

Cecil Hills High School

Annual Report



2017



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Introduction

The Annual Report for 2017 is provided to the community of Cecil Hills 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.

Mark Sutton

Principal

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Message from the Principal

It is my honour to report on the achievements of Cecil Hills High School in 2017. Our school has had another very successful year. We foster an excellent reputation in the local community and continued our tradition of outstanding academic success in the Higher School Certificate in 2017. Across the school, 39 x Band 6 results (a mark over 90%) were achieved which represents a significant achievement. Our staff are all familiar with the NESA Results Analysis Package and this was used extensively at the start of 2017 to deliver professional learning to teachers on methods for analysing HSC performance data. The highest ATAR recorded for 2017 was 98.20 which demonstrates that students who attend Cecil Hills High School are capable of achieving at the highest level and have access to the best educational opportunities.

Our school motto, "we believe in success", is exhibited in our strong academic achievement. Cecil Hills High School is expert at delivering public education and our results demonstrate this fact. We are proud of the holistic and well-rounded education that students receive at this school. Cecil Hills High School will continue to strive for excellence in 2018 with the commencement of our new three-year plan to ensure that students in this area of Sydney can attend their local public high school and receive the best possible education.

Our unofficial school motto is "students working with their teachers". Our welfare, extra-curricular and sports programs develop leadership, resilience and responsibility in students and encourage staff and students to work together in partnership. Cecil Hills High School has a unique learning culture with high levels of trust between staff, students and parents. I look forward to seeing these partnerships deepen and strengthen as we move forward.

There were a number of important milestones in 2017. A significant amount of planning occurred in relation to our new Year 8 electives, most importantly, at our annual staff conference. These electives will commence operation in 2018 and are based on the work of NSW Department of Education's Futures Learning Unit and principles of project-based learning. School-designed courses including cake decorating, survival skills, street art, entertainment productions and lego-robotics aim to provide a more engaging and relevant curriculum to students.

Our ongoing curriculum restructure continued in 2017 with mandatory CAPA courses being moved to Year 7. In addition, preparation occurred for a number of changes to be implemented in 2018 to reduce the number of courses and teachers for students by compressing some aspects of the junior curriculum in support of the first element of the Australian Professional Standard for Teachers, 'know students and how they learn'.

In 2017, a major achievement for the school was implementing Positive Behaviour for Learning. Rebadged as the 'FOCUS' program, teachers engaged in a significant amount of professional learning in preparation for its implementation. The school values of being respectful, responsible and successful will help guide students towards self-reflective and positive decisions.

It was a significant year at Cecil Hills High School in terms of changes to the school buildings and their use. We converted the E Block Staffroom into an open learning environment and established four traditional staffrooms in other parts of the school, closer to faculty areas and resources. We started the process of upgrading our furniture to provide more flexible learning environments and changes in pedagogy. We upheld our guarantee that every learning space has an interactive whiteboard or data projector. The staff common room was repurposed into a large classroom and a staff demountable was utilised as a large music room.

The school undertook a widespread and comprehensive consultation process to create our fantastic school plan for 2018–2020. Our new school plan will have a learning focus to create respectful, responsible and successful learners. We will have a teaching focus on flexible, future-focused and innovative teaching practices. We will have a leading focus on guiding leaders to be community change agents. It is a wonderful plan that will reposition the school for 2020 and beyond.

In 2017, a major emphasis was on leadership development for those in formal and non-formal leadership roles. The BUILD program was delivered by Denise James, Deputy Principal, and provided the school executive with professional learning on a range of topics including interpreting data, the role of the head teacher, leadership styles and faculty management. More broadly, another aspect of the BUILD program targeted 'inspiring aspirings' and our next generation of school leaders who learned about higher level accreditation and developed projects which are now being implemented across the school in areas including Aboriginal education and QuickSmart literacy.

Our school has a highly committed staff and creates a positive learning environment where academic success and student wellbeing are at the forefront of decision-making. We have one of the best student welfare teams in any NSW public school. It is led effectively by our Head Teacher – Welfare and consists of our three deputy principals, year advisers, SRC teachers and school counsellors. The school is examining ways to ensure our focus on individual student welfare continues despite our growing enrolments and associated pressures. The welfare team thanks Mr Leighton Wren and Ms Jane Carter who expertly guided and mentored the Year 12 class of 2017. We welcome Ms Renee Havas and Mr Morgan Howard who are the new year advisers for Year 7 in 2018. As a school, we select our year advisers for the following year very early and Mr Andrew Faga and Ms Vivian Phan will work with Year 6 in 2018 in preparation for Year 7 (2019).

Finally, I would like to thank Mr Michael Lane, who has expertly written this year's annual report. In a busy school such as Cecil Hills High School with innumerable programs, initiatives, projects, courses, excursions, incursions, sporting fixtures, creative arts endeavours and leadership activities to summarise, I am indebted to him for his expertise in writing this annual report.

It is a privilege to lead Cecil Hills High School. I certify that the information in this report is the result of a rigorous school self-evaluation process and is a balanced and genuine account of the school's achievements and areas for development. I look forward to building upon our successes from 2017 into 2018 and beyond.

School background

School vision statement

A commitment to nurture, inspire, engage and challenge all students in learning so that they are resourceful, respectful, proactive, resilient and empathetic lifelong learners who can contribute positively and productively to their rapidly changing world.

Our aim is to maximise learning, including that our students achieve at least a year's worth of learning from every year's teaching. Individually and collaboratively, teachers evaluate the effectiveness of their teaching practices and choice of learning experiences by analysing student engagement, learning growth and outcomes, to further plan for ongoing learning of each student in their care.

Collectively, students and staff to have a commitment to fostering a whole school culture of high expectations and a shared sense of responsibility for engagement, learning, development and achievement because, **'together we believe in success'**.

School context

Cecil Hills High School is a large coeducational comprehensive high school located. Our school has students from diverse cultural, religious and socio-economic backgrounds, with 81% of the students from a language background other than English, predominantly from South East Asia and China, Eastern and Southern Europe and the Middle East.

The school has an integrated support unit catering for students with moderate and severe intellectual and/or physical disability, including autism. The school ICSEA (Australian Index of Community Socio-Educational Advantage) is 970 which is lower than the average of 1000, indicating some socioeconomic disadvantage.

The school has a culture of working hard to succeed which is reflected in the high expectations that are shared across the school community. An analysis of HSC results indicates a general trend of raising HSC performance over the past six years. Cecil Hills High School when compared to the Similar School Group performs at a level that is generally and consistently higher, with many courses impressively high.

Positive teacher attitudes are a major feature of the school due to their commitment and professionalism as well as their collaborative and collegial approaches to teaching. The school has also created valuable relationships with parents and this has helped our students to have a positive approach to learning. Students are happy to be at the school and are well supported to develop leadership skills, social and personal responsibility through a comprehensive range of school and extra-curricular initiatives.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

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

This year, our school undertook self-assessment using the School Excellence Framework. The framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

At the end of 2017, the school executive examined the three domains of the School Excellence Framework: learning, teaching and leading. The school executive reviewed the descriptors attached to all fourteen elements of the School Excellence Framework, discussed the aspects of each and then considered evidence including internal and external data to make judgement calls on how the school had progressed against each of the fourteen elements. The following judgements were made:

- It was decided that the school was delivering in these areas: student performance measures, data skills and use, school planning, implementation and reporting, school resources.

- It was decided that the school was sustaining and growing in these areas: learning culture, wellbeing, curriculum and learning, assessment and reporting, effective classroom practice, collaborative practice, learning development, professional standards, leadership, management practices and processes.

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/sef-evidence-guide>

Strategic Direction 1

To challenge and engage all students in learning

Purpose

Purpose: To challenge and engage students to:

- Maximise learning, including that our students achieve at least a year's worth of learning from every year's teaching
- Be creative and critical thinkers who have the ability to work independently and collaboratively to contribute positively to their world.
- Be productive and ethical learners as they investigate, create and communicate effectively in the 21st century.

