

# Cecil Hills High School Annual School Report 2013



## School context

It is a requirement that the reporting of information for all students must be consistent with privacy and personal information policies.



## Principal's message

Our school has an outstanding reputation for quality teaching and learning, firm but fair welfare and discipline policies, high uniform standards, clear, consistent high expectations and being at the forefront of education in e-learning, assessment, Management of Learning and transition programs.

Our continued success over many years has been measured by our excellent academic results, continued increasing numbers of out of area applicants, a highly stable staff and students who complete their schooling as well adjusted young adults who have the skills to continue developing as people.

The school community has developed five statements that reflect our school purpose:

Our school endeavours to:

- encourage students to excel in academic, sporting and creative endeavours;
- encourage students to develop self-confidence, independence and a healthy self-esteem;
- provide students with opportunities to expand leadership qualities and enhance social skills;
- foster responsible conduct and pride in personal appearance; and
- Encourage and develop in students an understanding that they have a responsibility to learn to achieve success.

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.

**Sean Bowen**

## P & C message

2013 was another productive year for our group. A special thanks to those parents who regularly attend and for those who attend when possible. We understand the difficulties in attendance and very much appreciate the effort.

The P&C was once again involved in school panels for the selection of staff. This is an important role played by our parent representatives and is crucial to the input we have as parents. Our meetings are discussion forums where in 2013 we had as topics – HSC results, Management of Learning, school safety, assessment, Athletics, Welfare, moving to high school and studying, to name a few.

Our group is not a funding group but a discussion forum so that we better understand our school and have the input as parents who contribute to Cecil Hills High School being a quality teaching and learning school.



## Student representative Council

The Student Representative Council (SRC) of 2013 consisted of our School Captains, Vice Captains and 20 other SRC members from Year 7 to Year 12. The SRC has again proven to be an active unit in the school community, demonstrated through many successful events organised by the SRC in 2013.

The SRC provides leadership opportunities and avenues for students to make suggestions and direct the use of SRC funds. In 2013, the SRC held a number of charity fundraisers including Jeans for Genes day, Shave for a Cure, 40 Hour Famine, Bush Fire Appeal for the people from the Blue Mountains and the Haiyan Appeal for the Philippines. Other regular events included a School Disco and selling roses and other gifts on Valentine’s Day. The SRC have achieved success in the school area but it is clear that there are many opportunities for improvement and development into more effective community involvement.

In 2013 our senior SRC were given a chance to attend the World Vision Global Leaders Convention, where they worked collaboratively with other students on world poverty and other issues. This has proven to be an invaluable experience for our students.

Through our SRC and House Captains Planning Day, our SRC leaders will undertake a day creating a plan for our incoming year ahead. The SRC will continue to perform to the best of their ability in 2014 by working closely with the staff and students of Cecil Hills High School.

### Hong Pham & Sam Waters

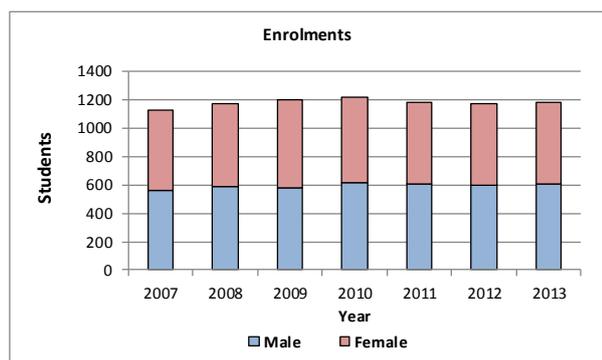
## Student information

It is a requirement that the reporting of information for all students be consistent with privacy and personal information policies.

### Student enrolment profile

Enrolments have continued at a high level to the point where we can only accept “in area” enrolments. The gender balance continues to be approximately 50% male and 50% female.

