

Chester Hill High School

2019 Annual Report



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Introduction

The Annual Report for 2019 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.

School contact details

Chester Hill High School

Kenward Ave

Chester Hill, 2162

www.chesterhil-h.schools.nsw.edu.au

chesterhil-h.school@det.nsw.edu.au

9644 1099

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 maximising 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. 93% percent of our student 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 – Flag Day. The event is shared with our partner primary schools and our broader school community.

The school's allocated funding is used to pursue equity of opportunity for our student 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 also develop student skills and strategies that lead to success and are transferable in all contexts.

Our Positive Behaviour for Learning Program (PB4L) explicitly teaches and promotes the key values of Safety, Pride, Inclusiveness, Respect, Inquisitiveness and Trustworthiness. 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 is available to all parents and provides interpreters for our Arabic, Karen and Vietnamese speakers. Our Aboriginal and Pacifica parent groups are also vital supporters of our school activities. Parent groups are consulted and involved in school evaluations, collaborations and decision-making processes.

Self-assessment and school achievement

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 is a statement of what is valued as excellence for NSW public schools, both now and into the future. 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.

Each year, we assess our practice against the Framework to inform our school plan and annual report.

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

For more information about the School Excellence Framework:

<https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability/school-excellence>

Self-assessment using the School Excellence Framework

Elements	2019 School Assessment
LEARNING: Learning Culture	Delivering
LEARNING: Wellbeing	Delivering
LEARNING: Curriculum	Delivering
LEARNING: Assessment	Delivering
LEARNING: Reporting	Delivering
LEARNING: Student performance measures	Working towards Delivering
TEACHING: Effective classroom practice	Delivering
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Delivering
TEACHING: Learning and development	Delivering
LEADING: Educational leadership	Delivering
LEADING: School planning, implementation and reporting	Delivering
LEADING: School resources	Delivering
LEADING: Management practices and processes	Delivering

In 2019, Chester Hill High School met the descriptor for Delivering for thirteen of the fourteen areas of the School Excellence Framework. Our self-assessment process will assist the school to refine our School Plan, leading to further improvements in the delivery of education to our students.

Strategic Direction 1

Futures Learning

Purpose

Students are transformed into productive learners through the delivery of exceptional education including the holistic development of perceptions, values and behaviours that secure and empower post-school futures. The learning experience involves a strategic and complex fusion of remediation and growth in core skills and knowledge as well as extension and enrichment through opportunity and inquiry. Exploration, investigation, creation, analysis and evaluation are embedded and encouraged in all students across all KLAS.

Improvement Measures

By 2020, 50% of students demonstrate that they are at or above HSC minimum standards in Literacy and Numeracy prior to commencing Stage 6.

By 2020, trend data of HSC performance identifies a 25% increase in students achieving Bands 4–6 and <5% of students achieving Bands 1–2 across KLAS.

Attendance rates improve annually to consistently sit at or above state average, reflecting engagement and commitment to learning.

Progress towards achieving improvement measures

Process 1: Explicit teaching of core skills is conducted, with a particular focus on transition and tracking student progress along the Literacy Learning Progression (LLP) and Numeracy Learning Progression (NLP).

Evaluation	Funds Expended (Resources)
<p>Throughout 2019 all members of the teaching staff completed professional learning on the Literacy Learning Progression and Numeracy Learning Progression, including the three hour online module Introduction to the Literacy and Numeracy Progressions, to upskill staff and build capacity in understanding how the progressions can be used as tools to support literacy and numeracy development. At the conclusion of the session, teachers set goals on how to increase the focus on literacy and numeracy in their teaching and learning programs and practices.</p> <p>A reinvigoration of school-wide reading strategies was the focus of one of the sessions on the Term Two School Development Day. The reading strategies were first introduced as whole school practice under National Partnerships with the intention of explicit teaching of core literacy and numeracy skills in all subject areas, including skills in vocabulary, whole text meaning and summarising. NAPLAN and NAPLAN-like texts from all Key Learning Areas were utilised to assist staff, working in collaborative groups, to examine how the set of whole school strategies could be incorporated to enhance core skills for students in all Stages, particularly Stage 4. 96% of teachers reported in post-session evaluations that they found this professional learning useful or very useful. Evaluations ranged from 'I now know which areas to focus on for my learning and my support of students' to 'The different kind of strategies I have learned about empower me for the coming term.'</p> <p>In 2019, Year 7 students transitioning to high school completed the online Best Start Year 7 tests in Reading and Numeracy for the first time at Chester Hill High School. The School Development Day in Term Two incorporated a session on upskilling staff on the literacy and numeracy requirements of the Best Start tests and the analysis of data for the Year 7 cohort. Teachers focused on the stimulus texts used, the types of questions pertaining to each stimulus and how analysis of the data could inform their teaching practice and programming. An evaluation of the session indicated 82% of teachers found the session informative and useful.</p>	<p>Professional learning: \$4 000</p> <p>Community Forums: \$2 000</p>

Progress towards achieving improvement measures

Process 2: The implementation of futures–focused curriculum (STEM and Lighthouse Futures), provide explicit development of soft skills that secure and empower students for post–school learning opportunities.

Evaluation	Funds Expended (Resources)
<p>Traditionally, the most popular electives within the senior school are Science, Technology, Mathematics and Engineering. With an Intensive English Centre and increasing numbers of International Students, STEM – related electives, modules and projects provide direction, opportunity and exploration that reflect the interests of our students.</p> <p>Our parent community has also emphatically expressed their desire for STEM opportunities to be embedded within the curriculum, particularly in the context of 'Futures Learning'. Through our detailed evaluative processes, we have identified that enrichment and differentiated learning are key elements to achieving sustained student engagement.</p> <p>As a result of 6 teachers being trained through the University of Sydney STEM Academy, an iSTEM elective course was introduced for Stage 5 students. In 2019 we have 86 Stage 4 students engaging in the iSTEM elective.</p> <p>iSTEM is currently driven by the Science Faculty. Students undertake a range of inquiry–based (IBL) and project based (PBL) learning activities. The strategic learning opportunities address the long–term needs of our students.</p> <p>This STEM initiative has improved teaching and pedagogy in two key ways. Firstly, it serves to explore how strategic planning and implementation can harness the skills of staff across faculties to deliver engaging teaching and learning experiences that provide equity of opportunity in student cohorts. Employing the complete cycle of planning, implementation and evaluation sustains focus on purpose and guides the use of data at all stages to achieve student growth and whole school improvement.</p> <p>Secondly, we are pursuing excellence in the quality of education we provide. The STEM initiative focuses on collaborative pedagogy that promotes the fusion of inquiry with future – focused learning skills. The intention is that this model will foster cross curricular interactions where the development of core skills and knowledge in students is coordinated by harnessing expert pedagogy and lesson study. The shift away from teacher–centred learning and the incorporation of a diverse range of resources, strategies and activities will be measured for impact as further evidence of best practice across the school.</p> <p>Our STEM initiative is also intended to deliver the preparatory work for students to pursue future vocations within these fields. We have also been successful in building a partnership with the corporate company Simplus, who will be working with our teachers to provide real world experiences for our students and further invigorate STEM across the school.</p>	<p>Professional Learning \$ 6 000</p> <p>iStem Recourses \$ 2 000</p>

Process 3: Development of a whole–school wellbeing framework to support and nurture the holistic development of each student.

Evaluation	Funds Expended (Resources)
<p>Chester Hill High School continues to provide opportunities to maximise a holistic and nurturing approach to education via the empowerment of students and staff. Evidence–based initiatives are designed to facilitate the opportunity for students to actively own their learning through reflective practices, whilst utilising their personal capabilities to affect positive change.</p> <p>Professional learning was coordinated to increase the capacity of all staff to cater for the needs of our students. This began with staff engagement in</p>	<p>Presenter Costs: \$1 650</p> <p>Professional Learning: \$4 550</p> <p>Resources: \$3 000</p>

Progress towards achieving improvement measures

sessions delivered by Peter Slattery (B.A Social Science, M.A. in Psychology, Therapist, educator, trainer and acclaimed author) designed to empower staff across Chester Hill High School with tools to reflect upon their own wellbeing and strengthen resilience factors to build capacity in a supportive environment. Further professional learning delivered by Department of Education personnel explored factors impacting learning and behaviour at school. This coupled with learning, delivered by the school psychologist, on the adolescent brain, deepened teachers understanding of adolescence and the intricacies of the adolescent brain and challenged false beliefs about adolescent development that may be harmful when interacting with and managing students. These sessions helped to improve teacher knowledge about how to assist students during adolescence and promote a safe and healthy school environment.

Department of Education personnel also supported our wellbeing team with the compilation of wellbeing lessons based on the integration of a social and emotional skill development matrix. The areas for skill development included: Self-Awareness, Self-Management, Social-Awareness and Social-Management. All wellbeing lessons in the program were evaluated to ensure appropriate skill development occurred in a continual and consistent manner to build individual resilience and social capital.