Overall summary of progress

Overall, 2017 was a year of consolidation in terms of this strategic direction. Due to the appointment of a number of new teachers, there was a need to revisit aspects of staff training in areas including Focus on Reading. The targets from the 2015–2017 plan in terms of literacy were aspirational in nature. The school's literacy and numeracy team, formed in 2016, continued their work in terms of staff training and professional development.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
80% of Year 9 students in the top 4 bands for writing NAPLAN	n/a	66.5% of Year 9 students were in the top 4 bands for NAPLAN in writing.
90% of Year 9 students in the top 4 bands for reading NAPLAN	n/a	69.9% of Year 9 students were in the top 4 bands for NAPLAN in reading.
Percentage of Year 8 students in level 4–6 for extended writing in ESSA is above the State percentage	n/a	63.8% of Year 8 students achieved Level 4–6 for extended writing in VALID compared with 69.5% across the state.
Percentage of Year 8 students in level 1–3 for extended writing in ESSA is below the State percentage	n/a	36.2% of Year 8 students achieved Level 1–3 for extended writing in VALID compared with 30.5% across the state.
Through classroom observations, all teachers demonstrate differentiated learning experiences that cater for the specific learning needs of students across the full range of abilities.	\$64,000	Quality Teaching Rounds were used to provide feedback to teachers on their professional practice and classroom craft.

Next Steps

The new school plan will focus on literacy and numeracy programs including:

- an intensive literacy program for Year 7 English classes
- the QuickSmart program for Stage 4 students requiring concentrated support
- Focus on Reading strategies
- explicit literacy lessons to assist in meeting the minimum literacy/numeracy standard
- ALARM pedagogy

Strategic Direction 2

To have a quality teacher leader in every classroom in every lesson

Purpose

Purpose: To build the capacity of teachers to:

- Reflect on their practice, identify and participate in professional learning aligned with the Australian Teaching Standards, strategic directions of the school and DEC system priorities that are most likely to be effective in improving their professional practice and student outcomes.
- Achieve professional leadership at all levels of accreditation.

Overall summary of progress

Overall, teacher quality was the central focus of a range of initiatives in 2017. The Quality Teaching Rounds program improved teach practice and opportunities for professional reflection and discussion. Through executive conferences each term, the school leadership team and faculty head teachers were positioned to have greater influence on their staff to improve student learning outcomes. There was a strong focus on development leadership skills across the school.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
All teachers taking responsibility for and actively engage in professional learning in order to build their capacity and that of others.	n/a	All teachers joined a school team in 2017 to contribute to the development of the 2018–2020 school plan.
All staff achieving professional development learning goals that builds on their teaching capabilities, which results in improved learning and leadership outcomes for students and teachers.	\$72,000 (PDP release time for head teachers)	The PDP process ensured that teachers developed personalised goals and head teachers worked across their faculty to ensure these goals were met.
More teachers undertaking accreditation at higher levels.	n/a	The BUILD program for 13 inspiring aspirings staff members who developed personal interest projects linked to higher level teaching standards. It is expected that some of these staff members will go on to seek higher level accreditation.

Next Steps

The new school plan will focus on developing teaching practice and leadership skills through:

- establishing a Community of Schools with Cecil Hills PS, Bonnyrigg Heights PS and Kemps Creek PS to share data and TPL through reciprocal observations
- delivering leadership opportunities and professional learning experiences to aspiring inspiring's and executive staff to build leadership skills and capacity
- organising activities to improve staff morale and wellbeing.

Strategic Direction 3

To shape the curriculum to enable students to excel in a rapidly changing world

Purpose

Purpose:

- Provide a curriculum that sets high expectations and builds students' knowledge, skills and understanding that is innovative, engaging and sufficiently flexible to meet the diverse needs of all our students in a rapidly changing world.
- Enable students to be resourceful, respectful, proactive, resilient and empathetic lifelong learners.
- Equip teachers to adapt and excel in classrooms of the future.
- Promote and increase collaboration and innovation.

Overall summary of progress

Overall, a significant amount of progress was achieved in relation to this strategic direction in 2017. This included the creation of school-written innovative electives for Year 8 based on 21st century learning skills and project-based learning. These courses were developed through our school conference and a number of staff meetings in 2017. Staff training on innovative teaching practices including the use of technology continued in 2017 with the school's innovation team taking a leading role in designing new flexible learning zones from a reconverted staffroom and staff common room.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
The development and implementation of Stage and Year goals for Years 7–12 that clearly communicate purpose.	n/a	The development of stage and year goals was not pursued and will not feature in the next school plan.
The implementation of a revised curriculum for Years 7–10.	n/a	Year 8 electives were written by teachers in 2017 for implementation in 2018. A revised curriculum structure has been partially implemented which involves students having fewer subjects, more often, with a number of Stage 4 courses switching between Year 7 and/or Year 8. This process will be complete at the end of 2018.
The development of productive community partnerships.	n/a	The school has built productive community partnerships with local media and VET workplace placement providers. The focus for 2018 will be to build more productive relationships with our feeder primary schools.

Next Steps

The new school plan will focus on flexible, future-focused and innovative teaching practice through:

- utilising technology to enhance learning including Sentral, the BYOD program, Moodle, Turnitin and a focus on STEAM
- differentiating effectively for all learners by focusing on quality teaching, formative assessment, summative data analysis, questioning techniques and a review of the selection process for GAT classes
- implementing innovative Year 8 elective courses and flexible learning spaces which respond to student interest and encourage 21st Century skills

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$5,660	<p>All Aboriginal students have a Personalised Learning Pathway (PLP) designed to assist their learning and engagement in school.</p> <p>Aboriginal Students have the opportunity to participate in the AIME program delivered both inside and outside of school. This program encourages Aboriginal students to be successful, set goals, increase student attendance and engagement.</p> <p>A roll call (Connect) room was established for junior Aboriginal students. This is designed to monitor and encourage attendance, student engagement, check diaries and homework, assist students with organisational skills and monitor their wellbeing.</p> <p>Aboriginal students had the opportunity to attend a recognition excursion to Luna Park at the end of the year. This was implemented to encourage excellent attendance and behaviour whilst at school.</p>
English language proficiency	\$174,151	<p>The English/EALD Department, at the forefront on innovative teaching practices, is a well-resourced department offering an interesting range of culturally inclusive units of study designed to motivate and engage its 82.3% multiplicity of cultural and linguistic (LBOTE) students who speak a language other than English as their first language. The school's 2017 Annual EAL/D Survey, exhibited a rise to 82.3% in the percentage of students from language backgrounds other than English (LBOTE) enrolled at the school making 2017 another challenging year for the EALD team who continued to work tirelessly to plan an effective English language learning program for the diverse language needs of our English language learners – migrants, refugees, newly arrived and international students.</p> <p>The English as an Additional Language or Dialect (EAL/D) program designed and delivered by specialist EALD staff operates as an integral part of the whole school curriculum to meet the diverse needs of our EALD students as global citizens by equipping them with the skills to be confident, critical and creative individuals who strive for academic excellence. The EALD Program and teaching/learning experiences for our EALD students are differentiated; engaging and challenging that demonstrates English language learning pedagogical practices that both engage and enhance academic English for our English language learners.</p> <p>The targeted Stage 4 and Stage 5 EALD students placed across the EALD learning progression scale were housed with the EALD teacher in EALD classes that were aimed to create a safe and supported</p>

