

2020 Annual Report

Chester Hill High School



8269

Introduction

The Annual Report for 2020 is provided to the community of Chester Hill High School as an account of the school's operations and achievements throughout the year.

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

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School vision

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>

Self-assessment using the School Excellence Framework

Elements	2020 School Assessment
LEARNING: Learning Culture	Delivering
LEARNING: Wellbeing	Delivering
LEARNING: Curriculum	Delivering
LEARNING: Assessment	Delivering
LEARNING: Reporting	Delivering
LEARNING: Student performance measures	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

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)
The focus throughout 2020 was to build on teacher knowledge of the Literacy and Numeracy Learning Progression. Transitioning Year 7 students placements on the progressions were identified and communicated to staff. The School continued to progress with explicit literacy and numeracy strategies adopted by all teachers and reflected in their teaching and learning programs. Professional learning occurred to deepen the understanding of all staff of the Minimum Standard Literacy and Numeracy requirements for the HSC. Two teachers were employed to develop and implement a strategic and focused plan to support students in Years 10, 11 and 12 in achieving the required minimum standard for the HSC. As a result of this program all 2020 HSC students achieved the minimum standard. The Quick-Smart program was also implemented to improve the automaticity of literacy and numeracy basic skills to enable more cognitive ability to engage in higher order problem solving.	Minimum Standards Coordinators (0.6 FTE and 0.4 FTE) \$112 118 School Learning Support Officer (2 x 1.0 FTE) \$136 202 Additional Learning and Support Teacher \$112 118

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)
At the conclusion of the 2018-2020 plan, significant achievements have been made in relation to the development of holistic programs that connect learners with the educational community and provide . explicit development of soft skills that secure and empower students for post-school learning opportunities . In 2020, the Year 9 iSTEM Learning elective program was implemented for the third consecutive year. In 2020 our school applied for and was accepted into the Learning Ecosytems project. Learning ecosystems are strong networks that see schools partnering with key people and resources, both from their local and global communities, to improve learning experiences for our students. As part of this program we will be supported to build strong, mutually beneficial partnerships to create learning ecosystems that enhance student learning. As a result of	Professional Learning Days \$1 500

Progress towards achieving improvement measures

participating in this program staff will strengthen their capacity to build on engagement opportunities and address challenges within their own unique context in an innovative way. Students will have the opportunity to develop, test and implement a range of new approaches to building learning ecosystems through a co-designed, high quality learning program.

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 is committed to the development of a safe and nurturing learning environment where each child is valued and cared for. The day structure was modified to incorporate a wellbeing period to systematically deliver wellbeing lessons designed to build the social and emotional skills of our students.. The school was well supported in the development of these lessons by departmental wellbeing and learning officers The school also engaged the services of a Student Support Officer to further provide assistance to our students. Chester Hill High School is also fortunate to have six days of psychological (counsellor) support.</p> <p>Remote learning highlighted the need for effective strategies to monitor student wellbeing. A process was developed by the Wellbeing Team and Senior Executive to monitor student engagement in online learning and to contact the families and students. Deputy Principals and Head Teacher Wellbeing were included in the flowchart process for wellbeing and engagement monitoring.</p>	

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)
A key component of the 2018 -2020 School Plan was to build the capacity of each teacher to better cater for the needs of our students. In 2020, a Head Teacher Teaching and Learning was employed to work alongside the senior executive to encourage teachers to engage in professional learning targeted to school priorities and the needs of students. Staff attended twilight sessions to analyse data and identify improvement areas for the new Strategic Improvement Plan (2021-2024). A focus throughout 2020 was to deepen staff knowledge of the What Works Best findings developed by the Centre for Education Statistics and Evaluation. Incorporating strategies identified in What Works Best into our teaching supports our continuous improvement journey and ensures that every student, every teacher and every leader improves every year .	