To facilitate the delivery of our wellbeing lessons, Chester Hill High School's day structure was evaluated. Following extensive consultation with our learning community our day structure was changed to incorporate a weekly wellbeing lesson time for all years.

Strategic Direction 2

Impactful Teaching

Purpose

Teachers deliver an evidence-based approach to 'What Works Best' to develop and strengthen expert capacity in impactful pedagogy. This occurs within classrooms, faculties, across KLAs and between the mainstream school and the Intensive English Centre. Successful teaching programs, initiatives and opportunities secure a whole school approach to achieving the best student learning outcomes for the entire student community.

Improvement Measures

Teacher impact is reflected by a steady upward trend (over three years) in consistent student performance across stages in all KLAs.

Transferable skills are applied successfully by students in core literacy and numeracy as well as ICT and general capabilities.

There is a 3–5% annual turnover of staff as the specific result of merit selection/promotion.

Staff morale and productivity are high with consistent respect for deadlines and delivery of excellence in pedagogy.

Progress towards achieving improvement measures

Process 1: Targeted and specialist professional learning is mapped across the school to address pedagogical interests, needs and school initiatives.

Evaluation	Funds Expended (Resources)
<p>In 2019, teachers engaged in a number of targeted professional learning opportunities which addressed pedagogical needs and whole school initiatives.</p> <p>Professional learning in STEM, EAL/D Pedagogy, Curriculum Differentiation, Syllabus Implementation, Assessment and ICT, provided staff with skills and knowledge in quality and effective teaching practices to increase student engagement and performance across all Stages and in all Key Learning Areas. In all professional learning opportunities, teachers referred to CESE 'What Works Best' document to evaluate teaching and learning programs and incorporate explicit and specific feedback to drive student improvement. Teachers reflected on best practice by sharing quality teaching and learning strategies both within their individual faculties and across the school.</p> <p>Our commitment to ongoing improvement is evidenced by providing each Key Learning Area with two faculty programming days to evaluate and consolidate programming frameworks, support teaching and learning and NESAs accountabilities. Staff utilised data collected from student feedback on assessment tasks to inform future focus in pedagogy.</p> <p>Teacher evaluation of professional learning opportunities provided a guide for future planning to ensure effective use of resources.</p> <p>All staff were encouraged to recognise and build capacity for leadership, including opportunity for promotion. A number of staff gained permanent and promotion positions with the guidance of the Executive and Senior Executive.</p>	<p>Casual cover and external course costs: \$28 008</p> <p>Internal Professional Learning Resources: \$6 000</p> <p>External Examination Supervisors: \$7 000</p>

Process 2: Lesson studies, team teaching and explicit resource packages designed, delivered and applied to address pedagogy for specific programs and initiatives.

Evaluation	Funds Expended (Resources)
<p>In 2019, the Performance and Development Plan (PDP) for teachers</p>	

Progress towards achieving improvement measures

continued to include lesson observations, providing opportunities for staff to observe colleagues' practice and engage in professional dialogue on pedagogy and best practice. Staff benefitted from observations from supervising Head Teachers and Deputy Principals, mapping their professional goals and learning against the Australian Professional Standards for Teachers.

EAL/D students benefitted from ongoing team-teaching across subjects, with EAL/D teachers working collaboratively with teachers in other Key Learning Areas to support students in their continued acquisition of English language skills. EAL/D and Learning Support staff continued to support teachers across all subjects in team teaching and designing and delivering resource packages for their students and specific initiatives.

The collaborative development of differentiated lessons and learning resources are shared with all staff via the SENTRAL school and student management platform. This enables all teachers to access techniques and tools to differentiate lessons and cater for all learners.

Process 3: A whole-school approach is secured to supporting accreditation for all staff.

Evaluation	Funds Expended (Resources)
<p>Teacher and SASS professional development at Chester Hill High School is supported through a range of initiatives and professional learning opportunities. Each executive and staff meeting involves a professional learning component where teachers participate in activities aimed at developing a consistent understanding of educational research and providing opportunities for collaborative learning activities. These sessions were designed to complement and extend the learning undertaken on school development days. In 2018, professional learning topics included: implementing positive behaviour for learning, mandatory child protection processes, developing cross-curricular programs for STEM engagement, effective data and evaluation strategies, and innovative program development for new syllabuses. Every member of staff completes a Performance and Development Plan throughout the year which includes goals for professional learning. The school allocates resources to allow individuals to complete professional learning that aligns with school strategic directions and professional aspirations. This is In addition to attending a range of courses aligned to these professional goals.</p> <p>In 2018, a project officer was employed to support the beginning teacher mentor in the implementation of an explicit induction program of all teachers seeking accreditation. An extensive component of this program is the explicit deconstruction of the Australian Professional teaching standards and how they frame teaching and professional conduct. Significant time is also allocated to the selection and annotation of effective evidence of the teaching standards. Throughout 2019, 6 teachers achieved accreditation at the Proficient level.</p>	<p>Teacher Mentor: \$13 625</p> <p>Project Officer: \$44 000</p> <p>Professional Learning: \$ 12 100</p>

Process 4: Staff actively engage in and model positive holistic wellbeing practices.

Evaluation	Funds Expended (Resources)
<p>Student and staff wellbeing was an important focus in 2019, as plans, processes and practices were evaluated against the School Excellence Framework and significant changes were planned for implementation in 2020. Staff were consulted and planning commenced on changing the day structure and incorporating a weekly wellbeing lesson into the timetable.</p> <p>2019 marked the relaunch of Positive Behaviour 4 Learning (PB4L), with the new SPIRIT mantra; Chester Hill High School students are Safe, Proud, Inclusive, Respectful, Inquisitive and Trustworthy. Following extensive staff,</p>	<p>PBL Professional Learning: \$ 9 300</p> <p>PBL signage: \$ 10 000</p> <p>PBL resources: \$500</p>

Progress towards achieving improvement measures

student and community consultation, the Student Representative Council (SRC) celebrated the relaunch with weekly presentations on assemblies and at year meetings, ensuring student leadership in the initiative was visible and to empower students in their ownership of the program. Attractive signage at the front of the school espousing the SPIRIT values was installed at the entrance to the school.

On the Term 3 School Development Day, two sessions were devoted to empowering staff with the tools to reflect upon their own wellbeing, strengthen their resilience and build their capacity to contribute to a supportive working environment. Presenters, including those from the Employee Assistance Program (EAP), worked with staff to support them on Positive Psychology principles that can help create a more satisfying life filled with meaning, pleasure, engagement, connection and accomplishment.

Strategic Direction 3

Communities Connecting

Purpose

Community members and stakeholders respond positively to further developing, growing and thriving partnerships. In preparing students for post-school life, partnerships with all our key stakeholders are initiated, developed and sustained to support and secure student opportunities for successful learning outcomes.

Improvement Measures

A sustained and refined coordination of partnerships with external stakeholders in programs and initiatives that provide tailored opportunities for a diverse and complex student cohort.

Continuity of learning in core skills (Literacy and Numeracy) is reflected in a 25% increase in students achieving minimum standards by 2020.

Active consideration of student progress and academic reports, including attendance at Parent-Teacher nights and Parent Forums resulting in a 50% increase by 2020.

Progress towards achieving improvement measures

Process 1: Further development of external partnerships, including building upon the current connections between the IEC and Optus, and establishing a second industry partnership to support 21st Century and STEM learning for high school students.

Evaluation	Funds Expended (Resources)
<p>In 2019, 30 students from Chester Hill Intensive English Centre participated in the InterACT program, developed by the Australian Business and Community Network (ABCN). ABCN is a purpose-led, not-for-profit organisation bringing businesses and schools together. The various programs run by ABCN develop students' skills and mindsets, aspirations and connections by fostering meaningful school-business partnerships that are responsive to student needs. Optus and Stockland partnered with ABCN to deliver the program.</p> <p>The focus of InterACT was to support newly arrived students in gaining the cultural and vocational literacy they need to participate in Australian life. While the emphasis is on soft skills such as communication and building relationships, there is also a critical socialisation aspect as students learn to sustain adult conversations in English with a positive role model outside their immediate community.</p> <p>The program targets students who are new arrivals to Australia and are receiving intensive English language instruction. Participants range in ages from 14 to 19 years. They are placed into groups and typically two mentors are matched with four to five students. The mentors are current employees of either Optus or Stockland companies.</p> <p>The program typically ran over two school terms. It involved a launch at the school followed by five subsequent sessions of one and a half hours each and a completion ceremony, all held at member company venues. Students participated in a variety of activities including resume writing, interview skills, presentation skills and computer literacy skills.</p> <p>As a result of participating in this program, 94% of students said they had a good understanding of the workplace (compared to 32% before the program) and feel more confident with engaging with adults in unfamiliar contexts (compared to 34% before the program). 93% understand how to participate in a job interview (compared to 24% before the program).</p>	Transportation Costs: \$3 500

Progress towards achieving improvement measures

Process 2: Reviewing and improving the effectiveness of communication methods, including newsletters, policy, reports, presentations and the website, to parents/caregivers to improve attendance and active participation in the school community.