English language proficiency	\$174,151	<p>learning environment that addressed their literacy and English language skills. The direct EALD teaching mode implemented by the English/ EALD Head Teacher supported the targeted Stage 6 EALD students to develop their control of language in ways that would help them in lifelong learning in their chosen careers and in life. The progress witnessed by our targeted EALD students placed in these EALD classes all tell our story about our commitment to being Cecil's best showcase of an EALD program. In summary these targeted EALD classes engendered a positive intellectually stimulating climate for our EALD students and a culture of inclusiveness across the whole school community.</p> <p>The EALD staff attended professional learning networks and provided regular EALD professional support to other staff at the school. The data from the Annual EALD Survey, NAPLAN and class assessments determine the foundation of school planning and modifications in the programming of the EALD program. This data coupled with the EALD staff continuously working collaboratively with Year Advisers, teachers, parents and interpreters, has helped to deliver and achieve the best results from our EALD students.</p>
Low level adjustment for disability	\$266,661	<p>Personalised Learning and Support plans developed and reviewed for students in consultation with parents and teachers. This has improved teacher's knowledge of learning disabilities and teaching strategies increasing student's access and achievement across subject areas.</p> <p>Additional School Learning Support Officers provided more students with in-class support and assistance with school programs such as the Work and Community Program.</p> <p>Continuation of Intensive Literacy and Numeracy classes in Years 7–8.</p> <p>Introduction of the Quicksmart Literacy Program for Year 7 students</p>
Socio-economic background	\$811,474	<p>The school continued to employ a third deputy principal to provide a more manageable approach to dealing with student welfare and discipline issues. This additional staff member ensured that each deputy principal was responsible for only 440 students instead of approximately 660 students each. In addition, it has ensured that responsibilities in areas including school planning, administration and systems are shared more broadly within the executive team.</p> <p>The school continued to employ a Technical Support Officer in line with the school's commitment to the Bring Your Own Device program. The impact of this has been that</p>

Socio-economic background	\$811,474	<p>students feel supported with their technology issues and the school has in-house support to respond to a variety of issues regarding technology, whether this be in classroom practice or for administrative purposes.</p> <p>The school continued to use equity funds to provide state of the art classrooms with every classroom equipped with either a data projector or interactive whiteboard as standard. This has ensured that teachers can design interactive and innovative lessons with the knowledge that these can be implemented in any classroom.</p> <p>The school increased faculty funds significantly from 2016 to 2017 to ensure that head teachers were placed to effect change at the classroom level.</p>
Support for beginning teachers	\$102,276	<p>2017 saw the launch of the <i>Cecil Hills High School – School Based Induction Program</i>. We targeted 16 beginning teachers within the first two years of their careers to be part of the initiative. Our scope and sequence was customised and flexible dependant on what our clientele required. The program was based on the following core areas:</p> <p>Observations: This process involved mentor staff observing the beginning teachers in their classroom. During observations, ‘<i>The Australian Teaching Standards</i>’ were used to identify areas of strength as well as growth and improvement. Subsequent ‘feedback sessions’ provided the opportunity for beginning teacher reflection and further goal setting.</p> <p>Conference: In 2017 the inaugural CHHS <i>Beginning Teacher Conference</i> was held at Club Marconi in September. This conference was developed based on the specific needs and concerns of the 16 beginning teachers. Four sessions were held throughout the day including: Differentiation, Analysing Data to Improve Student Results, Classroom Management and CV composition. All sessions were facilitated by ‘experts’ in the areas and involved a mix of practical and theoretical strategies. This conference also gave the beginning teachers of CHHS the chance to network and establish strong collegial ties.</p> <p>Graduates: In total more than 50% of the 2017 cohort graduated from the CHHS Beginning Teacher Program, with the remaining set to continue developing their skillset throughout 2018.</p>
Targeted student support for refugees and new arrivals	\$7,430	<p>Cecil Hills High is a large co-educational multicultural comprehensive high school with a proud history of providing for their refugees and newly arrived students a safe, harmonious and productive learning environment that recognises, addresses and supports physical, social and emotional</p>

<p>Targeted student support for refugees and new arrivals</p>	<p>\$7,430</p>	<p>wellbeing.</p> <p>The 2017 EAL/D Annual Survey indicated a rise in the enrolment in the number of refugees and newly arrived international students making 2017 another busy year for the staff to implement specific strategies and programs that are instrumental in the success of meeting the diverse needs of our LBOTE and EALD students.</p> <p>Learning English for these EAL/D students whose first language is a language, other than English generally requires high level encouragement and specific support to enable them to settle successfully in school, to learn English and to acquire academic literacy in order to access the full curriculum. The English as an Additional Language or Dialect (EAL/D) Program employed at the school is differentiated and scaffolded and delivered by the EALD teacher to targeted refugees and international students housed in EALD classes. These EALD classes create an effective and supported learning environment that addresses not only their literacy and English language skills but also aims at enhancing their social connectedness and wellbeing. The progress witnessed by our EALD classes tell our story about our commitment to being Cecil's best showcase of an EALD Program.</p> <p>Furthermore, to improve both the quality and equality of education outcomes of refugee students who need additional support especially those learning English as an additional language or dialect. (EAL/D) the school worked closely with Thrive Transition Support Service funded by DSS, a Youth Transition Support program designed to support migrants and refugee students in their transition into the Australian community. Thrive an Australian not for profit organisation assisted our refugees every Tuesday from 12 to 4pm helping our refugees with improving their literacy and numeracy skills. The coaching program was run in two sessions by experienced Thrive tutors and supervised by the EALD teacher and Refugee Coordinator. Thrive also helped our Year 12 refugees to collaborate with other organisations to provide extra-curricular activities and specialised employment programs.</p> <p>Cecil is aware that the resettlement for all refugees from different parts of the world face different challenges but the common challenge is English as in many cases it is not their first language. Online School newsletters with written information was communicated to parents which was routinely translated and are available for parents in a range of languages. Interpreting and translation services are accessed as part of a planned whole school approach to communicate with parents of non-English speaking backgrounds.</p>
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<p>Targeted student support for refugees and new arrivals</p>	<p>\$7,430</p>	<p>The 2017 Refugee Leadership – Ms Maria Munzone, Refugee Support Leader worked in close collaboration with the school principal and the two Refugee Coordinators to increase their capacity to better support refugee student wellbeing and learning when they arrive in Australia. This continuous collaboration enhanced the delivery of innovative programs and services for refugee students and their families.</p> <p>Refugee Week June 2017 “With courage let us all combine” provided a platform where positive images of refugees were promoted in order to create a culture of welcome throughout the country. The ultimate aim of the celebration of Refugee Week in school was to create better understanding between different communities and to encourage successful integration enabling refugees to live in safety and to continue making a valuable contribution to Australia. We had our SRC speak out during refugee week spreading the message about issues faced by refugees. Members of the SRC created a video in the hope to welcome the new refugee students and their families to the school was viewed by the school that outlined the basics about the struggles of coming to a new country and some of the appalling conditions refugees are forced to go through on their journey to Australia.</p> <p>In Term 2 the multicultural perspective in the Year 9 curriculum “New Worlds’ created the opportunity for the refugees along with Year 9 English classes to attend the Tree of Life, a heart warming and hard to watch performance of real life stories of the refugee experience from the world’s troublespots, such as Syria, Iraq and Afghanistan. The performance at the Casula Powerhouse Arts Centre provided students with the opportunity in recognising and valuing diverse ways of viewing the world and to develop their knowledge and skills required for their successful participation in a culturally and linguistically diverse society.</p> <p>On Monday 28th August 2017 Cecil Hills High proudly hosted their first refugee lunch for the refugee students, their parents and the staff. The lunch organised by the Refugee Coordinators of the school with the aim to provide an important opportunity for asylum seekers and refugees to be seen, listened to and valued. The lunch provided our refugees an opportunity to be heard and to share their stories of strength and resilience of settling in a new country. It was a great opportunity for staff to meet with the refugee parents face to face and to discuss their needs and concerns.</p> <p>In Term 4 the school provided our refugees and aborigines with an opportunity to explore some of Sydney’s main attractions. The day involved a visit to Luna Park located near the</p>
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Targeted student support for refugees and new arrivals	<p>\$7,430</p>	<p>Sydney Harbour Bridge and Opera House. All travel and entry tickets were paid by the school as an initiative to help our refugees to experience a day of adventure in the city and to build positive relationships with their peers and the Refugee Coordinators of the school.</p> <p>Our targeted refugees and new migrants will continue to have equitable access to school resources and our cyclical process of evaluation will continue to provide a valid and reliable foundation for school planning and new recommendations for the school to work together towards making our refugees from being surviving to thriving refugees.</p>
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Student information

Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	624	618	638	677
Girls	573	580	619	642

Student attendance profile

School				
Year	2014	2015	2016	2017
7	94.9	95	94.9	93.6
8	94.9	93	93.4	92.9
9	91.8	94	91.4	92.5
10	92.3	91.6	91.2	86.9
11	93.2	93.4	92.5	91.8
12	92	93.8	92.5	92.3
All Years	93.2	93.5	92.7	91.7
State DoE				
Year	2014	2015	2016	2017
7	93.3	92.7	92.8	92.7
8	91.1	90.6	90.5	90.5
9	89.7	89.3	89.1	89.1
10	88.1	87.7	87.6	87.3
11	88.8	88.2	88.2	88.2
12	90.3	89.9	90.1	90.1
All Years	90.2	89.7	89.7	89.6

Post-school destinations

Proportion of students moving into post-school education, training or employment	Year 10%	Year 11%	Year 12%
Seeking Employment	0	0.52	2.79
Employment	0.45	3.12	7.68
TAFE entry	0.45	1.04	2.19
University Entry	0	6.25	25.27
Other	4.54	0	0.5
Unknown	0	0	57.14

Year 12 students undertaking vocational or trade training

In 2017, 32% of the Year 12 cohort and 32% of the Year 11 cohort had undertaken VET as part of their HSC Studies. VET courses were either delivered at school, through Technical and Further Education (TAFE) or Registered Training Organisations (RTO). Thirty three Year 12 students and twenty two Year 11 students undertook the Hospitality school delivered VET course. Fourteen Year 11 students undertook the Business Services school delivered VET course. Seven Cecil Hills High School staff members are currently trained to deliver school delivered VET courses. Three staff members are currently undertaking further training to deliver school delivered VET courses in Construction and Business Services. A total of thirty eight students (twenty one Year 12 students and seventeen Year 11 students) undertook TAFE Vocational Education Training (TVET) courses at the Miller, Granville, Liverpool, Wetherill Park, Kingswood, Chullora and Campbelltown colleges on Monday, Tuesday, Wednesday and Thursday afternoons. The range of courses undertaken included Animal Studies, Automotive (Mechanical Light Vehicle), Beauty Therapy (Makeup), Business Services, Community Services (Introduction Child Studies), Construction (Carpentry), Electrotechnology (Career Start), Hair Dressing, Plumbing, Business Services, Sport and Recreation (Fitness Strand) and Tourism (Travel). One Year 12 student undertook a TVET SPY (fast track) course in Plumbing. Two Year 12 students undertook the Design Fundamentals course specialising in Fashion Visualisation and delivered during school holiday blocks by the Whitehouse Institute of Design, Australia. One Year 12 student and five Year 11 students undertook the Health Services Assistance course which was delivered by NSW Health (South Western Sydney). One Year 12 student completed a School Based Traineeship (SBT) in Real Estate – Business Services and one Year 11 student completed a School Based Traineeship (SBT) in Retail Services with (YUM KFC).

Year 12 students attaining HSC or equivalent vocational education qualification

In 2017, 161 students attained an HSC.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	2
Assistant Principal(s)	0
Head Teacher(s)	14
Classroom Teacher(s)	68.6
Teacher of Reading Recovery	0
Learning & Support Teacher(s)	1.7
Teacher Librarian	1.4
Teacher of ESL	1.6
School Counsellor	2
School Administration & Support Staff	19.57
Other Positions	1

*Full Time Equivalent

In 2017, Cecil Hills High School had one teacher who identified as indigenous.

Teacher qualifications

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

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	7

Professional learning and teacher accreditation

Professional Development Sessions: Feedback, reflection and goal setting from lesson observations provided the basis for our customised professional development sessions that targeted specific areas including: Parent-Teacher Interview preparation, Accreditation, Providing Feedback, Classroom Management, Networking Opportunities, Focus on Reading Strategies and Positive Behaviour for Learning Strategies. Further professional development opportunities were given through the 'pair up' initiative where beginning teachers worked closely with an experienced colleague on programming, lesson preparation and assessments.

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

Financial information

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

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

Receipts	\$
Balance brought forward	1,175,696
Global funds	558,158
Tied funds	863,758
School & community sources	527,864
Interest	0
Trust receipts	32,111
Canteen	0
Total Receipts	1,981,891
Payments	
Teaching & learning	
Key Learning Areas	234,931
Excursions	84,865
Extracurricular dissections	111,492
Library	4,709
Training & Development	0
Tied Funds Payments	778,082
Short Term Relief	91,043
Administration & Office	134,024
Canteen Payments	0
Utilities	81,058
Maintenance	85,461
Trust Payments	35,845
Capital Programs	0
Total Payments	1,641,510
Balance carried forward	1,516,077

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

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

	2017 Actual (\$)
Opening Balance	0
Revenue	3,059,117
Appropriation	2,689,378
Sale of Goods and Services	47,434
Grants and Contributions	319,969
Gain and Loss	0
Other Revenue	0
Investment Income	2,337
Expenses	-1,400,205
Recurrent Expenses	-1,357,673
Employee Related	-638,785
Operating Expenses	-718,888
Capital Expenses	-42,533
Employee Related	0
Operating Expenses	-42,533
SURPLUS / DEFICIT FOR THE YEAR	1,658,911
Balance Carried Forward	1,658,911

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

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

Financial summary equity funding

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

	2017 Actual (\$)
Base Total	10,721,911
Base Per Capita	197,669
Base Location	0
Other Base	10,524,243
Equity Total	1,263,607
Equity Aboriginal	11,320
Equity Socio economic	811,474
Equity Language	174,151
Equity Disability	266,661
Targeted Total	1,256,807
Other Total	293,722
Grand Total	13,536,047

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

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

School performance

NAPLAN

In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

Year 7 Literacy

In the reading test, Year 7 showed an average growth of 47.2 points compared to the state growth of 46.3 points. 14.9% of students achieved the top two bands in reading.

In spelling, Year 7 showed an average growth of 51.2 points compared to the state average growth of 52 points. 40.9% of students achieved the top two bands in spelling.

In the grammar and punctuation test, Year 7 showed an average growth of 41.2 points compared to the state growth of 37 points. 19.6% of students achieved the top two bands.

In writing, Year 7 showed an average growth of 25.6 points compared to state average growth of 33.5 points. 16.2% of students achieved the top 2 bands in writing.

Year 9 Literacy

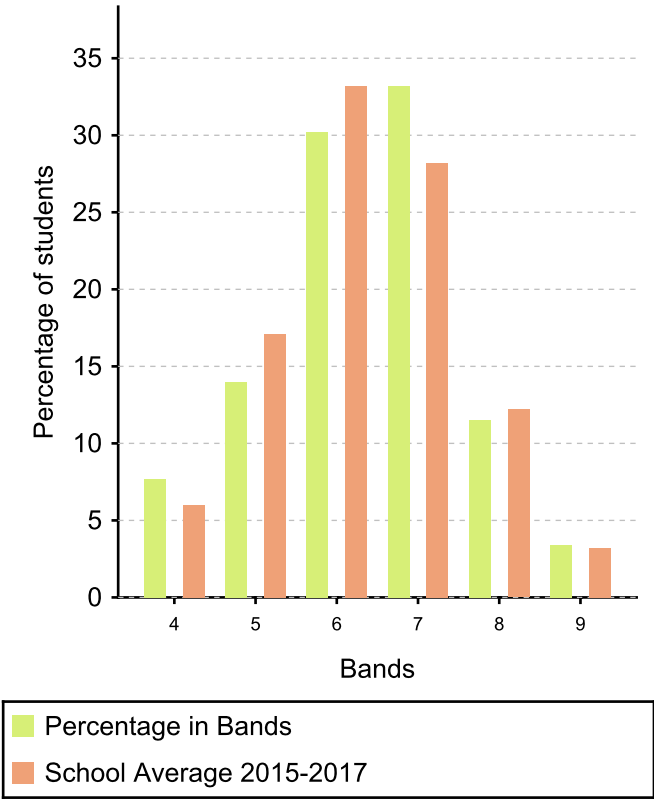
In the reading test, Year 9 showed an average growth of 34.6 points compared to the state growth of 38.6 points. 9% of students achieved the top two bands.