Gender	2007	2008	2009	2010	2011	2012	2013
Male	558	585	582	613	604	601	609
Female	570	591	617	606	578	576	573



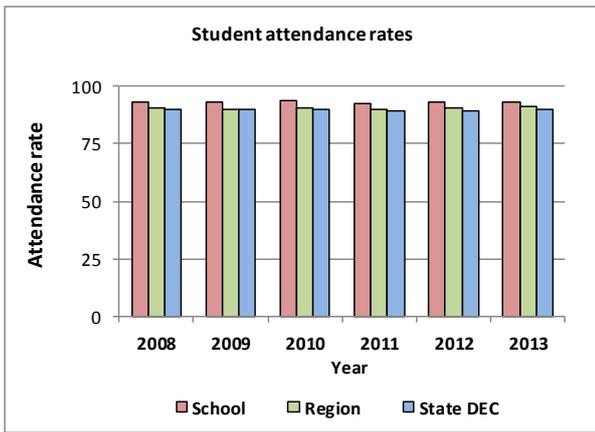
## Student attendance profile

Attendance in all years continues to be a focus. As students see the important link attendance has with achievement and success, we find continual improvement. This has been particularly successful in the senior years due to concerted school programs that continually reinforce achievement and success as an outcome of quality teaching and learning. Attendance for Years 7 to 12 has been at a continual high level above our region and above the State. This is a result of quality teaching and learning and students working with their teachers.



Student Attendance

	Year	2008	2009	2010	2011	2012	2013
	<b>School</b>	7		94.8	95.7	95.6	95.5
	8		93.2	94.1	93.9	94.5	93.7
	9		92.8	92.1	92.8	93.9	93.8
	10		92.8	93.2	90.7	92.3	91.8
	11		93.5	92.6	91.6	90.6	91.8
	12		91.6	93.6	92.7	93.7	91.2
	<b>Total</b>	<b>93.0</b>	<b>93.1</b>	<b>93.5</b>	<b>92.8</b>	<b>93.3</b>	<b>93.0</b>
<b>Region</b>	7		92.9	93.7	93.6	93.7	94.3
	8		90.9	91.5	91.4	91.3	92.3
	9		89.4	90.4	90.2	90.4	91.0
	10		88.9	89.1	88.3	88.2	88.9
	11		89.6	89.6	87.9	88.5	89.5
	12		89.6	90.0	89.5	90.0	90.5
	<b>Total</b>	<b>90.7</b>	<b>90.1</b>	<b>90.7</b>	<b>90.1</b>	<b>90.3</b>	<b>91.0</b>
<b>State DEC</b>	7		92.3	92.6	92.5	92.4	93.2
	8		90.0	90.5	90.1	90.1	90.9
	9		88.8	89.1	88.8	88.7	89.4
	10		88.7	88.3	87.1	87.0	87.7
	11		89.4	89.1	87.6	87.6	88.3
	12		89.4	89.8	89.2	89.3	90.1
	<b>Total</b>	<b>89.9</b>	<b>89.7</b>	<b>89.9</b>	<b>89.2</b>	<b>89.1</b>	<b>89.9</b>

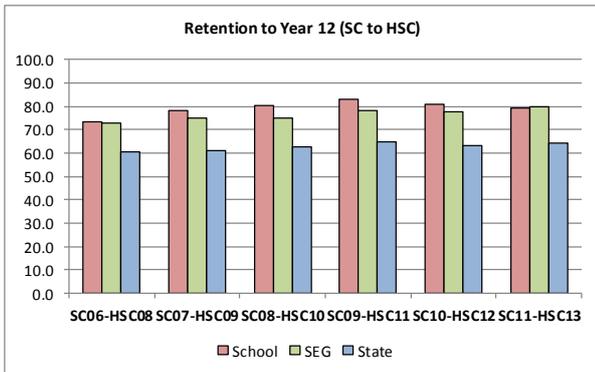


### Management of non-attendance

The issue of non-attendance is primarily dealt with through quality teaching and engagement strategies. For those few students with concerns we utilise our support team, comprising year advisers, counsellors, head teacher welfare, home school liaison officer and student welfare consultant. Within the school we provide a text message attendance service to all parents and caregivers in relation to lateness and attendance. Students are also monitored on a daily basis to ensure attendance.