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)
In 2020, the Performance and Development Plan (PDP) for teachers 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 feedback via 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	

Progress towards achieving improvement measures

for their students and specific initiatives. The collaborative development of differentiated lessons and learning resources are shared with all staff. 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)
A review of the induction and accreditation support program was evaluated with the support of the departments quality teaching advisers. The revised program deepened staff knowledge of the Australian Teaching Standards and increased individual expectations. A teacher mentor is employed to support teachers gaining accreditation. The school closely monitors the accreditation of all staff and encourages the pursuit of higher levels of accreditation. A high proportion of the teaching staff have attained and are maintaining accreditation at the proficient level.	Teacher Mentor \$14 019 Professional Learning \$ 24 000

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

Evaluation	Funds Expended (Resources)
Staff, students and the community recognise that student wellbeing and engagement are important conditions for learning. A refinement of the schools behaviour matrix occurred and processes were developed and implemented to support teachers with in the development of an effective learning environment. Our wellbeing approach focuses on the development of positive and respectful relationships between all members of our learning community.	Behaviour Consultant \$32 000 Professional Learning \$ 3 000

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)
With remote learning and physical distancing measures implemented throughout 2020 the development of external partnerships was suspended.	

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)
Throughout 2020 we were significantly affected by COVID and the inability to meet with our parents in a face to face setting. Our reliance on our online communication methods increased significantly with our Website incorporating COVID updates and school updates. Parents and community members participated in online surveys to provide feedback on new processes and inform planning in the development of the new School Strategic Plan.	

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)
An important component of the 2018 -2020 School plan was to improve reporting on student outcomes. The school systematically analysed report data. The information obtained led to the establishment of a reports team who are planning out continuous improvement measures to ensure best practice in reporting on student outcomes. All student reports contain personalised information about individual student learning progress and achievement, and preview plans for meeting future learning goals. Parents are presented with clear information on what and how well their children are learning and receive regular information in accessible formats about how to support their children's progress.	

Progress towards achieving improvement measures

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)
With remote learning and physical distancing measures implemented throughout 2020 the community of schools project was suspended.	

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	<p>Aboriginal Coordinator \$2 802.00</p> <p>Student Support Learning Officer \$40 860</p>	<p>A new team approach was implemented to support the Aboriginal Education Officer and new Aboriginal Coordinator. The team's focus areas include: promoting cultural awareness, inclusion in cultural activities, building community contacts, strengthening mentorship and effectively implementing the Aboriginal Education and Training Policy.</p> <p>Personalised Learning Pathways (PLPs) for Aboriginal students were reformatted. Students and their carers now have a voice in their personal and educational goal setting. The PLPs focus on Aboriginality, semester goals, senior pathway- support beyond school, curriculum, behaviour and attendance to ensure that students and community were given the best possible support to succeed. These plans are followed up by mentor conversation once a term. An aboriginal student learning support officer is also employed to support our children.</p> <p>We had a successful NAIDOC week celebration where English and Social Sciences conducted specific lessons on Always Was Always Will Be, the theme for 2020 and hosted a poster competition which ran throughout the school. The week ended with a morning tea for all Aboriginal students and mentors.</p>
English language proficiency		<p>During 2020, the EAL/D faculty achieved outstanding results in the EAL/D HSC Examination. 42% of our candidature achieved in the top 2 bands, with only 5% of students achieving in the bottom 2 bands with no students achieving a band 1. We continue to build on our achievements each year with our overall score trending upwards.</p> <p>Across the school, the EAL/D faculty has supported student learning through team teaching across all key learning areas. This not only supports student learning but also builds teacher capacity to design teaching and learning activities tailored to the learning abilities of our students.</p> <p>Further to this, targeted programs for refugee and refugee-like students, such as the Run Beyond Project, have continued to build student resilience and wellbeing. This has led to an enhance program of support that the EAL/D faculty and Refugee Transition Program has in place to facilitate the learning and wellbeing needs of our students.</p> <p>A Learning Hub with the new library was established to further cater for the needs of our students.</p>
Low level adjustment for disability	<p>Additional Learning and Support Teacher \$112 118</p>	<p>Chester Hill High School strives to achieve the Department of Education's goal that every student improves every year through low-level</p>