In spelling, Year 9 showed an average growth of 27.1 points compared to the state average growth of 36 points. 25% of students achieved the top two bands.

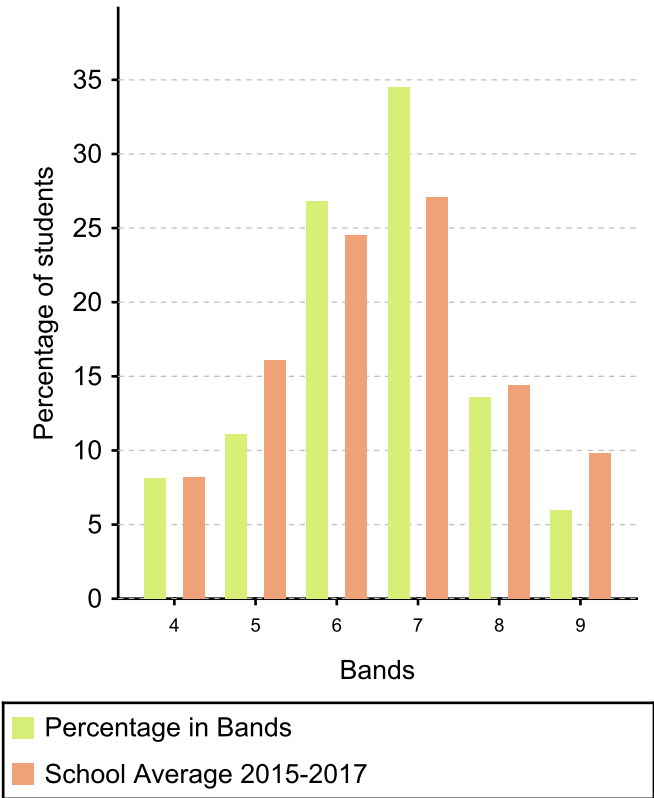
In the grammar and punctuation test, students showed an average growth of 40.3 points compared to the state average of 34.8 points. 19.3% of students achieved the top two bands.

In writing, Year 9 showed an average growth of 25.2 points compared to state average of 46.5 points. 8 % of students achieved the top two bands for writing.

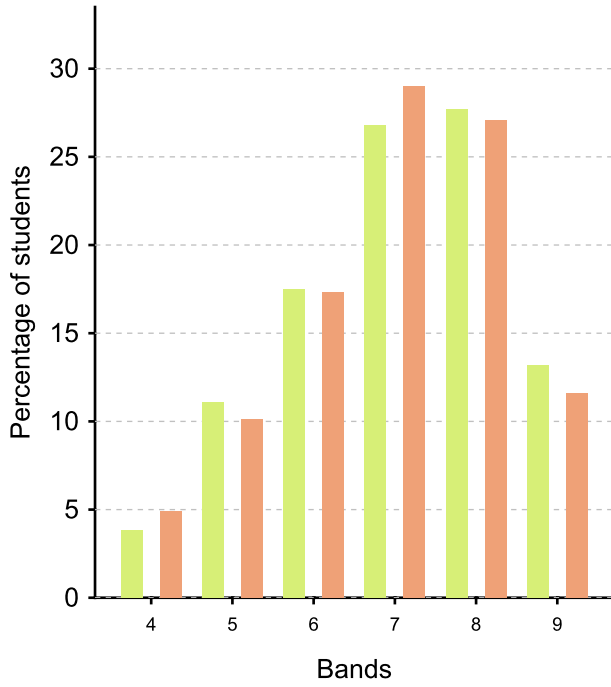
Percentage in bands:
Year 7 Reading



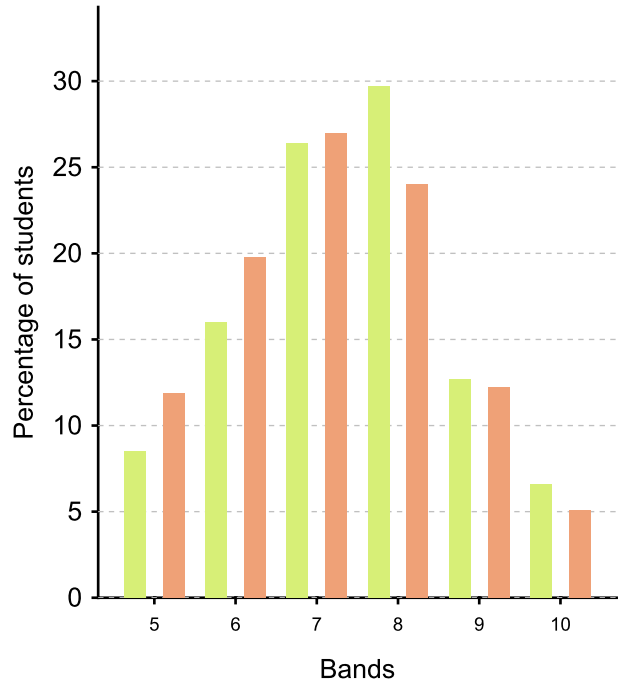
Percentage in bands:
Year 7 Grammar & Punctuation



Percentage in bands:
Year 7 Spelling



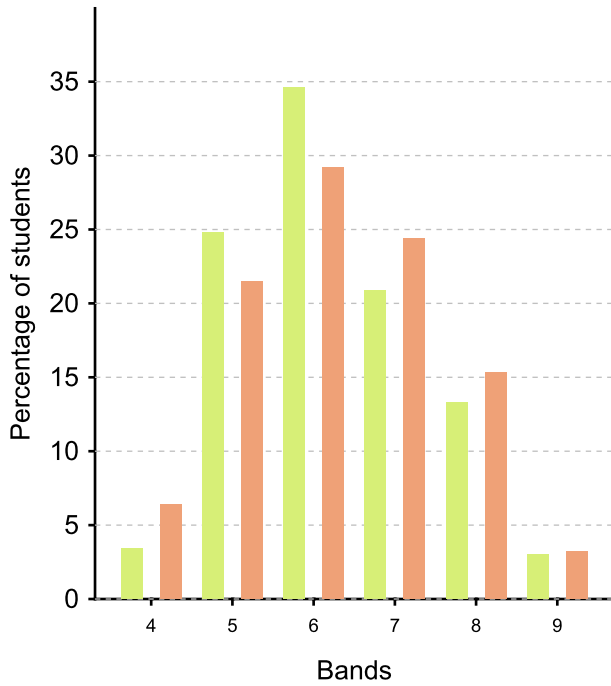
Percentage in bands:
Year 9 Grammar & Punctuation