#### Retention to Year 12

	SC06-HSC08	SC07-HSC09	SC08-HSC10	SC09-HSC11	SC10-HSC12	SC11-HSC13
School	73.3	78.2	80.4	83.1	81.1	79.5
SEG	72.7	75.3	74.9	78.5	77.6	79.7
State	60.3	61.0	62.7	64.7	63.4	64.5



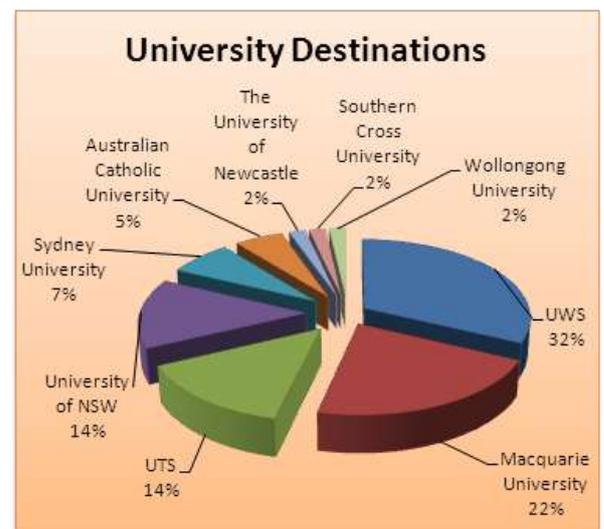
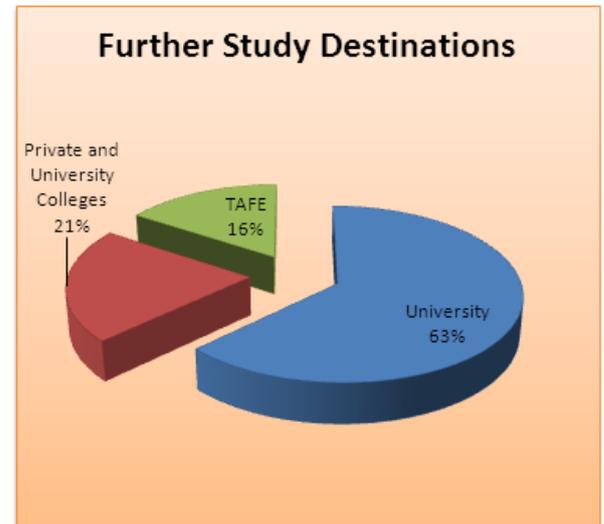
### Post-school destinations

HSC 2013: 98 students (53.8%) who nominated that their information be released to the school from the 2013 cohort of 182 received an offer of a place in a university course through the Universities Admission Centre (UAC).

Cecil Hills High School received 105 responses (57.7%) to the Post School Destination Survey of Year 12 2013. Student responses collated from

the Post School Destination Survey in February, indicate that:

- 84.8% are undertaking further study
- 10.5% are undertaking full-time work
- 4.8% are looking for work



## Year 12 students undertaking vocational or trade training



In 2013, 38.5% of the senior cohorts participated in vocational educational training (VET) course as part of their HSC studies. This was either delivered at school, TAFE or through a Registered Training Organisation (RTO).

A total of seventy nine students participated in the school-delivered VET course of Hospitality and nineteen students participated in Information and Digital Technology. Seven teachers are currently trained to deliver school-delivered VET courses at Cecil Hills High School.

Forty two students attended TVET courses at Miller, Liverpool, Wetherill Park, Granville, Richmond, Macquarie Fields and Campbelltown TAFE colleges on Monday and Tuesday afternoons, a whole day Skills Pathways for Youth (SPY) course or as a block course during the school holidays. The range of courses included Animal Studies, Automotive (Mechanical), Business Services, Community Services Introduction (Child Studies), Construction (Carpentry), Design Fundamentals, Electrotechnology, Financial Services, Metals and Engineering, Tourism (Travel), Plumbing, Hairdressing, Beauty Therapy (Retail, Makeup and Skincare). Other school holiday block courses that were also undertaken included Fashion, Style and Interior Decoration Visualisation at the Whitehouse Institute.

Two students participated in the Discrete course of Construction and Primary Industries Horticulture.

Nine students also participated in a Health Services Assistance course delivered by Registered Training Organisations Fairfield and Liverpool Hospitals. Three students participated in School-based Traineeships and three students in School-based Apprenticeships. This required one day a week in the workplace and one day a week at TAFE.