<p>Low level adjustment for disability</p>	<p>Additional Learning and Support Teacher \$112 118</p>	<p>adjustments and support for students with disabilities.</p> <p>All identified students have a Personalised Learning and Support Plan (PLASP) that is written in collaboration with parents and carers who are an integral part in decisions about what is best for their child. Students were identified as requiring adjustments to enable them to access the curriculum on the same basis as other students in their cohort. They were identified through Best Start testing, NAPLAN results, YARC testing, school reports, primary school visits, teacher/parent and other professional referrals.</p> <p>The Learning Support Team (LST) comprising of the three stage deputies, school counsellor, HT Wellbeing and HT Learning and Support meet fortnightly to case manage students who require additional support to access the curriculum. The LST also consulted with specialist support from the Department to provide behaviour support for teachers, write effective Access Request applications, write Behaviour Support plans and provided assistance with NCCD and its implementation.</p> <p>In addition to supporting students with diagnosis, Learning and Support Teachers (LaST), support students who have additional learning and support needs without the requirement of a formal diagnosis of disability. Support is provided with adjustments to assessments and class work in collaboration with teachers and Head Teachers. LaST provided advice to teachers about differentiation and assessment adjustment strategies so that all students are able to demonstrate improvement in their learning. LaST organised professional learning with specialist staff for teachers teaching vision impaired and hearing-impaired students to support the students in accessing the curriculum. LaST were rostered at lunch times to assist students requiring additional support with assessments. LaST also run weekly social group for Y7 students who had difficulty making friends and were on their own during recess and lunch times. Students learnt social skills through the use of board games and conversations. LaST identified students needing disability provisions for the HSC and made applications after consultation with the deputy, parents and teachers. Disability provisions were also provided for other students in the school.</p> <p>The School Learning and Support Officer (SLSO) are timetables to provide in class support for students who received integration funding support (IFS). SLSO worked under the guidance of the classroom teacher. Teachers consulted with LaST on how best to support the IFS student and effective ways to use the SLSO in their classroom. LaST and</p>
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Low level adjustment for disability	Additional Learning and Support Teacher \$112 118	SLSO also implemented the QuickSmart intensive literacy program for students identified from the Best Start results as needing intensive support in reading and comprehension.
Socio-economic background	Additional Deputy Principal \$ 171 513 Financial Support \$ 32 000	<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 2020 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. Key initiatives which provided students with equity of opportunity were continued. Homework help sessions at lunch time and after school continued. In 2020, student wellbeing was supported through the provision of canteen and uniform assistance for families experiencing economic hardship. The school also supported families through the COVID situation by absorbing the cost of subject course fees and borrowed laptops. Wireless internet devices were also made available to families in need during the period of remote learning. In 2020. A 'Breakfast club' to support student wellbeing with nutritious food before school has also been established.</p>
Support for beginning teachers	Additional professional learning for Early Career Teachers. Reduced face to face teaching allocation for Early Career Teachers Teacher Mentor \$14 014 Project Officer \$ 67 270	<p>Chester Hill High School understands that the development of professional skills is an ongoing process that requires continued support through professional development. Early-career teachers engaged in formalised support networks to enhance their pedagogical effectiveness, reflective thinking skills and understanding of varied instructional strategies. School-based support systems facilitate the development of adaptive educators who utilise best practice to create inclusive learning environments built on student achievement. In 2020, all early careers teachers participated in a structured program, led by the Project Officer and Teacher Mentor, designed to foster a professional support network built on meaningful collaboration. This program focused on providing professional learning sessions that centred on lesson planning, lesson observation formative assessment, behaviour management and NESA accreditation requirements. These sessions were designed in alignment with the Strong Start, Great Teachers website, What Works Best - 2020 Update and the Australian Professional Standards for Teachers, which describe the knowledge, skills and understanding expected of adaptive and effective teachers. Each teacher participated in regular meetings designed to explicitly outline the requirements of the accreditation process, provide opportunities to analyse</p>