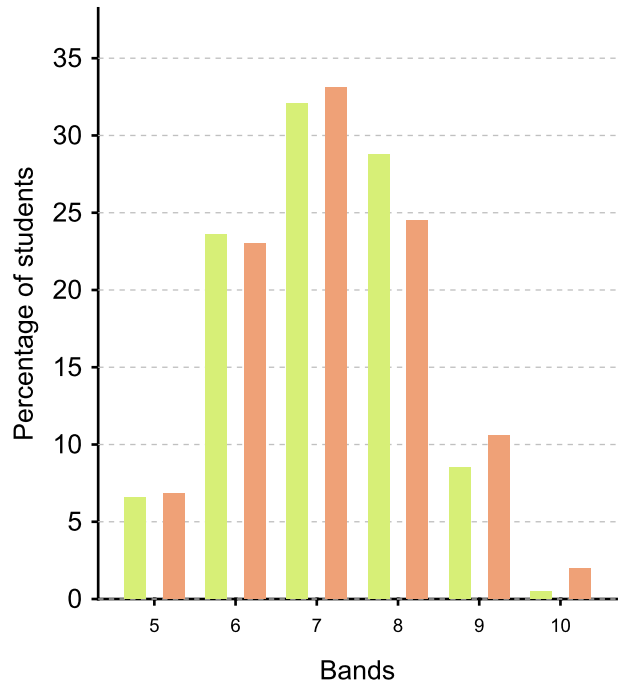
Percentage in Bands
School Average 2015-2017

Percentage in Bands
School Average 2015-2017

Percentage in bands:
Year 7 Writing



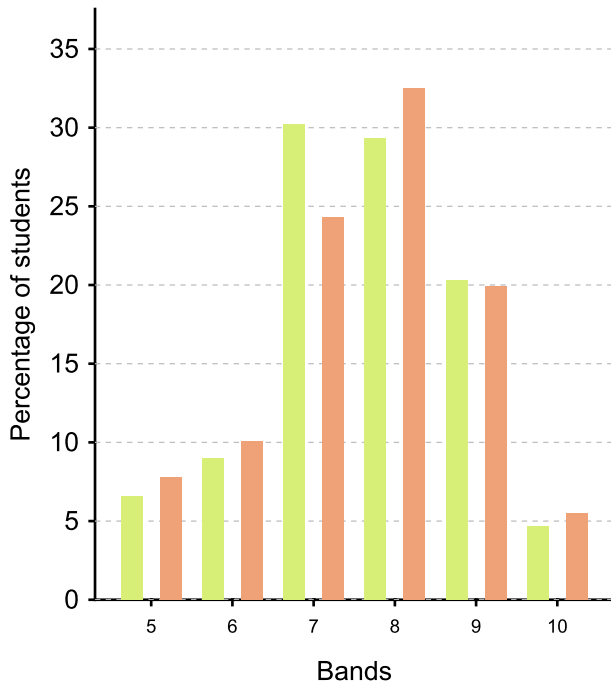
Percentage in bands:
Year 9 Reading



Percentage in Bands
School Average 2015-2017

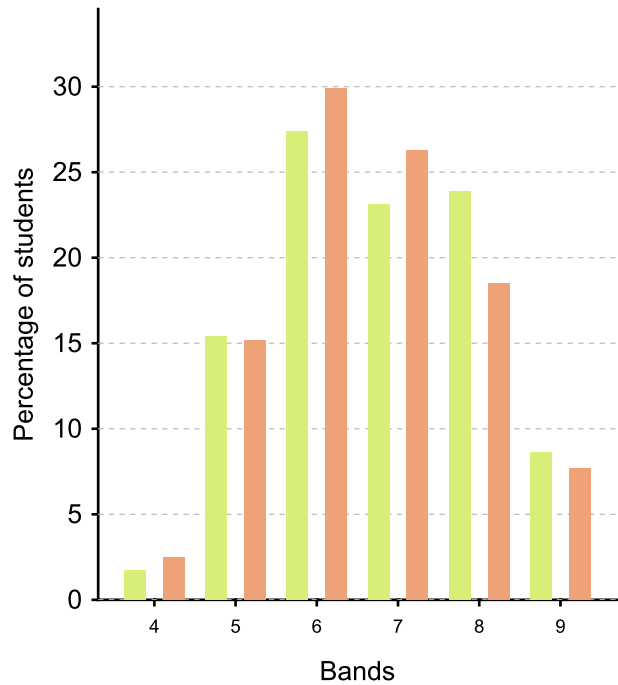
Percentage in Bands
School Average 2015-2017

Percentage in bands:
Year 9 Spelling

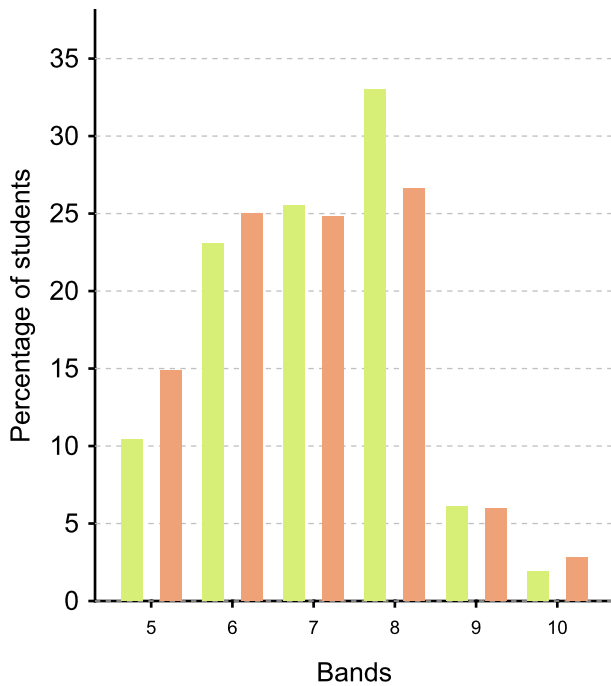


Year 9 in the numeracy test, showed an average growth of 54.3 points compared to the state average of 52.4 points. 24.6 % of students achieve the top two bands in numeracy. This is a pleasing improvement from 2016 where 14.5% of Year 9 students achieved the top two bands in numeracy.