Evaluation	Funds Expended (Resources)
<p>During 2019, it was identified that there was a need for greater engagement with parents and community and to increase the number of new activities designed to increase community participation. The aims of these goals included reducing student anxiety during transition, to familiarise students with high school subjects and procedures, to encourage students to be actively involved in being civic minded, to increase relationships with partner schools and the wider community and to increase student leadership in school community activities. There was increased use of the CHHS SENTRAL modules to enhance effective communication between CHHS Parents/Caregivers and students.</p> <p>Chester Hill High School has embedded a coordinated program to facilitate stronger communication and interactions with local partner primary schools to enrich learning opportunities in the local community. The primary school enrichment days continue to provide opportunities for primary school students to engage in activities within the high school. Transition processes were further strengthened as part of our focus on transition. This program allowed the school to better prepare for the learning needs of individuals and set goals for progress in 2020. Parent support and involvement in our school community is most evident at the community forums which are conducted each term and at the inaugural HSC information night.</p>	

Process 3: Extensive evaluation and review of the CHHS reporting process to improve the authentic engagement of parents/carers with their child's progress.

Evaluation	Funds Expended (Resources)
<p>Commitment to our ongoing partnership with parents and carers provided clear communication and insight into parents' and carers' needs.</p> <p>The school's assessment practices to monitor, plan and report on student learning and achievement were clearly communicated and explained to all stakeholders. Parent workshops on assessment expectations and reporting requirements were conducted throughout 2019.</p> <p>Surveys and Community Forum meetings were dedicated to assessment and reporting and parents were given the opportunity to discuss the reporting process. Parents identified the need for clear and explicit information and advice on their child's progress and achievement. Parents indicated that the language in reports was too complex and the need for clear strategies on how to support their children.</p> <p>A revised reporting template was developed in consultation with executive, staff and parents/carers. This was presented to the parents at the Community Forum and parent feedback was used to finalise the document. Workshops on accessing Sentral Reports online were delivered to parents at these forum meetings.</p>	<p>Community Forum Meetings: \$ 200</p>

Process 4: Community of Schools collaborations with a pilot primary partner actively develops teacher quality, continuity in learning progressions and student growth.

Evaluation	Funds Expended (Resources)
<p>Chester Hill High School continued the partnership with our Community of Schools partner primary schools, namely Chester Hill North PS, Chester Hill PS, Old Guildford PS, Villawood North PS and Yennora PS.</p>	<p>Resources for Community of Schools Meetings: \$300</p>

Progress towards achieving improvement measures

Network meetings provided teachers in each of the schools with networking and professional learning opportunities, fostering professional dialogue on the Literacy Learning Progressions for students transitioning to high school.

A pilot program focusing on tracking students' literacy skills and student growth in the Literacy Learning Progressions was developed with Old Guildford PS. Initial discussions provided teachers with an opportunity to evaluate literacy teaching and learning initiatives in each setting and to gain a deeper understanding of students' next steps in learning. The aim of the program was to exchange strategies and ideas on Literacy Progressions achievements at each stage.

In partnership, Chester Hill High School and ASPIRE (UNSW) facilitated a five-week Digital Literacy program for parents in our Community of Schools to develop their digital literacy skills. Parents learnt ICT skills which led to the creation of a film using an iPad. Parent feedback was extremely positive.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	<p>Aboriginal Education Officer: \$ 44 000</p> <p>Operational Expenses: \$ 9 676</p>	<p>Our commitment to Aboriginal Education and Aboriginal Student achievement is evidenced by the employment of an Aboriginal Education Officer for two days a week.</p> <p>Throughout 2019, our Aboriginal Education Officer supported academically and culturally and fostered relationships to enhance student achievement and engagement and improve attendance.</p> <p>Personalised Learning Pathways (PLPs) for Aboriginal student were developed. Each PLP involved students discussing their aspirational goals and contain specific, measurable, achievable, realistic and time bound (SMART) goals. The plans were also developed in partnership with parents/carers. Data analysis of student samples, NAPLAN results, assessment responses and parent contributions provided insight into students' needs and areas for development. The Aboriginal Education Officer liaised with staff and external partners to promote and secure a broad range of cultural, academic, and vocational opportunities.</p> <p>Aboriginal students showcased their talents and represented their Aboriginal culture at the annual Flag Day performances and at our partner primary schools. Student confidence, engagement and pride in their culture was fostered and developed.</p> <p>Students participated in mentoring programs with MTC, Kari workshops, NRL School to work initiative, UNSW Indigenous Winter School and sporting and community service opportunities. Students in Years 7 to 10 participated in the Walanga Muru program with Macquarie University to develop their cultural understanding and aspire for tertiary education.</p> <p>2019 Marked the first Aboriginal student to become school captain.</p> <p>Aboriginal culture was celebrated at the school with professional performances for all students in Years 7 to 12.</p>
English language proficiency	<p>Additional EALD Teacher: \$ 66 000</p> <p>Professional Learning: \$36,975</p>	<p>Funds were primarily allocated to the employment of an additional part-time EAL/D teacher to meet the needs of senior students through team-teaching support. EAL/D HSC and Preliminary classes were funded and supported students that were integrated into mainstream classes for their other courses. Our senior learning centre is staffed with an EAL/D teacher to ensure that EAL/D students were supported to complete assigned work in their study periods. SLSO's supported targeted students with assistance in course work for RoSA, Preliminary and HSC courses. A combination of in-class support and</p>

<p>English language proficiency</p>	<p>Additional EALD Teacher: \$ 66 000</p> <p>Professional Learning: \$36,975</p>	<p>withdrawal occurred for students in years 7–10.</p> <p>The EAL/D teachers collaborated with KLAs to design and implement teaching and learning initiatives using EAL/D pedagogy to enhance student outcomes. Lesson studies and release time for lesson observation, collaborative planning and EAL/D teaching strategies implementation were provided. This initiative provided teachers with effective teaching strategies to improve learning outcomes for EAL/D learners.</p> <p>A number of professional learning opportunities were offered to staff on the use of the EAL/D Learning Progressions to identify students' learning needs based on their English proficiency level. The Teaching Students from a Refugee Background (TSRB) course, staff workshops on effective implementation of communicative strategies and resources were provided to staff to enhance and further develop teachers' knowledge and skills in EAL/D Pedagogy.</p> <p>A dedicated EAL/D section was created in the School Library with EAL/D specific reading resources to encourage EAL/D students to engage in reading for pleasure.</p>
<p>Low level adjustment for disability</p>	<p>Additional funding towards SLSO in addition to targeted support – \$29,013 Additional staff 0.8 – \$88,000</p>	<p>Chester Hill High School strives to achieve the Department of Education's goal that every student improves every year through low-level adjustments and support for students with disabilities. The Learning and Support Team meets each fortnight to case manage students who require additional support to access the curriculum.</p> <p>The school's Learning and Support Head Teacher collaborates with the Head Teacher Wellbeing and stage Deputy Principals to develop comprehensive Personalised Learning and Support Plans (PLASP), Health Care Plans and develop strategies for additional support. In addition, Student Learning and Support Officers (SLSOs) work with individuals and small groups to assist in the classroom and in small group settings. In 2019, the school also funded 0.8 full time equivalent staff to support literacy and numeracy minimum standards attainment.</p> <p>Key initiatives which provided students with equity of opportunity were continued. Social groups to assist with the development of communication and interpersonal skills and intensive literacy and reading programs.</p> <p>The Welcome to High School transition program which targeted identified students at risk of disengagement in Year 6. These students attended high school two hours each week, for four weeks to develop communication and team building skills. Student surveys indicated that they felt more confident and less anxious about starting high</p>