Congratulations to Bob Mathnopraseuth who was recognised for exceptional achievement in his Vocational Education and Training (VET) course as the Winner of the South West Sydney Region in Automotive (Mechanical) course. Additionally, Samantha Cantarella and Monika Galjer were

acknowledge as Top Performing and Highly Commended students in their Design Fundamentals course.

During Term 1, Year 11 students undertaking a VET framework course participated in a two-day Work Ready Program to prepare them for their mandatory work placement. The program involved a variety of activities and discussion related to employer expectations, workplace communication, employee rights and responsibilities, legal issues and Work Health and Safety requirements.

VET students participated in work placements with the assistance of South West Connect in a variety of businesses within the local area and Sydney CBD. Hospitality work placements included St Johns Park Bowling Club, Gemelle Ristorante Italiano, Sydney South West Private Hospital, Rashays Restaurant, Il Vivo Italian Restaurant, Rashays on Macquarie, Quay West Sydney, Mantra Parramatta and the Liverpool Catholic Club. Information and Digital Technology work placements included: Matrix IT, Inspire Community Service-IT Simulation and IT Hardware, Holy Spirit Primary School, Web Tech Pro and P.C Reuse.



Year 10 and a number of Year 11 and Year 12 students participated in a continuous release Work Experience Program in a wide range of occupations within the local area and beyond. Students wanting Work Experience in the building and construction industry completed requirements for their white card by attending a mandatory induction course in Work Health and Safety at a Registered Training Organisation prior to their placement.



## Workforce information

It is a requirement that the reporting of information for all staff must be consistent with privacy and personal information policies.

### Workforce composition

Position	Number
Principal	1
Deputy Principal(s)	2
Head Teachers	14
Classroom Teacher(s)	54
Teacher of Reading Recovery	0
Learning and Support Teacher(s)	1.6
Teacher Librarian	1.2
Teacher of ESL	.4
School Counsellor	2
School Administrative & Support Staff	17.5
Total	99.7

The National Education Agreement requires schools to report on Aboriginal composition of their workforce.

1% of staff identify as being of Aboriginal or Torres Strait Island heritage.

### Staff Retention

In 2013, there were no staff movements. Staff tend to leave the school only for promotion which is a reflection of the teaching and learning environment.

### Teacher qualifications

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

Qualifications	% of staff
Degree or Diploma	100
Postgraduate	10
NSW Institute of Teachers Accreditation	100



## Financial summary

This summary covers funds for operating costs and does not involve expenditure areas such as permanent salaries, building and major maintenance.



Date of financial summary	30/11/2013
<b>Income</b>	\$
Balance brought forward	372045.24
Global funds	623746.94
Tied funds	315986.46
School & community sources	604837.89
Interest	15378.10
Trust receipts	263276.35
Canteen	0.00
<b>Total income</b>	<b>2195270.98</b>
<b>Expenditure</b>	
Teaching & learning	
Key learning areas	318070.73
Excursions	137186.76
Extracurricular dissections	102772.05
Library	10693.94
Training & development	28323.29
Tied funds	327573.70
Casual relief teachers	214939.89
Administration & office	240275.79
School-operated canteen	0.00
Utilities	144262.20
Maintenance	72896.63
Trust accounts	146811.14
Capital programs	84622.39
<b>Total expenditure</b>	<b>1828428.51</b>
<b>Balance carried forward</b>	<b>366842.47</b>

A full copy of the school's 2013 financial statement is tabled at the annual general meetings of the School Council and/or the parent body. Further details concerning the statement can be obtained by contacting the school.



## School performance 2013

### Academic achievements

#### 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 3: from Band 1 (lowest) to Band 6 (highest for Year 3)

Year 5: from Band 3 (lowest) to Band 8 (highest for Year 5)

Year 7: from Band 4 (lowest) to Band 9 (highest for Year 7)

Year 9: from Band 5 (lowest) to Band 10 (highest for Year 9)

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

Click on the link <http://www.myschool.edu.au> and enter the school name in the *Find a school* and select *GO* to access the school data.