<p>Support for beginning teachers</p>	<p>Additional professional learning for Early Career Teachers.</p> <p>Reduced face to face teaching allocation for Early Career Teachers</p> <p>Teacher Mentor \$14 014</p> <p>Project Officer \$ 67 270</p>	<p>relevant work samples and reflect on their teaching experiences, thereby fostering meaningful growth. Furthermore, staff participated in whole-school professional learning sessions that documented and analysed relevant resources. Consequently, teachers developed a better understanding of professional, administrative and legislative requirements. In 2020, four beginning teachers were accredited at a proficient level, with the remaining beginning teachers working</p>
<p>Targeted student support for refugees and new arrivals</p>	<p>Refugee Transition Teacher \$112 118</p>	<p>In 2020 , 144 refugee and refugee like students were identified at the school for support from the Refugee Transition Program. Of those, 34 students had been in Australia for under three years.</p> <p>Of the 144 students identified as refugee or refugee like students the majority were classed as EAL/D learners and placed in "R" classes for targeted EAL/D support. All students in the R classes receive in-class support based on level of need and time in Australia and through the program, in class support was time tabled and supported during the week. Students who are more confident with their language skills and were independent learners requested support when needed. Students struggling in year 11 and 12 received some additional intensive one on one support from the refugee transition teacher.</p> <p>In 2020, the school initiated the Welcome Program for transition to high school for refugee and refugee like students. In term 4, refugee students transitioning from the IEC or other schools, took part in an orientation morning the term before they come to the high school to orient them and meet the refugee transition teacher. The refugee transition teacher then had an established connection to the students to aid in transitioning them to the school. The Welcome Program was run every Monday for student's first term at Chester Hill during wellbeing. The Program covered; orientation, getting to know YA, DPs, Faculties, time management, study skills, understanding assessment tasks, bullying and cyber safety.</p> <p>The refugee transition Program worked with refugee and refugee like students to help support them financially. Twenty students were helped to apply for scholarships from; DJC, Friends of Zainab, Western Sydney Leadership, SSI, PEF National Secondary and University Scholarships. Overall, 6 scholarships were successful in 2020. Financial support was also offered for those students who were seen as in need in the form of uniform help, excursions and financial support for sporting activities.</p> <p>The refugee transition Program was able to run the student morning tea in term 4. This</p>

<p>Targeted student support for refugees and new arrivals</p>	<p>Refugee Transition Teacher \$112 118</p>	<p>program for parents could not be run in 2020 due to COVID. In term 4, a Student Morning Tea was held for stage 4, 5 and 6 and the Auburn Diversity Centre showcased their holiday programs for the students. This tea also measured student successes.</p> <p>The RTP program managed to establish links with Macquarie University, the University of Western Sydney and Sydney University and set up some mentoring programs to run in 2021.</p>
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Student information

Student enrolment profile

Students	Enrolments			
	2017	2018	2019	2020
Boys	655	668	706	667
Girls	625	601	662	662

Student attendance profile

School				
Year	2017	2018	2019	2020
7	90.2	91.1	89.4	91.1
8	88.8	88.4	86.1	89.9
9	87.3	85.9	86.3	86.5
10	84.3	88.1	84.5	88.1
11	84.3	83.5	85.9	85.2
12	89.6	86.8	86.5	89
All Years	87.2	87.1	86.4	88.1
State DoE				
Year	2017	2018	2019	2020
7	92.7	91.8	91.2	92.1
8	90.5	89.3	88.6	90.1
9	89.1	87.7	87.2	89
10	87.3	86.1	85.5	87.7
11	88.2	86.6	86.6	88.2
12	90.1	89	88.6	90.4
All Years	89.6	88.4	88	89.6

NSW student attendance data in 2020 is not comparable to previous years due to the effects of the COVID-19 pandemic. The NSW Government encouraged students to learn from home, where possible, for a seven week period from 24 March to 22 May. During this period, schools monitored engagement with learning to determine whether students were marked present. This changed the attendance measure. There was also some evidence of varied marking practices as schools adjusted to the learning from home period, with some schools recording higher attendance rates while others recording markedly lower rates.