<p>Low level adjustment for disability</p>	<p>Additional funding towards SLSO in addition to targeted support – \$29,013 Additional staff 0.8 – \$88,000</p>	<p>school.</p>
<p>Socio-economic background</p>	<p>Additional Deputy Principal: \$ 163 254 Additional SAO (0.4) \$27, 963</p> <p>Student Assistance \$8,570</p> <p>After School Study Centre: \$ 28 800</p>	<p>One of the key goals of the Department of Education's 2018–2022 strategic plan is to ensure that our education system reduces the impact of disadvantage. In 2019 at Chester Hill High School, students are supported to participate in the full range of curricular and co-curricular opportunities available at the school.</p> <p>The employment of the third Deputy Principal enables the school to provide an even greater level of substantial support to students and families from disadvantaged backgrounds. An additional 0.4 School Administrative Officer has been employed to facilitate the monitoring of attendance.</p> <p>Key initiatives which provided students with equity of opportunity were continued. Homework help sessions at lunch time and after school continued.</p> <p>In 2019, student wellbeing was supported through the provision of canteen and uniform assistance for families experiencing economic hardship. The school also assisted families with the cost of subject course fees and costs associated with excursions and co-curricular programs. A 'Breakfast club' to support student wellbeing with nutritious food before school has also been established.</p>
<p>Support for beginning teachers</p>	<p>Early Career teacher reduced timetable allowance (two periods each) – \$109, 000</p> <p>Early Carer teacher mentor allowance: \$ 13 625</p> <p>Professional learning including network partnerships – \$10,000</p>	<p>Beginning Teachers at Chester Hill High School were supported by faculty Head Teachers and a teacher mentor. Early career teachers, the teacher mentor and their supervising Head Teachers have a reduced allocation to allow time for lesson observation, coaching and mentoring. Early career teachers also seek to expand their professional networks with master teachers from other local high schools. Through these networks, experienced teachers assist with peer marking, lesson observation and coaching. Additional funding is also provided to beginning teachers to attend professional learning workshops. In particular, the school supports early career teachers to attend HSC study days with students to further increase their understanding of assessment requirements.</p>
<p>Targeted student support for refugees and new arrivals</p>	<p>Refugee Transition Program (RTP) Teacher: \$109 000</p> <p>Wellbeing and Learning Resources: \$ 15 000</p>	<p>Employment of a full time Refugee Transition Program (RTP) Teacher to support refugee and refugee-like students. RAM Equity funds supplemented this program. Individualised academic and wellbeing support is provided to students and their families as they adapt to their new learning environment and transition into the school community.</p> <p>There were approximately 120 refugee or</p>

Targeted student support for refugees and new arrivals

Refugee Transition Program (RTP) Teacher: \$109 000

Wellbeing and Learning Resources: \$ 15 000

refugee-like students from Afghanistan, Syria, Iraq and Thailand (Burma/Karen), making up 14% of the students at CHHS. The Refugee Transition Teacher collaborated with key stakeholders to develop tailored programs such as the Welcome Program, to support students' transition. A Refugee Transition Team profiled students and monitored their progress in the EALD Learning Progressions. The RTP teacher provided in-class and after school support to facilitate students' academic development. Wellbeing checks were conducted regularly with students and their parents.

The Creating Chances program, Celebration of Success Morning Teas for parents and students, the FICT Parent Program and guest speakers from external agencies are some of the 2019 initiatives which provided students and families with ongoing access to information and equity of opportunity and support. Parents felt a sense of belonging to the school community. Student surveys on language development, relationships, classwork and assessments strongly reflected positive student wellbeing and increased confidence in their academic achievement.

The RTP Teacher assisted students with scholarship applications for FACs Housing, Friends of Zainab and early university entry. Refugee Week was celebrated across the school and IEC to promote positive attitudes towards refugees and highlight student achievement.

Student information

Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	607	655	668	706
Girls	605	625	601	662

Student attendance profile

School				
Year	2016	2017	2018	2019
7	91.6	90.2	91.1	89.4
8	91	88.8	88.4	86.1
9	88.9	87.3	85.9	86.3
10	87.7	84.3	88.1	84.5
11	87.7	84.3	83.5	85.9
12	88.8	89.6	86.8	86.5
All Years	89.2	87.2	87.1	86.4
State DoE				
Year	2016	2017	2018	2019
7	92.8	92.7	91.8	91.2
8	90.5	90.5	89.3	88.6
9	89.1	89.1	87.7	87.2
10	87.6	87.3	86.1	85.5
11	88.2	88.2	86.6	86.6
12	90.1	90.1	89	88.6
All Years	89.7	89.6	88.4	88

Management of non-attendance

Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non-attendance.

Post school destinations

Proportion of students moving into post-school education, training or employment	Year 10 %	Year 11 %	Year 12 %
Seeking Employment	0	0	5
Employment	3	9	3
TAFE entry	2	4	30
University Entry	0	0	54
Other	0	0	1
Unknown	0	10	7

Year 12 students undertaking vocational or trade training

23.08% of Year 12 students at Chester Hill High School undertook vocational education and training in 2019.

Year 12 students attaining HSC or equivalent vocational education qualification

94.9% of all Year 12 students at Chester Hill High School expected to complete Year 12 in 2019 received a Higher School Certificate or equivalent vocational education and training qualification.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	3
Head Teacher(s)	13
Classroom Teacher(s)	57.1
Learning and Support Teacher(s)	2.9
Teacher Librarian	1.4
Teacher ESL	5.2
School Counsellor	2.8
School Administration and Support Staff	23.47
Other Positions	25

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2019, 3.9% of the Department's workforce identify as Aboriginal people.

Workforce ATSI

Staff type	Benchmark ¹	2019 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	7.20%
Teachers	3.30%	2.90%

Note 1 – The NSW Public Sector Aboriginal Employment Strategy 2014–17 introduced an aspirational target of 1.8% by 2021 for each of the sector's salary bands. If the aspirational target of 1.8% is achieved in salary bands not currently at or above 1.8%, the cumulative representation of Aboriginal employees in the sector is expected to reach 3.3%.

Note 2 – Representation of diversity groups are calculated as the estimated number of staff in each group divided by the total number of staff. These statistics have been weighted to estimate the representation of diversity groups in the workforce, where diversity survey response rates were less than 100 per cent. The total number of staff is based on a headcount of permanent and temporary employees.

Teacher qualifications

All casual, temporary and permanent teachers in NSW public schools must hold a NSW Department of Education approval to teach. Teachers with approval to teach must be accredited with the NSW Education Standards Authority, and hold a recognised teaching degree. All NSW teachers must hold a valid NSW Working With Children Check clearance.

Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice.

Professional learning includes five student-free School Development Days and induction programs for staff new to our school and/or system. These days are used to improve the capacity of teaching and non-teaching staff in line with school and departmental priorities.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2019 to 31 December 2019. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2019 Actual (\$)
Opening Balance	6,585,827
Revenue	18,843,578
Appropriation	17,676,765
Sale of Goods and Services	207,765
Grants and contributions	467,471
Investment income	23,829
Other revenue	467,749
Expenses	-16,822,594
Employee related	-14,743,063
Operating expenses	-2,079,532
Surplus / deficit for the year	2,020,984

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.

Financial summary - Equity loadings

The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

	2019 Approved SBA (\$)
Targeted Total	101,881
Equity Total	2,404,930
Equity - Aboriginal	9,676
Equity - Socio-economic	1,300,000
Equity - Language	591,898
Equity - Disability	503,356
Base Total	10,210,992
Base - Per Capita	312,937
Base - Location	0
Base - Other	9,898,055
Other Total	4,306,676
Grand Total	17,024,479

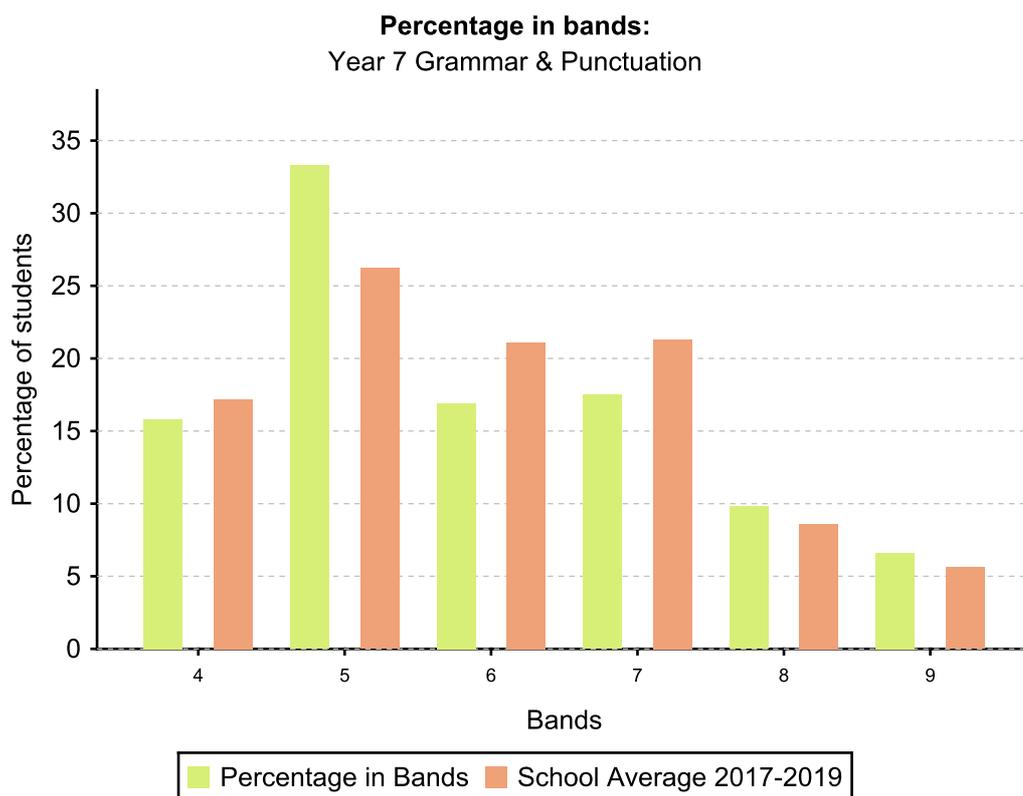
Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

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.