**NAPLAN Year 7 - Literacy** (including Reading, Writing, Spelling and Grammar and Punctuation)

#### Year 7 Literacy

Year 7 performed best in the Spelling test, showing an average growth of 58.3 points compared to the state average growth of 61.3 points. 81% of our students are achieving at or above expected growth in spelling, with 44% achieving proficiency standard (top two bands 8 & 9).

In the Reading test (comprehension), Year 7 had an average growth of 49.9 points compared to the state growth of 48.4 points. 72% of our students are achieving at or above expected growth in Reading, including 21% achieving proficiency standard (top two Bands 8 & 9).

In the Writing test, Year 7 had an average growth of 26.5 points compared to the State average growth of 24.5 points. 80% of our students are achieving at or above expected growth in Writing, with 28% achieving proficiency standard (top two Bands 8 & 9). This is a pleasing result as the

school had focused on this year's new persuasive style of writing intensively with the students.

In the Grammar and Punctuation test, Year 7 had an average growth of 39.1 points compared to the state growth of 33.2 points. 79% of our students are achieving at or above expected growth in Grammar and Punctuation, including 34% achieving proficiency standard (top two bands 8 & 9).



### Progress in numeracy

#### Year 7 Numeracy

Year 7 performed exceptionally well in the Numeracy test, showing an average growth of 55.3 points compared to the state average growth of 48.6 points. 83% of our students are achieving at or above expected growth in Numeracy, with 32% achieving proficiency standard (top two bands 8 & 9).

**Notes:** The 'Percentage in Bands' and 'School Average' columns are not shown where overall results are for less than 10 students. State average band distributions do not include students who were exempted from the tests.

#### Year 7 NAPLAN Spelling

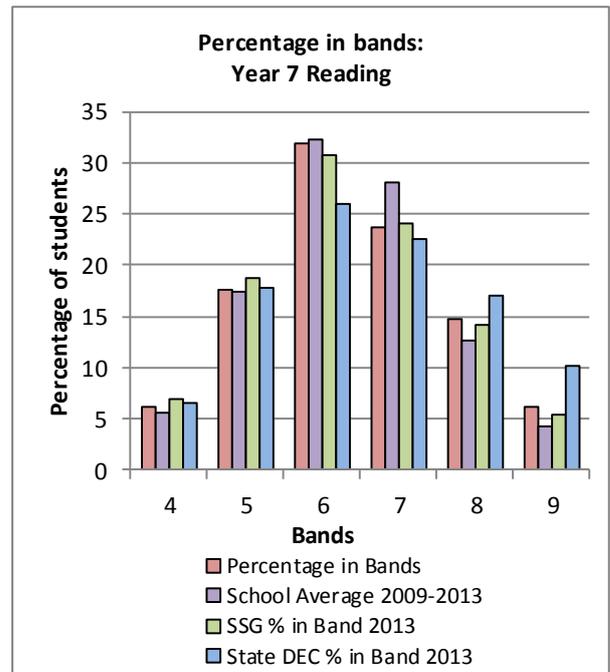
	School	SSG	State DEC			
<b>Average score, 2013</b>	566.4	543.2	551.9			
<b>Skill Band Distribution</b>						
Band	4	5	6	7	8	9
Number in Band	12	11	32	56	57	29
Percentage in Bands	6.1	5.6	16.2	28.4	28.9	14.7
School Average 2009-2013	4.1	6.6	18.6	28.9	27.1	14.6
SSG % in Band 2013	7.1	11.1	21.1	32.1	21.4	7.2
State DEC % in Band 2013	7.4	9.9	20.2	28.1	21.5	12.8

**Year 7 NAPLAN Grammar and Punctuation**

	School	SSG	State DEC			
<b>Average score, 2013</b>	537.1	517.4	529.7			
<b>Skill Band Distribution</b>						
Band	4	5	6	7	8	9
Number in Band	20	24	38	48	43	24
Percentage in Bands	10.2	12.2	19.3	24.4	21.8	12.2
School Average 2009-2013	7.3	12.9	30.6	27.5	13.5	8.2
SSG % in Band 2013	14.2	18.0	22.6	21.7	15.7	7.9
State DEC % in Band 2013	13.8	15.7	20.0	20.3	16.7	13.4