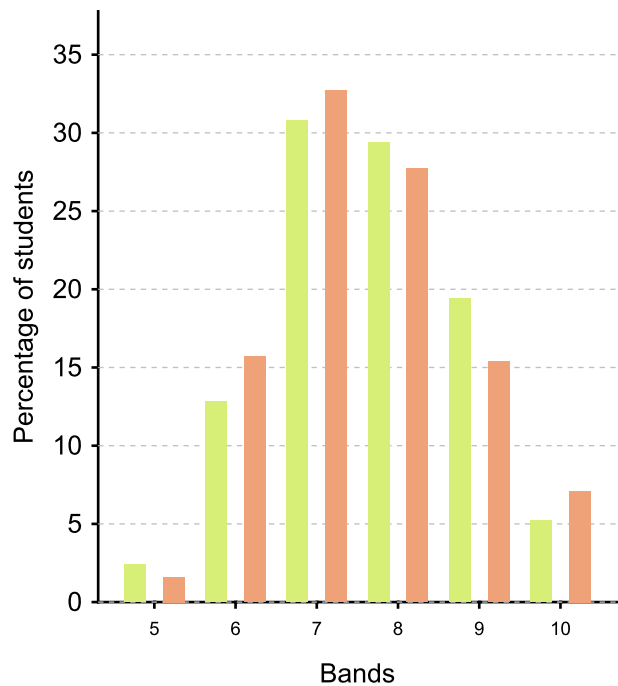
Percentage in bands:
Year 7 Numeracy



Percentage in bands:
Year 9 Writing



Percentage in bands:
Year 9 Numeracy



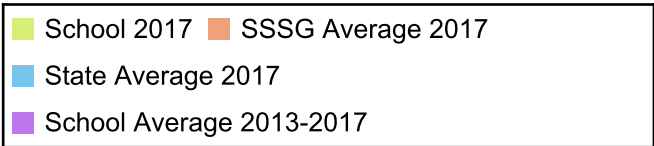
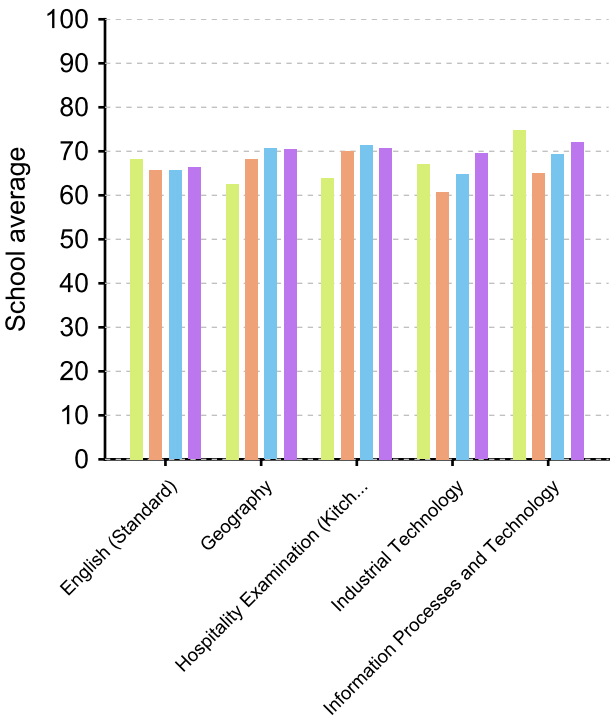
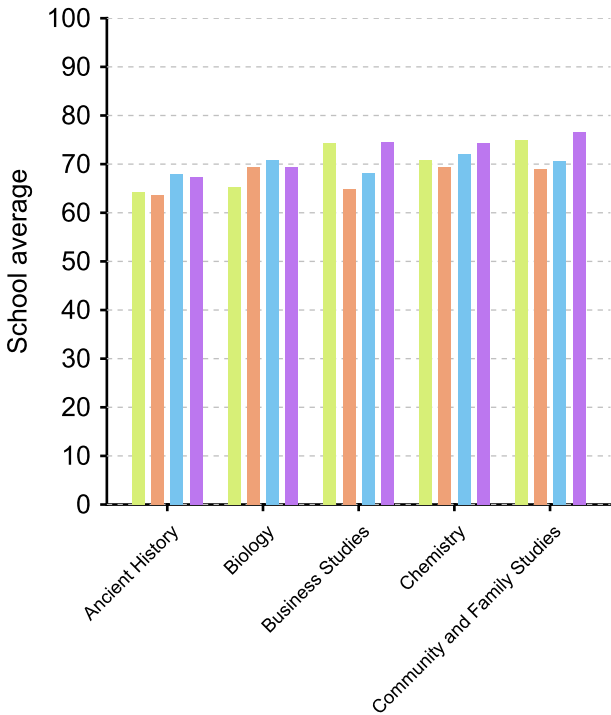
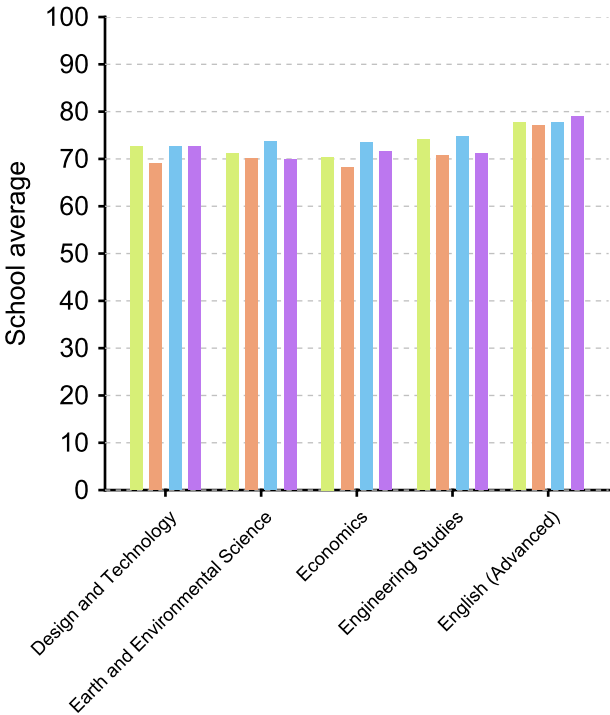
Year 7 Numeracy

Year 7 achieved an average growth of 57.1 points compared to the state average of 61.1 points. 32.4 % of students achieved the top two bands.

Year 9 Numeracy

Higher School Certificate (HSC)

The performance of students in the HSC is reported in bands ranging from Band 1 (lowest) to Band 6 (highest). In 2017, our HSC results continued a pleasing trend. We were very proud of the achievements of academic results for this cohort. In 2017, students at Cecil Hills High School received 39 x Band 6 results (a mark over 90%). In addition, our students received 187 x Band 5 results (a mark between 80% and 89%). The school's HSC ranking in 2017 was 356th which positioned us higher than all other mainstream public schools in the Liverpool area. Our highest performing courses were 2u Mathematics, General Mathematics, Physics, Community and Family Studies, Business Studies and Information Processes and Technology. Our highest recorded ATAR was 98.20 and an accelerated Mathematics student achieved a perfect mark of 100 in 2u Mathematics and a statewide ranking of 11th in NSW for Mathematics overall.



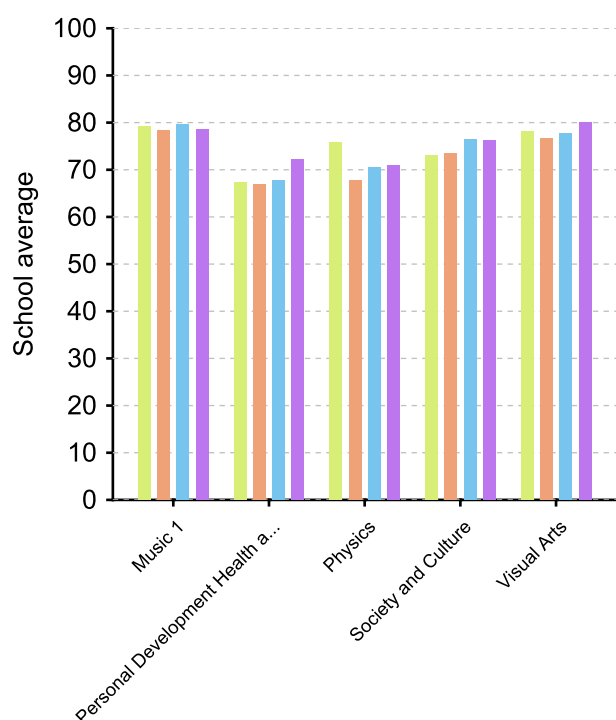
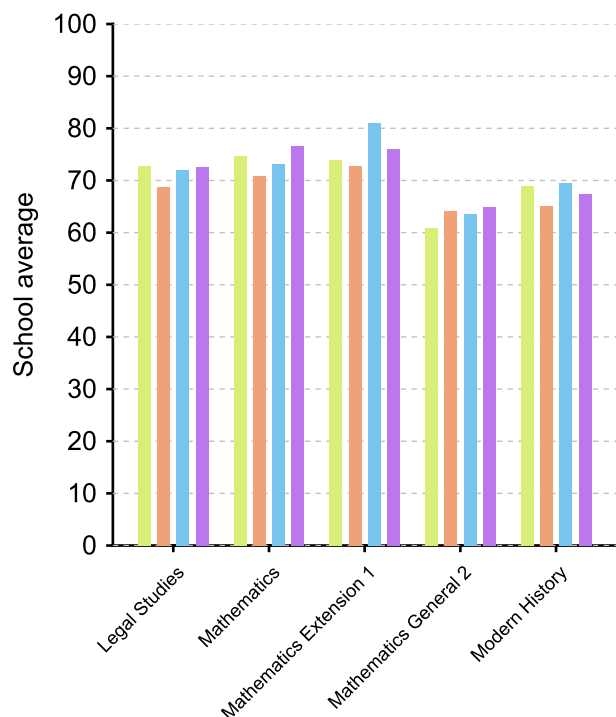
Parent/caregiver, student, teacher satisfaction

In 2017, the school sought the opinions of students, parents and community members using the Tell Them From Me student and parent survey. It should be noted that only twenty two parents completed this survey and there is a need to find avenues to ensure a wider sample is measured in the future. Our school is incredibly well-supported by the community and we must find ways to encourage higher levels of survey participation. The responses of students and parents are summarised below.