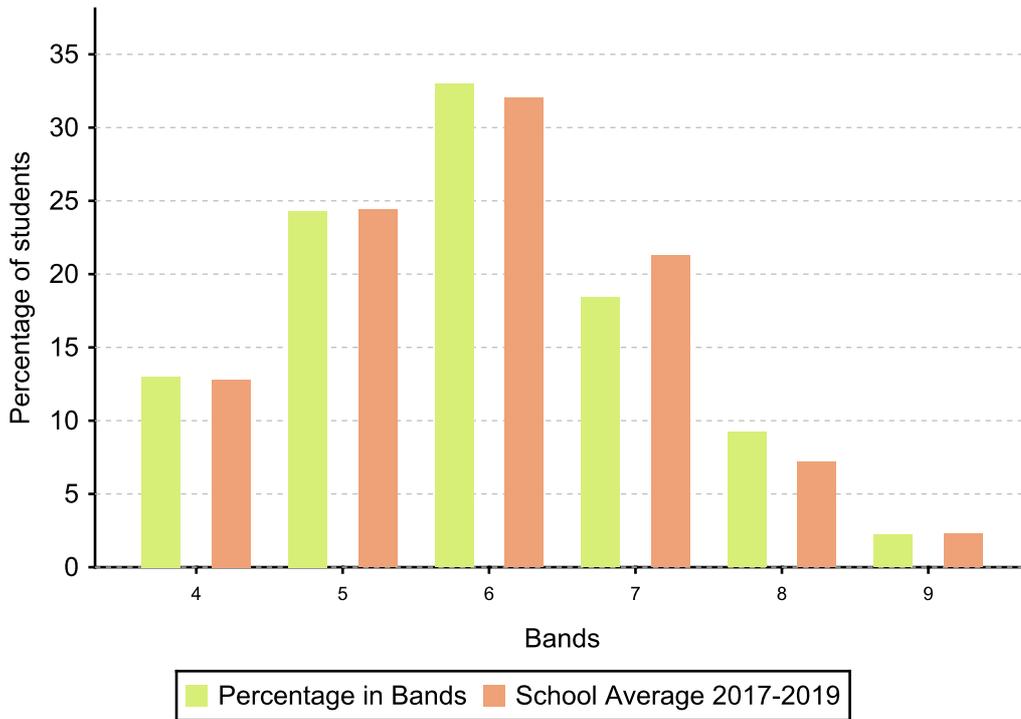
From 2018 to 2021 NAPLAN is moving from a paper test to an online test. Individual schools are transitioning to the online test, with some schools participating in NAPLAN on paper and others online. Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should be treated with care.

Literacy and Numeracy Graphs



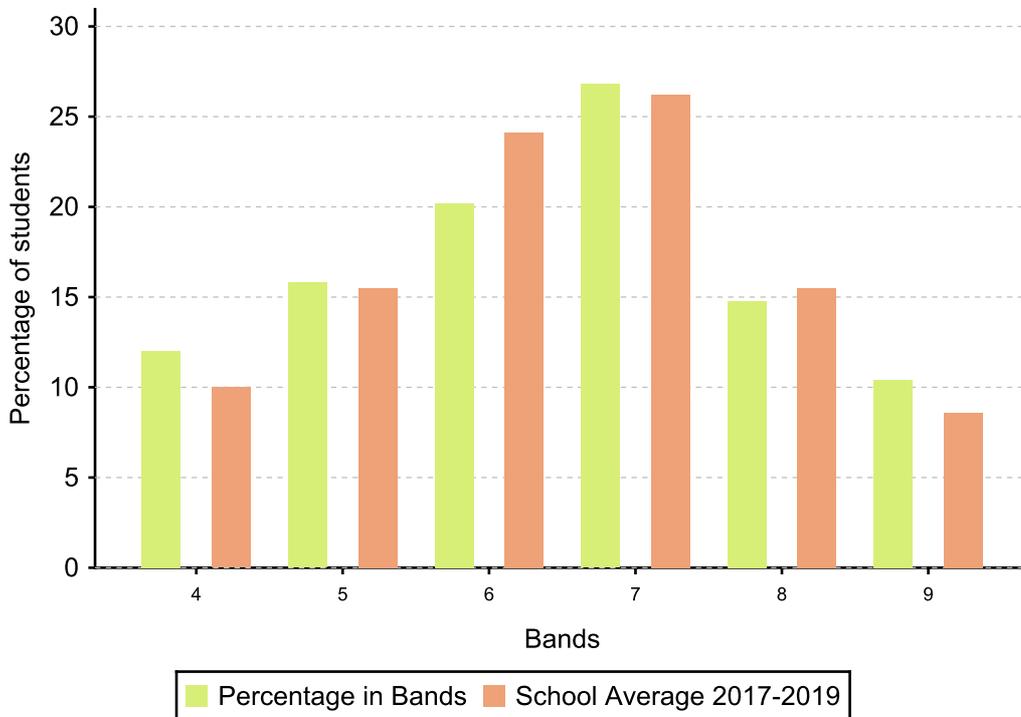
Band	4	5	6	7	8	9
Percentage of students	15.8	33.3	16.9	17.5	9.8	6.6
School avg 2017-2019	17.2	26.2	21.1	21.3	8.6	5.6

**Percentage in bands:
Year 7 Reading**



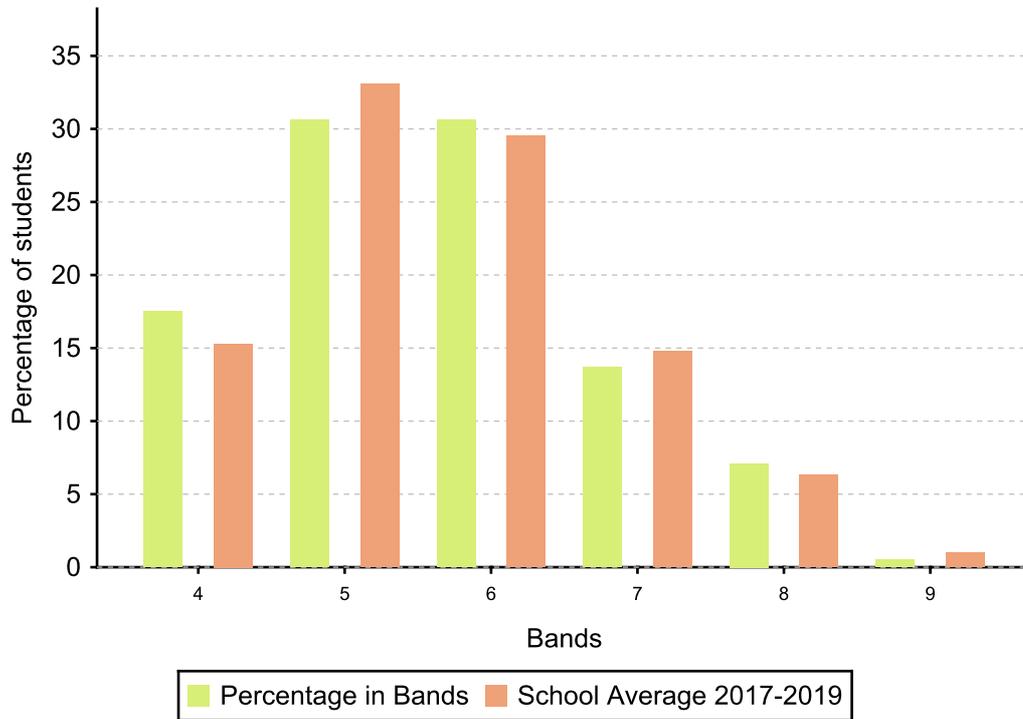
Band	4	5	6	7	8	9
Percentage of students	13.0	24.3	33.0	18.4	9.2	2.2
School avg 2017-2019	12.8	24.4	32	21.3	7.2	2.3

