentage in bands:**  
Year 9 Numeracy

The My School website provides detailed information and data for national literacy and numeracy testing. Go to <http://www.myschool.edu.au> to access the school data.>



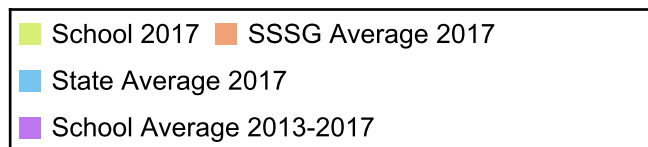
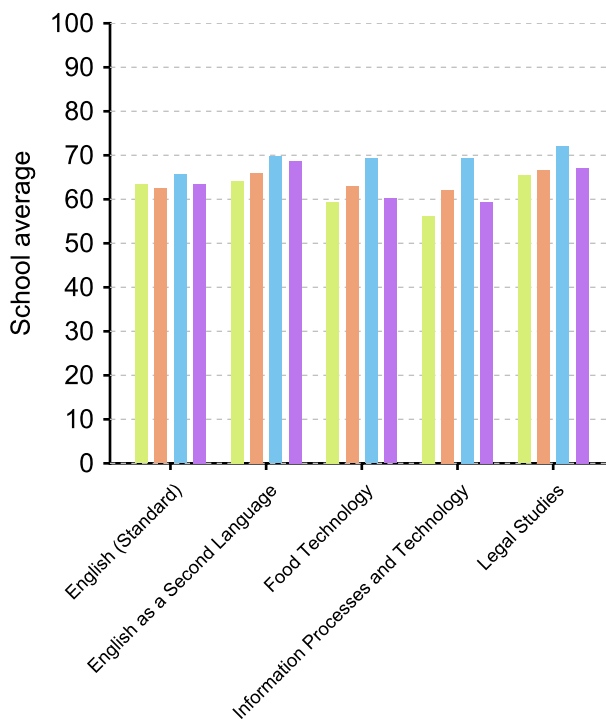
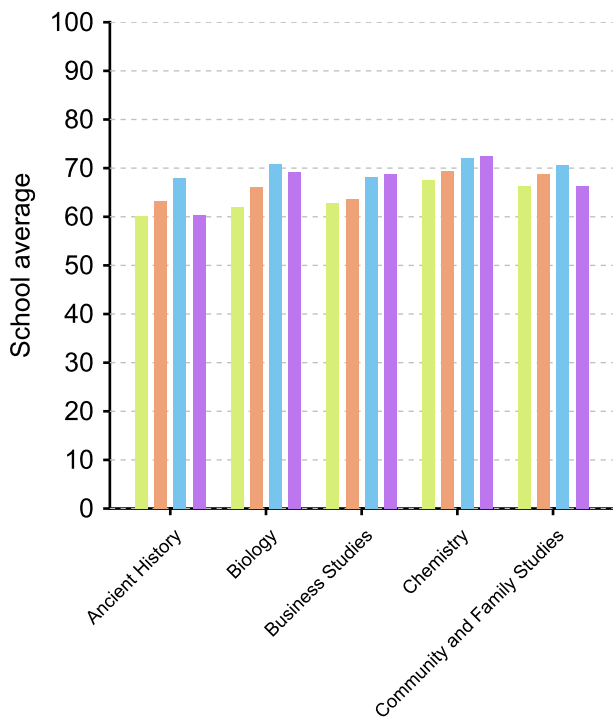
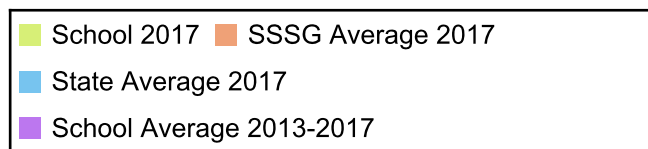
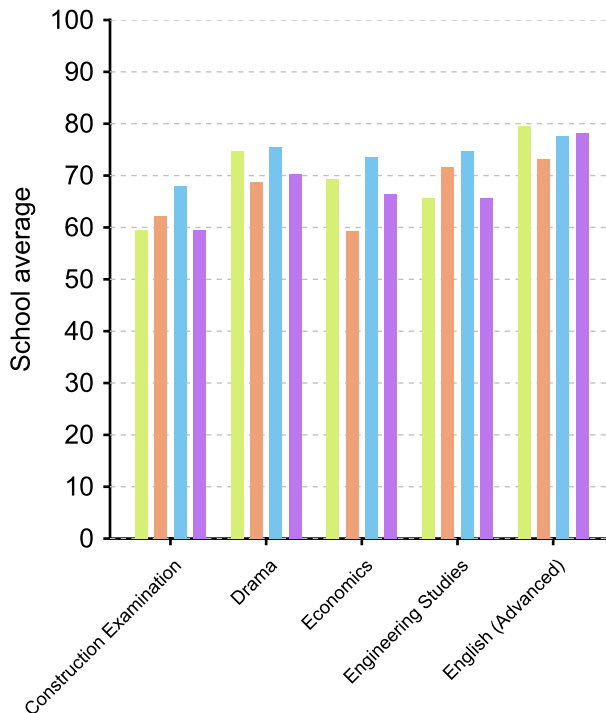
Band	5	6	7	8	9	10
Percentage of students	0.6	28.5	29.1	24.1	12.7	5.1
School avg 2015-2017	3.2	26.4	34.0	19.9	11.7	4.8