**Year 7 NAPLAN Reading**

	School	SSG	State DEC			
<b>Average score, 2013</b>	526.6	522.5	534.0			
<b>Skill Band Distribution</b>						
Band	4	5	6	7	8	9
Number in Band	12	35	63	47	29	12
Percentage in Bands	6.1	17.7	31.8	23.7	14.6	6.1
School Average 2009-2013	5.5	17.4	32.2	28.1	12.6	4.3
SSG % in Band 2013	6.9	18.7	30.8	24.1	14.2	5.4
State DEC % in Band 2013	6.6	17.8	25.9	22.5	17.0	10.2



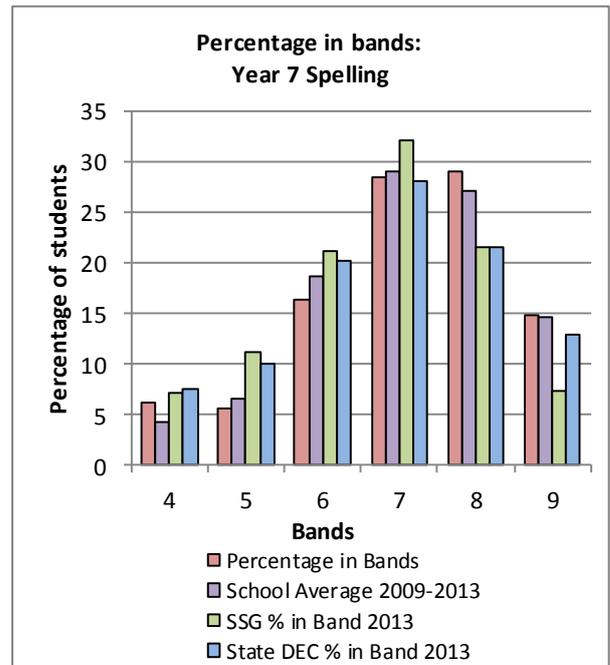
**Year 7 NAPLAN Writing**

	School	SSG	State DEC			
<b>Average score, 2013</b>	526.9	493.7	502.1			
<b>Skill Band Distribution</b>						
Band	4	5	6	7	8	9
Number in Band	17	35	44	47	45	9
Percentage in Bands	8.6	17.8	22.3	23.9	22.8	4.6
School Average 2011-2013	5.3	19.8	24.2	24.0	21.5	5.3
SSG % in Band 2013	12.1	27.7	30.2	19.4	8.6	2.0
State DEC % in Band 2013	12.4	25.3	27.4	18.5	11.5	4.9



**Year 7 NAPLAN Numeracy**

	School	SSG	State DEC			
<b>Average score, 2013</b>	549.9	522.4	540.9			
<b>Skill Band Distribution</b>						
Band	4	5	6	7	8	9
Number in Band	4	31	43	56	37	24
Percentage in Bands	2.1	15.9	22.1	28.7	19.0	12.3
School Average 2009-2013	3.1	15.5	28.1	25.0	16.0	12.3
SSG % in Band 2013	4.3	22.5	30.6	24.5	12.3	5.9
State DEC % in Band 2013	4.0	20.6	26.6	21.8	13.2	13.9



**NAPLAN Year 9 - Literacy** (including Reading, Writing, Spelling and Grammar and Punctuation)

**Year 9 Literacy**

Year 9 performed best in the Writing test, with an average growth of 32.9 points compared to the State average growth of 25.3 points. 82% of our students are achieving at or above expected growth in Writing, with 18 % achieving proficiency standard (top two bands 9 & 10). This is a pleasing result as the school had focused on this year’s new persuasive style of writing intensively with the students.

In the Spelling test, Year 9 had an average growth of 41.4 points, which compared to the state average growth of 43.9 points. 76% of our students are achieving at or above expected growth in Spelling, with 28% achieving proficiency standard (top two bands 9 & 10).