**Percentage in bands:
Year 7 Spelling**



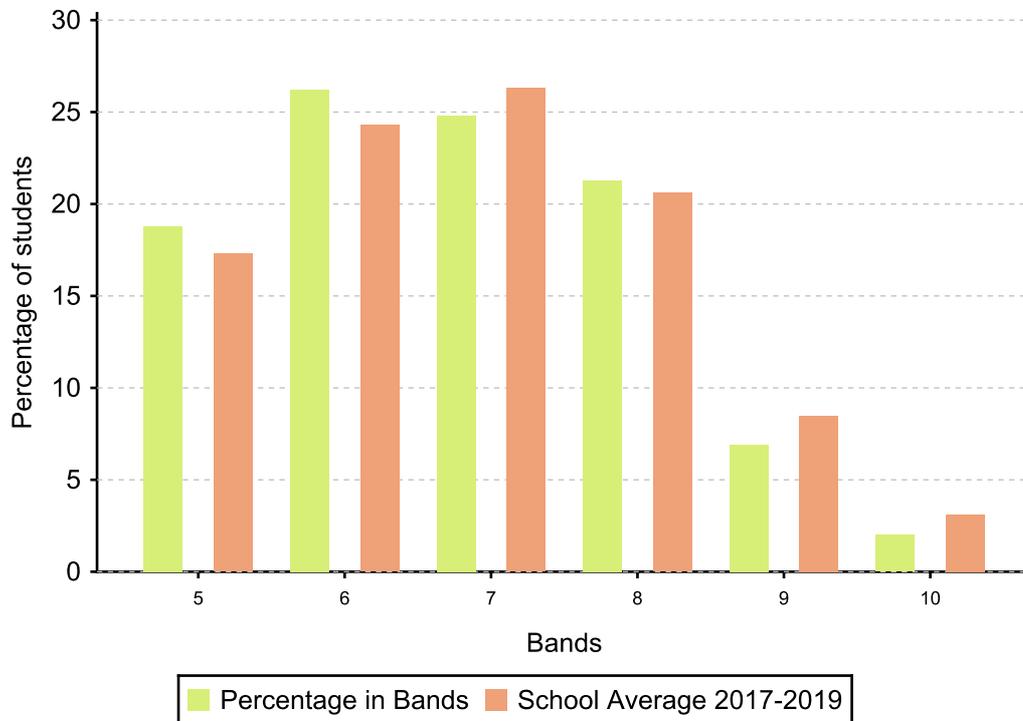
Band	4	5	6	7	8	9
Percentage of students	12.0	15.8	20.2	26.8	14.8	10.4
School avg 2017-2019	10	15.5	24.1	26.2	15.5	8.6

Percentage in bands:
Year 7 Writing



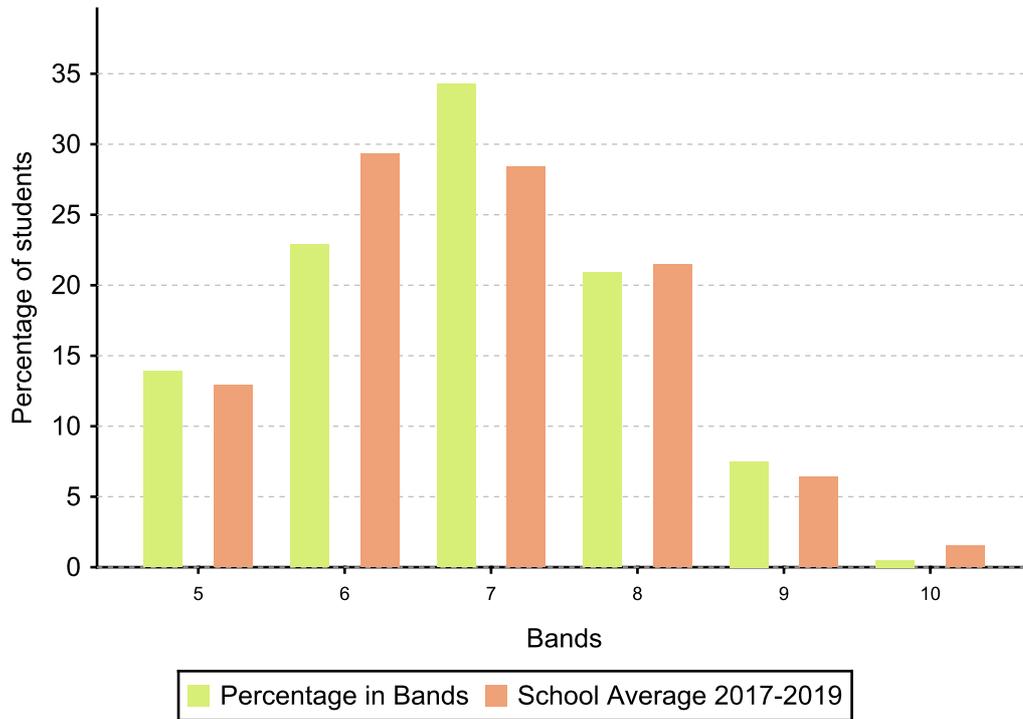
Band	4	5	6	7	8	9
Percentage of students	17.5	30.6	30.6	13.7	7.1	0.5
School avg 2017-2019	15.3	33.1	29.5	14.8	6.3	1

Percentage in bands:
Year 9 Grammar & Punctuation



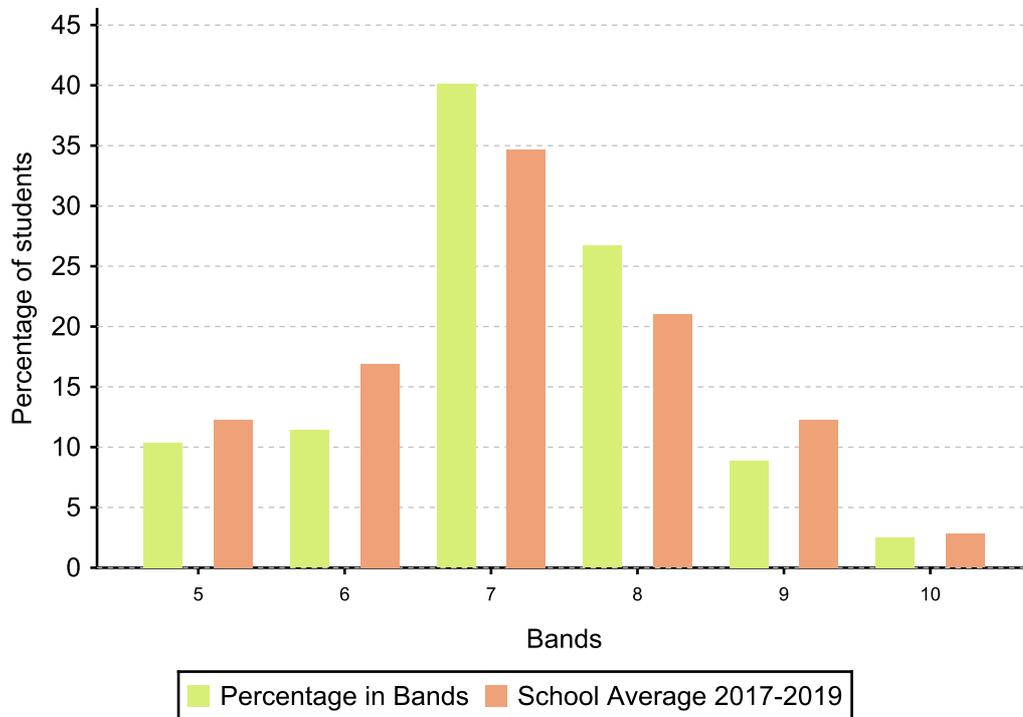
Band	5	6	7	8	9	10
Percentage of students	18.8	26.2	24.8	21.3	6.9	2.0
School avg 2017-2019	17.3	24.3	26.3	20.6	8.5	3.1