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	0
Employment	12	15	14
TAFE entry	0	3	13
University Entry	0	0	62
Other	0	2	1
Unknown	0	0	10

Year 12 students undertaking vocational or trade training

25.97% of Year 12 students at Chester Hill High School undertook vocational education and training in 2020.

Year 12 students attaining HSC or equivalent vocational education qualification

95.9% of all Year 12 students at Chester Hill High School expected to complete Year 12 in 2020 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)	14
Classroom Teacher(s)	60.7
Learning and Support Teacher(s)	2.9
Teacher Librarian	1.4
Teacher ESL	4.8
School Counsellor	2.8
School Administration and Support Staff	22.77
Other Positions	20.8

*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, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2020, 3.7% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

Workforce ATSI

Staff type	Benchmark ¹	2020 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	6.30%
Teachers	3.30%	2.80%

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.

In 2020, an additional School Development Day was included at the start of Term 2 to assist school leaders, teachers

and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2020 to 31 December 2020. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2020 Actual (\$)
Opening Balance	8,606,811
Revenue	19,093,034
Appropriation	18,510,278
Sale of Goods and Services	88,073
Grants and contributions	44,333
Investment income	8,084
Other revenue	442,266
Expenses	-17,978,780
Employee related	-15,125,650
Operating expenses	-2,853,131
Surplus / deficit for the year	1,114,253
Closing Balance	9,721,065

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.

	2020 Approved SBA (\$)
Targeted Total	168,076
Equity Total	2,402,508
Equity - Aboriginal	11,377
Equity - Socio-economic	1,300,000
Equity - Language	568,978
Equity - Disability	522,152
Base Total	11,208,947
Base - Per Capita	358,351
Base - Location	0
Base - Other	10,850,596
Other Total	3,763,319
Grand Total	17,542,850

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.

The My School website provides detailed information and data for national literacy and numeracy testing. Go to myschool.edu.au to access the school data.