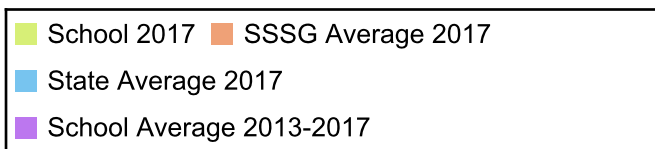
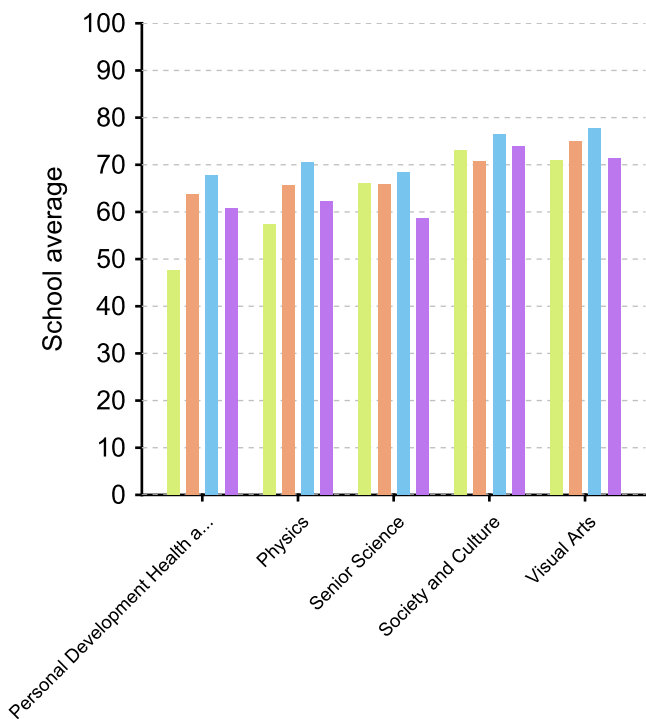
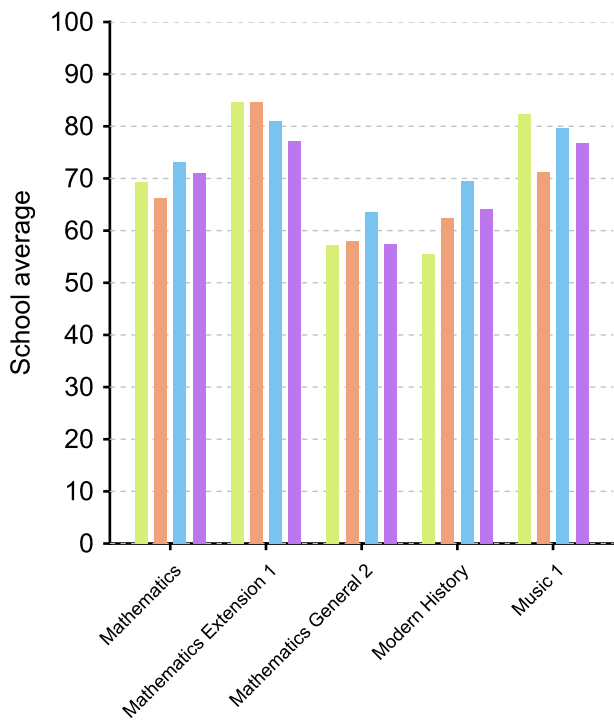
There were two Aboriginal Year 7 students and two Year 9 Aboriginal students who completed the NAPLAN examinations. Results in all five sections of NAPLAN Literacy and Numeracy increased in 2017 from 2016. For example, results for Aboriginal students in Reading rose from 555.1 to 634.8 and in Writing from 518.3 to 634.5. In Spelling, results rose from 566.2 to 630.2 and in Grammar and Punctuation results rose from 572.8 to 733.6. Results in Numeracy were equally impressive, shifting upwards from 534.6 to 635.9 in 2017.