**Percentage in bands:
Year 9 Reading**



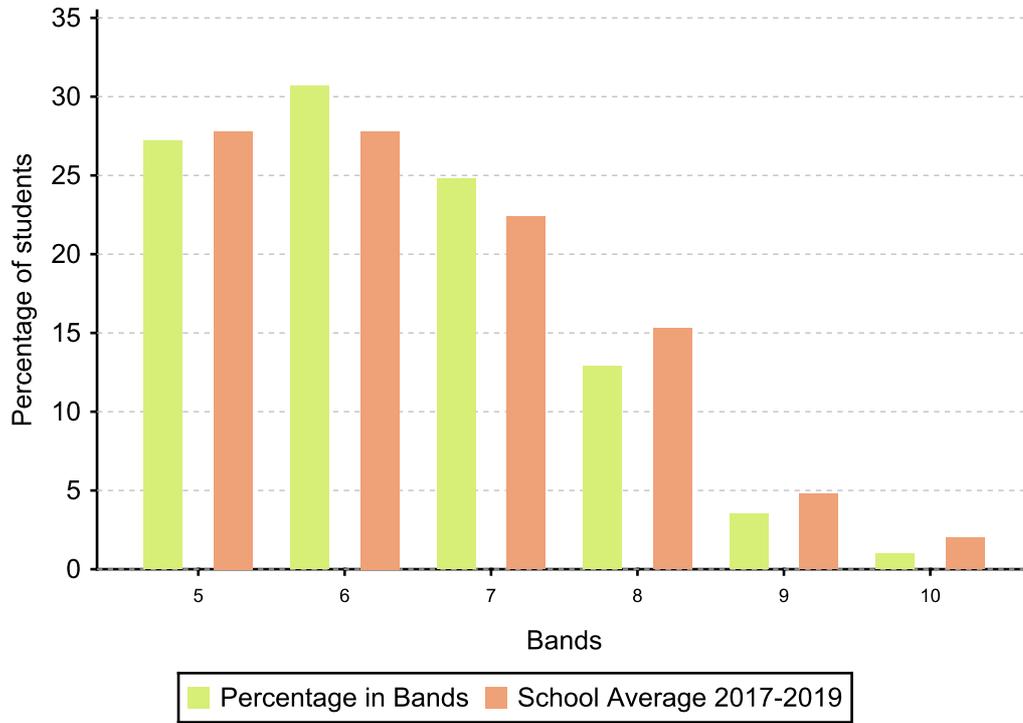
Band	5	6	7	8	9	10
Percentage of students	13.9	22.9	34.3	20.9	7.5	0.5
School avg 2017-2019	12.9	29.3	28.4	21.5	6.4	1.5

**Percentage in bands:
Year 9 Spelling**



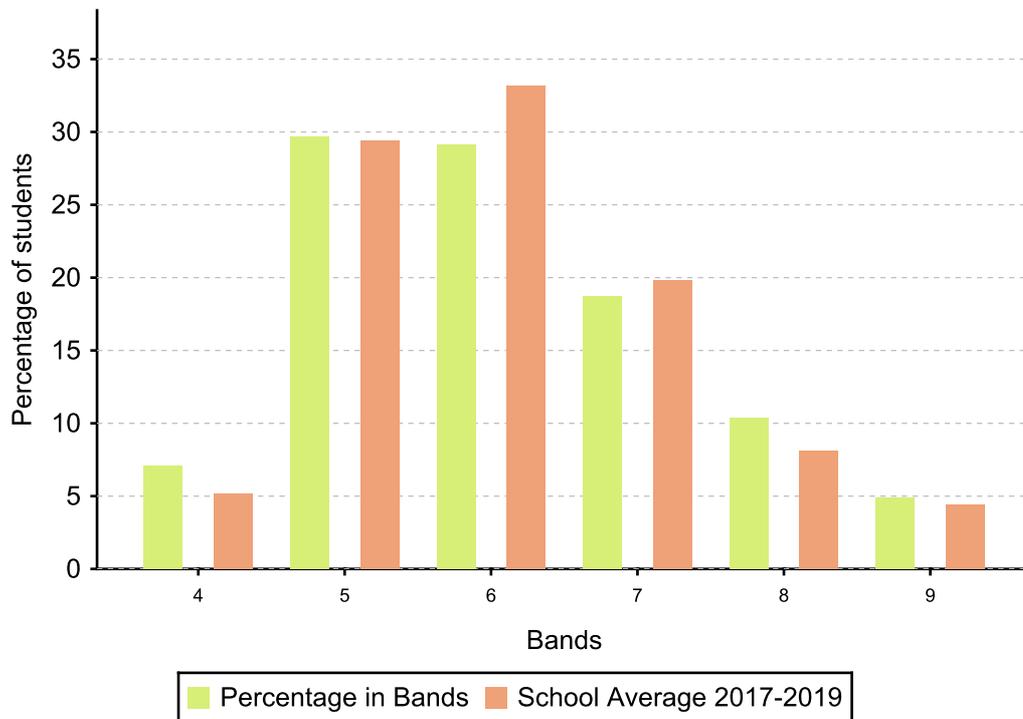
Band	5	6	7	8	9	10
Percentage of students	10.4	11.4	40.1	26.7	8.9	2.5
School avg 2017-2019	12.3	16.9	34.7	21	12.3	2.8

Percentage in bands:
Year 9 Writing



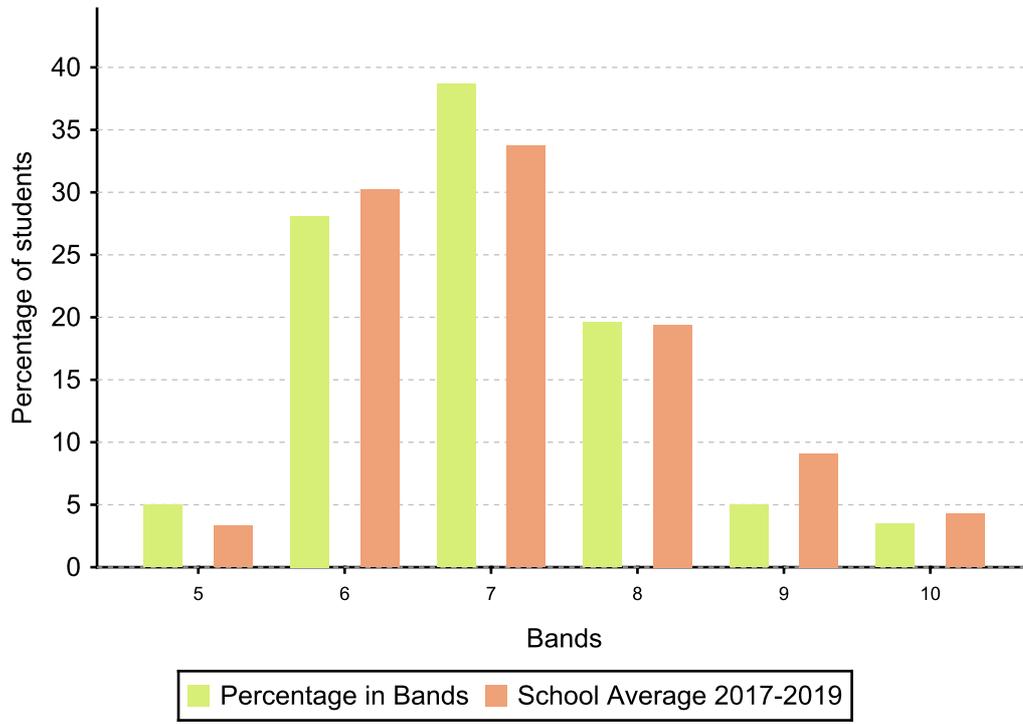
Band	5	6	7	8	9	10
Percentage of students	27.2	30.7	24.8	12.9	3.5	1.0
School avg 2017-2019	27.8	27.8	22.4	15.3	4.8	2

Percentage in bands:
Year 7 Numeracy



Band	4	5	6	7	8	9
Percentage of students	7.1	29.7	29.1	18.7	10.4	4.9
School avg 2017-2019	5.2	29.4	33.2	19.8	8.1	4.4