2020 NAPLAN

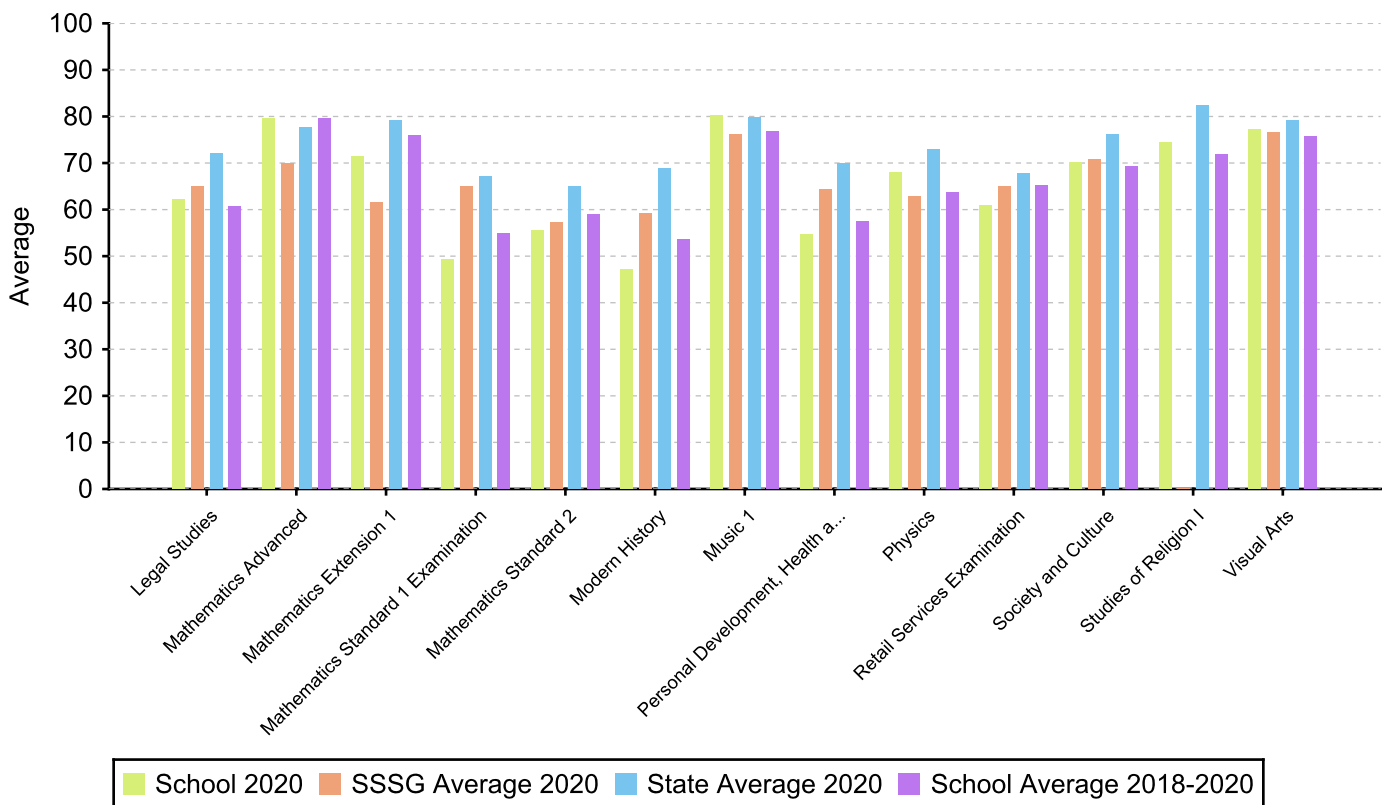
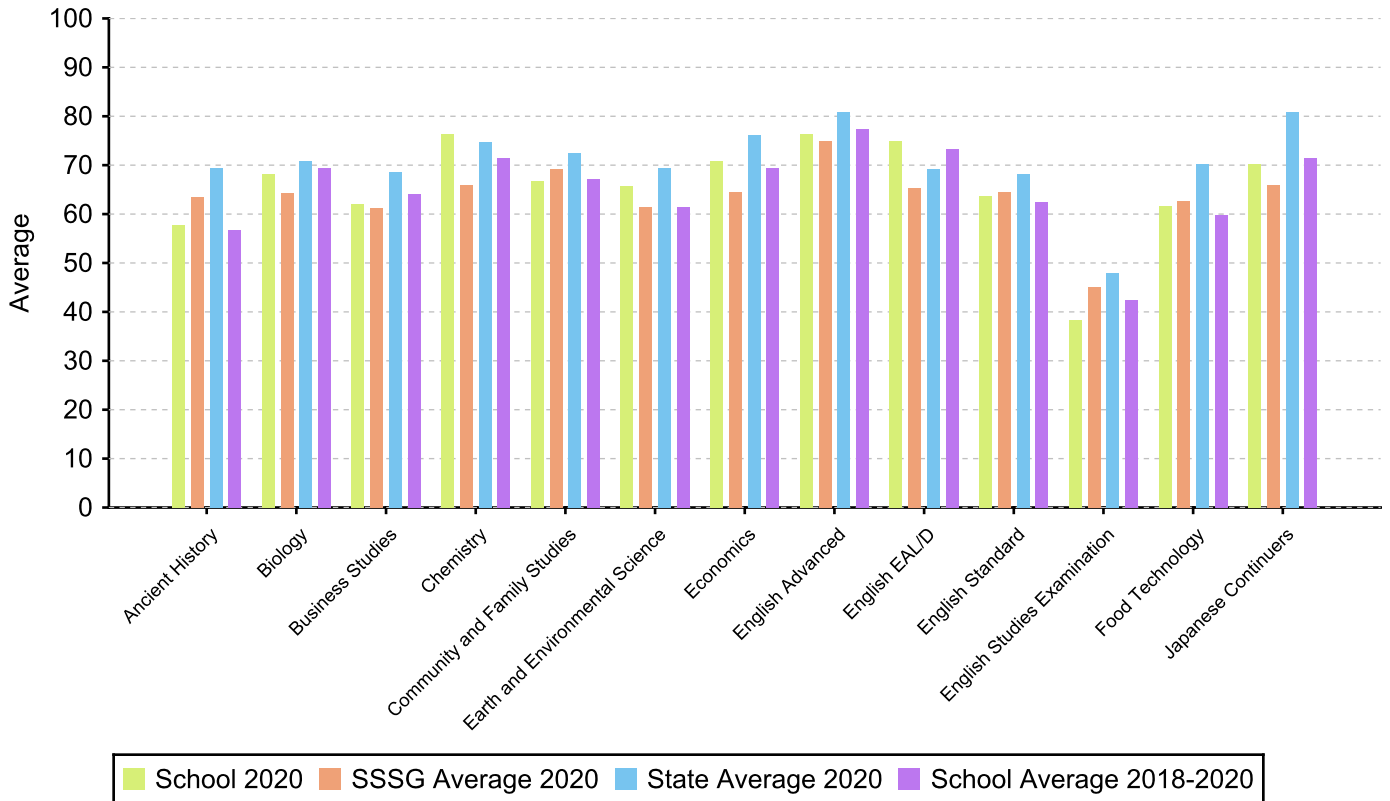
As agreed by the Education Council, the National Assessment Program (or NAPLAN) did not proceed in 2020 due to the COVID-19 pandemic. This was to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