Overall, students at Cecil Hills High School generally scored higher than the state average across most measures from the survey. For example, 76% of students at our school reported a positive and high sense of belonging compared with the state average of 66%. Students at our school experienced the typical decline in the value attributed to schooling outcomes that exists in the state trend data with 91% of Year 7 students reporting that education benefits them which drops to just 58% in Year 12. This is consistent with state trends.

Our students reported only half the truancy rate when compared with the state average. In terms of homework, 68% of our students reported positive homework behaviours compared with the state average of 54%. Students rated effective classroom learning time as 7.2 out of 10 compared with the state average of 6.3 out of 10. Measures incorporating relevance and rigour were also higher than the state average. Measures relating to a positive learning climate and expectations for success were higher than the state average as well. Importantly, when asked to respond to the statement, "I feel proud of my school", only 15% of students disagreed with this statement.

In terms of parent satisfaction with the school, areas in which the school was rated higher than the state average included parents feeling welcome at school, parents finding school administrative staff helpful and teachers informing parents of issues immediately. Areas in which the school was rated lower than the state average included scheduling parent activities when they are able to be attended, parents being able to speak easily with teachers and teachers informing parents of their child's social and emotional development. Overall, an area for development with parents of students in Years 7–10 is to find more meaningful ways to help parents support learning at home.



Policy requirements

Aboriginal education

Aboriginal Education

In 2017, Aboriginal Education programs continued to grow successfully at Cecil Hills High School with more school based initiatives and programs developed for the benefit of our Aboriginal students. Cecil Hills high School had 16 students identified as Aboriginal in 2017. Five students in Year 7, three students in Year 8, one student in Year 9, two students in Year 10, three students in Year 11, one student in Year 12 and one student from the Support Unit.

At Cecil Hills High, we continue to recognise the Darug people as the traditional custodians of the land through the Acknowledgement of Country at every formal assembly, the raising and lowering of the Aboriginal flag each day on the school grounds, celebrating and embracing NAIDOC week.

All Aboriginal students and the Aboriginal Educational Coordinator (AEC) devised a Personalised Learning Pathway (PLP) to assist with student learning and engagement, set achievable and realistic goals. The data is gathered and examined by obtaining school reports, NAPLAN results, progress reports from staff and entries on Sentral. The AEC and the student have a one on one informal interview, questions specifically related to their learning, setting achievable goals and other interests the student may have. This information is used to develop a PLP for the year, a copy is given to the student and parent/carer who is able to question and make any necessary changes to the PLP. Once the PLP's have been completed and any changes made, they are communicated to the classroom teacher to assist and benefit the student in the classroom.

There are a number of opportunities and programs for Aboriginal students to be involved in, such as, Australian Indigenous Mentoring Experience (AIME) program. This is designed to build leadership skills and encourage Aboriginal students to be successful, complete Year 12 and gain full time employment, apprenticeships or enrol in tertiary education. Each of the programs is designed for a particular year group, i.e. the Year 9 program which focuses on stepping outside of their comfort zone, the Year 10 program focuses on leadership skills, being part of a team and senior years of high school, the Year 11 program focuses on organisational skills and preparing for the HSC and the Year 12 program focuses the where to after high school? These programs also allow for students to mix with the other Aboriginal students from South West Sydney schools and feel a sense of belonging.

AIME recognises the students who poses leadership skills and those accepting a challenge by nominating an AIME ambassador for the school each year, who has the responsibility to be the leader among the Aboriginal students and assist the AEC at school.

This year a new roll call was introduced for the benefit of the junior Aboriginal students, years 7– 9. The room

has was re painted, new furniture and computers installed for the benefit of the students to access in order to complete assessments and print them off. Each morning the AEC takes the roll call, monitors attendance, daily diary checks and assists in keeping the students organised ready for the school day and the week ahead.

Senior students had the opportunity to attend a diverse range of work experience placements offered to Aboriginal Students only, these were communicated to them via email or discussion with the Careers advisor.

An in-school initiative designed to encourage attendance, behaviour and be successful in the classroom was introduced in 2017. Five Aboriginal students were rewarded with a day at Luna Park in term 4, for their efforts throughout the year. These students were chosen by looking at Sentral entries, school reports and nominations from teachers.

There are multiply opportunities for Aboriginal Students to succeed and be successful at Cecil Hills High School.

Multicultural and anti-racism education

Cecil Hills High School is committed to implementing the Department of Education's principles of multiculturalism to further develop as a harmonious, productive and high-quality learning environment for students of all cultures and communities. The school's strong multicultural focus enables students to have a broader understanding and respect of the differences between people and cultures.

Multicultural education is promoted throughout the school through the curriculum and teaching programs across Key Learning Areas which are inclusive of Cecil Hill's diverse cultures. Inclusive teaching practices ensure that the cultural background of all students is appreciated and celebrated. This enables students to develop their knowledge, skills and attitudes in relation to empathy towards different races and ethnic groups which exist in and out of the school environment. The school is dedicated to developing a community culture based upon cultural understanding, tolerance and respect

Italian language classes are taught to all students in Stage 4 and elective classes were also established for Year 9 and 10 students. Students have been encouraged and supported in studying background languages and others languages through Department of Education's Saturday School of Community Languages and the New South Wales School of Languages, In 2017, six students completed HSC courses in Arabic, German, Serbian and Vietnamese. Various subjects, such as Society and Culture and International Studies, develop programs with the specific focus of cross-cultural understanding.

The school maintains up to date student data to complete reporting requirements and provide learning programs that meet the needs of its students who come from a wide range of backgrounds, including language

backgrounds other than English. The school's annual English as an Additional Language or Dialect (EAL/D) Survey, exhibits a continual rise in the percentage of students from language backgrounds other than English (LBOTE) enrolled at the school from 81.9% in 2016 to 82.3% in 2017.

These continuous rising LBOTE figures of the school are indicative for the need of a number of programs for its students. The school's English as an Additional Language or Dialect (EAL/D) program aims to develop our EAL/D students for future success by equipping them with the skills to be confident, critical and creative individuals who strive for academic excellence. The program that operates is an integral part of the whole school curriculum designed and delivered by trained EAL/D staff to deliver EAL/D education in a variety of ways to meet the diverse needs of our EAL/D student at different stages of learning English. It aims to develop participant English language competence and improving their learning outcomes throughout the curriculum to a level where they can fully participate in schooling and independently pursue further education and training.

The Diversity Team, created in 2016, expanded its role and implemented a range of programs and initiatives to highlight the diversity within the school student population and raise awareness of social issues in wider society. One major project involved the creation of an inclusivity stair case displaying messages of respect and acceptance of difference aimed at celebrating the diversity of the school population.

In 2017, the school celebrated its first school wide Harmony Day event to celebrate Australia's cultural diversity and develop a sense of belonging amongst students. The event included school wide lessons and activities on Australia's diverse population and messages of inclusivity and a photography project was undertaken highlighting the multicultural identity of each year group to proudly celebrate the diversity of the school.

A Flag Raising Ceremony was held to acknowledge the traditional custodians of the land, the Darug People, during NAIDOC week. The event was conducted to celebrate revealing the school's Acknowledgement of Country Plaque and involved our Aboriginal and Torres Strait Islander students, Support Unit students and representatives from the AIME Program.