**Percentage in bands:
Year 9 Numeracy**

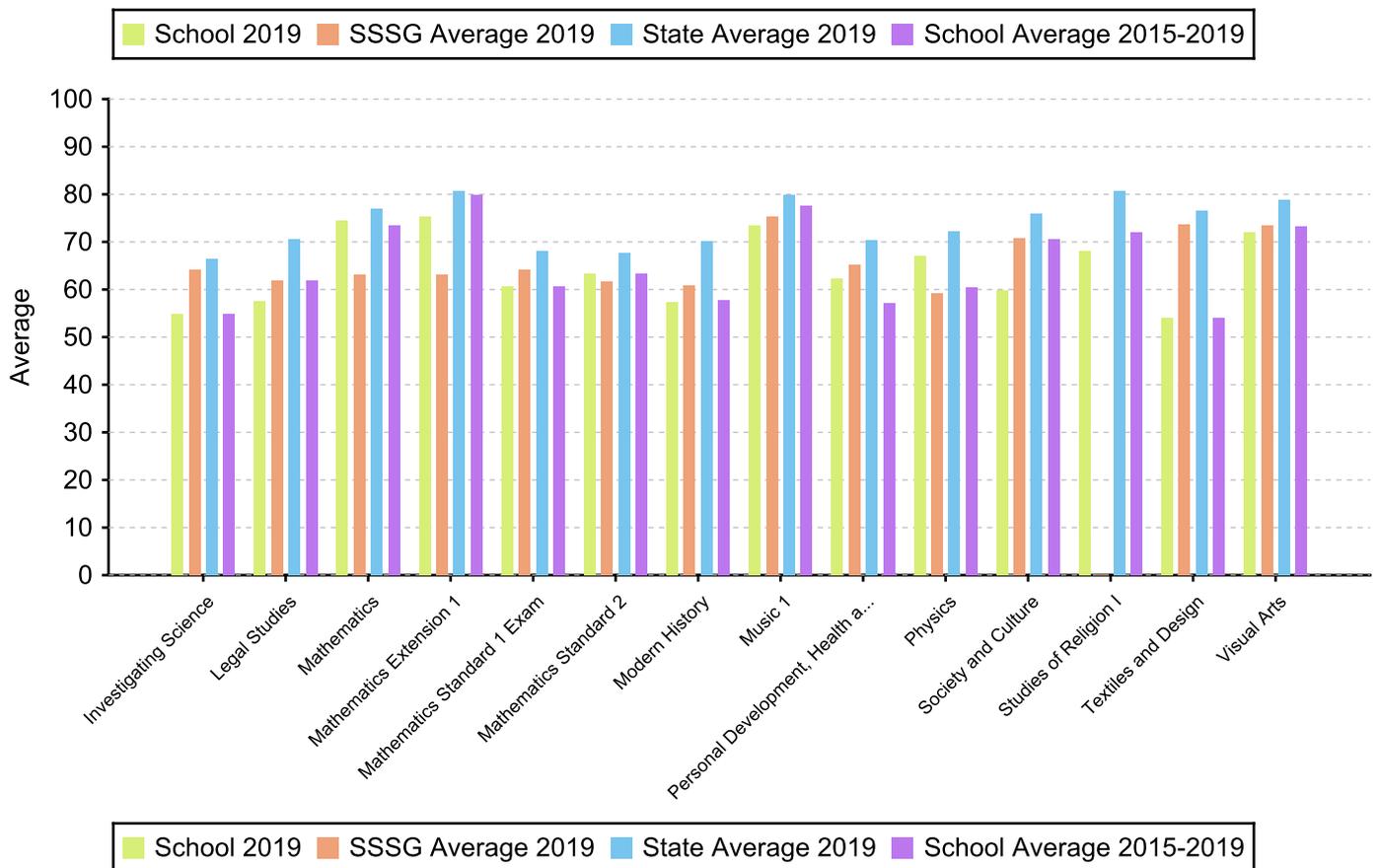
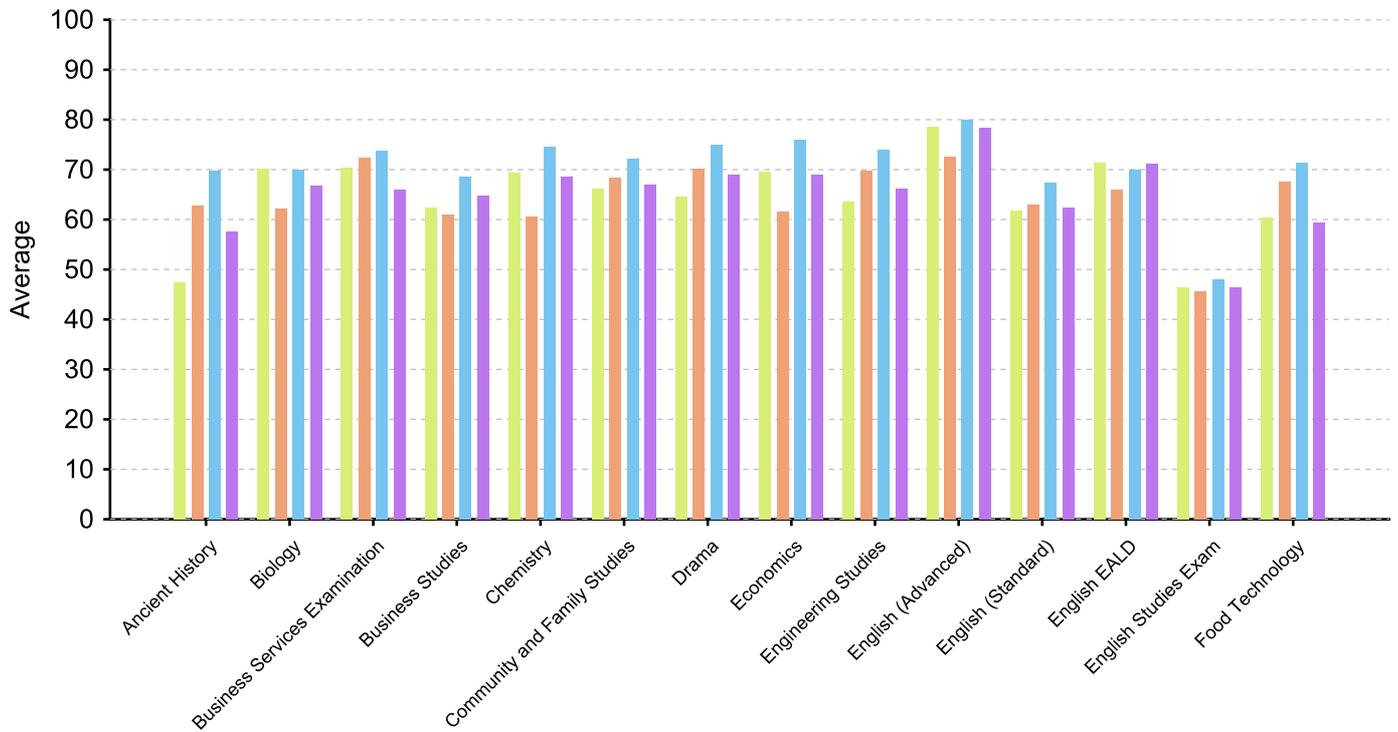


Band	5	6	7	8	9	10
Percentage of students	5.0	28.1	38.7	19.6	5.0	3.5
School avg 2017-2019	3.3	30.2	33.7	19.4	9.1	4.3

School performance - HSC

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

The information in this report must be consistent with privacy and personal information policies. Where there are fewer than 10 students in a course or subject, summary statistics or graphical representation of student performance is not available.



Subject	School 2019	SSSG	State	School Average 2015-2019
Ancient History	47.4	62.7	69.9	57.7
Biology	70.2	62.2	69.9	66.8
Business Services Examination	70.4	72.4	73.7	66.1
Business Studies	62.3	61.1	68.6	64.8
Chemistry	69.4	60.6	74.7	68.7
Community and Family Studies	66.1	68.3	72.2	67.0
Drama	64.6	70.1	75.0	68.9
Economics	69.5	61.6	75.9	69.1
Engineering Studies	63.6	69.8	73.9	66.3
English (Advanced)	78.6	72.5	80.0	78.4
English (Standard)	61.7	63.0	67.3	62.4
English EALD	71.3	66.0	70.0	71.3
English Studies Exam	46.4	45.5	48.1	46.4
Food Technology	60.4	67.6	71.4	59.5
Investigating Science	54.9	64.1	66.5	54.9
Legal Studies	57.6	61.8	70.6	62.0
Mathematics	74.5	63.1	76.9	73.5
Mathematics Extension 1	75.4	63.0	80.6	79.8
Mathematics Standard 1 Exam	60.6	64.2	68.1	60.6
Mathematics Standard 2	63.3	61.7	67.7	63.3
Modern History	57.3	60.8	70.2	57.7
Music 1	73.4	75.4	79.9	77.6
Personal Development, Health and Physical Education	62.4	65.2	70.5	57.1
Physics	67.1	59.2	72.1	60.4
Society and Culture	59.8	70.7	75.9	70.6
Studies of Religion I	68.0	0.0	80.8	71.9
Textiles and Design	54.1	73.6	76.6	54.1
Visual Arts	72.0	73.4	78.8	73.3

Parent/caregiver, student, teacher satisfaction

The school uses the Tell Them From Me Survey each year to gauge overall satisfaction with our school. Throughout the year the school surveys students, staff and parents about a range of topics and the information gained from these smaller surveys provide us with data to inform adjustments to our school improvement plan and or programs. In 2019 there has been an increase in advocacy at school reported by students in the Tell Them From Me Survey and we are ahead of Similar Schools in terms of Advocacy, Expectations for success and a sense of belonging. Parent engagement has been strong and we have been well supported at our community forums and Information evenings that ran throughout 2019. The school has continued its focus on the promotion of achievements to the community through the Newsletter and social media accounts. The school has also taken the opportunity to support the local community by painting a mural that will be displayed in the local shopping centre.

Policy requirements

Aboriginal Education Policy

The responsibility for enacting the Aboriginal Education Policy rests with all Departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings.

Evidence of effective implementation of the policy included:

- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
- Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.

Anti-Racism Policy

All teachers are responsible for supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. Principals are responsible for examining school practices and procedures to ensure they are consistent with the policy. All schools have an Anti-Racism Contact Officer who is trained to respond to concerns in relation to racism.

Multicultural Education Policy

Teachers address the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. Principals are responsible for ensuring that school policies, programs and practices respond to the cultural, linguistic and religious diversity of the school community, and provide opportunities that enable all students to achieve equitable education and social outcomes.