The Education Council also agreed to defer the full transition to NAPLAN Online from 2021 to 2022 and the continuation of current NAPLAN governance arrangements through 2021.

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 2020	SSSG	State	School Average 2018-2020
Ancient History	57.7	63.5	69.4	56.7
Biology	68.1	64.3	70.8	69.4
Business Studies	62.1	61.2	68.6	64.1
Chemistry	76.3	66.0	74.8	71.5
Community and Family Studies	66.8	69.2	72.4	67.1
Earth and Environmental Science	65.7	61.4	69.5	61.4
Economics	70.8	64.4	76.1	69.4
English Advanced	76.3	74.9	80.8	77.3
English EAL/D	75.0	65.3	69.3	73.3
English Standard	63.7	64.5	68.1	62.5
English Studies Examination	38.3	45.0	47.9	42.3
Food Technology	61.7	62.6	70.2	59.9
Japanese Continuers	70.3	65.9	80.8	71.5
Legal Studies	62.1	65.1	72.1	60.7
Mathematics Advanced	79.6	69.8	77.7	79.6
Mathematics Extension 1	71.4	61.6	79.1	75.9
Mathematics Standard 1 Examination	49.3	65.0	67.2	54.9
Mathematics Standard 2	55.5	57.2	64.9	58.9
Modern History	47.2	59.2	68.9	53.5
Music 1	80.3	76.2	79.8	76.7
Personal Development, Health and Physical Education	54.7	64.4	69.9	57.6
Physics	67.9	62.8	73.0	63.8
Retail Services Examination	60.9	65.0	67.9	65.1
Society and Culture	70.1	70.7	76.2	69.3
Studies of Religion I	74.5	0.0	82.5	71.8
Visual Arts	77.3	76.6	79.2	75.6

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. The school has continued its focus on the promotion of achievements to the community through the Newsletter and social media accounts.

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.