These results can be attributed to ongoing support from the Aboriginal Assistant, strategic sequencing of topics and a commitment to providing Mathletics access to all students.

### Higher School Certificate (HSC)

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





Business Studies	62.9	63.6	68.2	68.8
Chemistry	67.6	69.4	72.1	72.4
Community and Family Studies	66.4	68.7	70.7	66.3
Construction Examination	59.4	62.2	67.9	59.4
Drama	74.8	68.8	75.5	70.3
Economics	69.3	59.4	73.6	66.5
Engineering Studies	65.7	71.7	74.8	65.7
English (Advanced)	79.5	73.1	77.6	78.3
English (Standard)	63.4	62.5	65.6	63.5
English as a Second Language	64.1	65.9	69.7	68.7
Food Technology	59.4	62.9	69.3	60.2
Information Processes and Technology	56.2	62.2	69.4	59.4
Legal Studies	65.4	66.7	72.1	67.1
Mathematics	69.3	66.2	73.2	71.0
Mathematics Extension 1	84.6	84.7	81.0	77.3
Mathematics General 2	57.2	57.9	63.6	57.4
Modern History	55.6	62.3	69.6	64.2
Music 1	82.3	71.2	79.7	76.8
Personal Development Health and Physical Education	47.5	63.6	67.7	60.8
Physics	57.4	65.6	70.4	62.3
Senior Science	66.0	65.7	68.3	58.7
Society and Culture	73.0	70.7	76.4	74.0
Visual Arts	71.0	75.0	77.7	71.4

In 2017, 151 students were examined in 34 subjects and 9 languages at Saturday School and Open High School. Of these 151 students, 22 students elected to follow a non-ATAR pathway.

The best performing subjects, based on Chester Hill High School exceeding the SSSG and/or State include Drama, Economics, English Advanced, English Standard, Mathematics, Mathematics Extension 1,

Subject	School 2017	SSSG	State	School Average 2013-2017
Ancient History	60.1	63.2	68.1	60.4
Biology	62.1	66.2	70.9	69.3

Music 1, Senior Science and Society and Culture.

There were 27 band 6 results in the following subjects: Ancient History, Biology, Business Studies, Economics, Engineering Studies, English Advanced, Legal Studies, Mathematics, Music, Physics, Society and Culture, Visual Arts, Arabic Continuers, Chinese Literature and French Beginners. There were 11 E4 results in Mathematics Extension 1 and 2 and Chinese Literature.

Success in the HSC can be attributed to varied and accessible curriculum options, a strong welfare focus to support students' learning, utilisation of external support systems, such as university and online tutorial opportunities, utilisation of internal structures including support teachers, a structured process to support the completion of assessment requirements, highly qualified and dedicated teachers, a well-resourced learning environment including a dedicated senior learning centre and a strong careers and transition team to support students in making appropriate academic and post-school decisions.

## Parent/caregiver, student, teacher satisfaction

The annual TTFM survey was conducted twice throughout 2017 to gauge key stakeholder satisfaction in relation to the school.

Once analysed, the data revealed that as the year progressed, key attitudes about school and school engagement regressed.

While the majority of parents surveyed indicated satisfaction with the school and its teachers, students in Stage 4 and 5 expressed dissatisfaction and a reduction in engagement as the year progressed. By October, a 6% reduction in student satisfaction was recorded.

While 64% of teachers indicated that they still felt satisfaction in their vocation despite the challenging behaviour of students, However, the survey results were clear that staff were disturbed by the number of students who were not conducting themselves appropriately and that this was taking its toll on individuals and teams. This evidence further confirms the need for a refined and invigorated PB4L process.

75% of parents expressed satisfaction with the school and the way it was catering for their child's needs. The primary dissatisfaction expressed by parents was related to a desire to be notified on the day if their child was absent. The school has taken steps to purchase the push notification facility from Sentral in 2018. Additionally, a small percentage of parents expressed a desire for marks/percentages out of 100 to be incorporated in mid-year and yearly reports. The reporting process has been under review in 2017 where consultation with key stakeholders has taken place to inform intended improvements in 2018.

In 2018, the school's focus is to reconnect with students by designing more engaging learning activities that are supported by explicit feedback. Additionally, some students need the opportunity to work across their own continuum to establish purpose and self-regulate success.

## 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 2017 School Spectacular as dancers. These dancers, in partnership with a group of male dancers were so impressive in their performances on Flag Day, that the school began to receive regular requests from schools in and out of our region who wished to secure their performance for important events. While the priority was always securing consistent engagement in learning, the school recognised that the performance requests were an opportunity to spread understanding about Aboriginal culture across schools while also promoting student

Students were provided with tailored, individualised in-class support, one-on-one tuition and homework and assessment support. This was informed by data analysis of student samples, assessment responses and parent contributions in PLASP meetings, overseen by the Learning Support Faculty. Our Aboriginal Student Coordinator liaised with staff and external partners to promote and secure a broad ranging of experiential, academic, performance, and vocational opportunities.

All three students from Aboriginal background in Year 12 were successful in gaining tertiary placement. Harmony Wilton was recognised for her all round academic commitment and immersion in developing her Numeracy skills. Thomas Kemp Brown won the prestigious AECG award recognising Leadership because of his incredible presence and impact in sharing his culture and promoting peace, harmony and respect for the diversity of all cultures. His message was showcased when he was invited to open our 21st Flag Day. It was a momentous occasion where he did not disappoint. His message evoked a moving response that was further reinforced by the performances of his culture that incorporated students from other cultures who were entrusted with the purpose, understanding and membership of the performance to provide insight and model how to live and engage inclusively.

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) and a breadth of sporting, extra curricular and community service opportunities were made available.

### **Multicultural and anti-racism education**

Multicultural and anti-racism education is a prime focus at Chester Hill High School. In addition to reflecting DoE policy in our curriculum and social programs, our school's vision, values and philosophy is underpinned by securing a nurturing and inclusive environment for our diverse learning community. CHHS is the second home for all our students and their families. We take this commitment to welcome and inclusivity very seriously because our school community needs to be a sanctuary at all times. For many of our refugee and refugee-like students, we work tirelessly to heal past trauma and so our school must model and promote inclusive and respectful behaviour. This is supported by all our staff and our annually elected Anti Racism Officer.

Chester Hill High School is renowned for its multicultural education that is embedded throughout the school's hidden curriculum and showcased in its annual celebration of Flag Day. In its 21st year, Flag Day focused on unity. The keynote was delivered by our Year 12 Aboriginal student leader, Thomas Kemp Brown who captured the true essence of what what unity incorporating diversity would look like. His poignant and heartfelt explanation was thought provoking guidance for young and old in the audience and was the most powerful combatant against the ugly and negative voices in the media both nationally and globally. Thomas modeled for all who would listen how to share your own identity and culture with generosity and goodwill and that when it is reciprocated, there is really no better antidote to racism, prejudice and discrimination. Thomas choreographed an Aboriginal Dance that was performed by a group of his male peers who happen to come from diverse cultural backgrounds. Later in the program, he reciprocated by also performing in the Samoan and Arab cultural dances.

The success of Flag Day has been built upon the foundations of student leadership and responsibility. While the major event is supported by the entire staff, each performance item is driven by students in its entirety. As such, it is an incredible evidence set reflecting the interdependent relationship incorporating planning, designing, student engagement and wellbeing, collaborative efficacy, cross curricular content, skill building, positive behaviour for learning and student voice and leadership.