In the Reading test (comprehension), Year 9



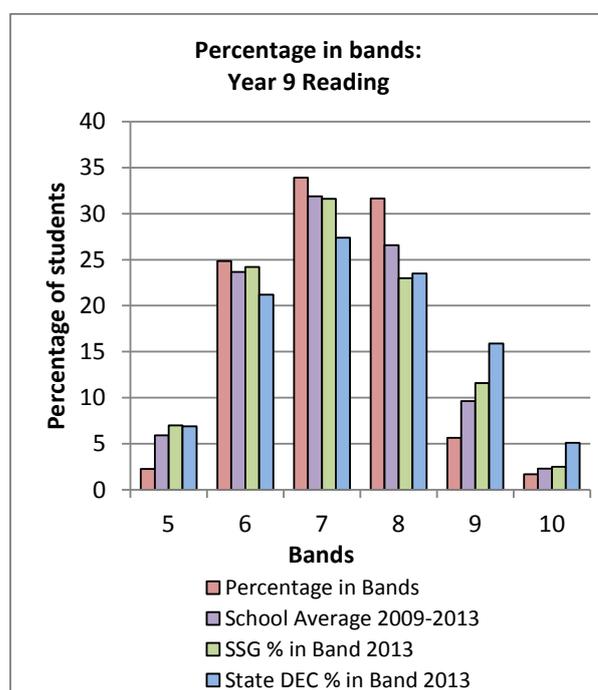
showed an average growth of 41.3 points compared to the state average growth of 40.4 points. 74% of our students are achieving at or above expected growth with 8% achieving proficiency standard (top two Bands 9 & 10). This is a very encouraging result as the school literacy program focused on comprehension reading this year.

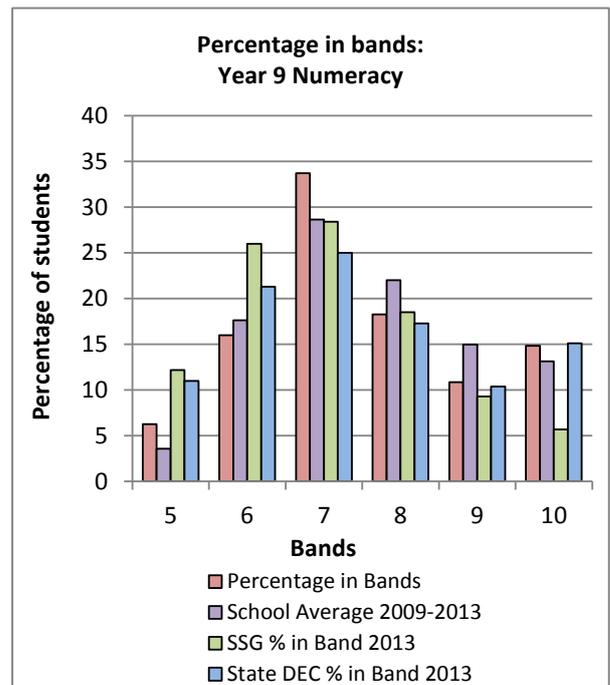
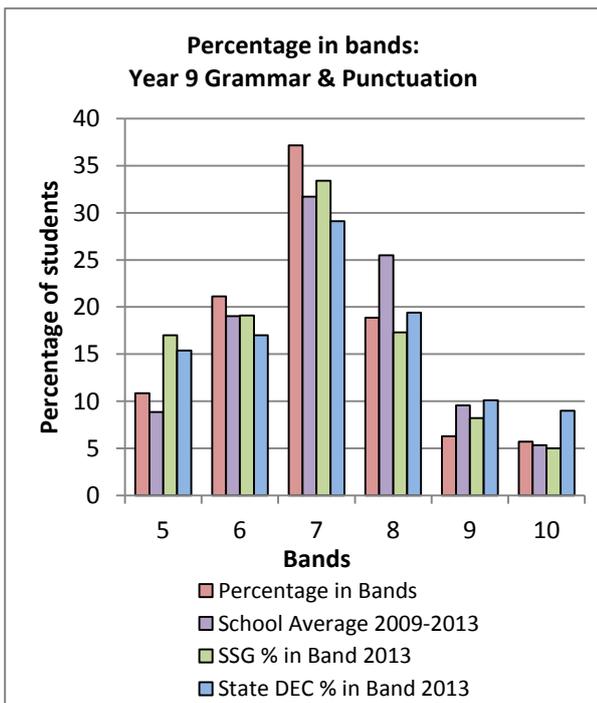
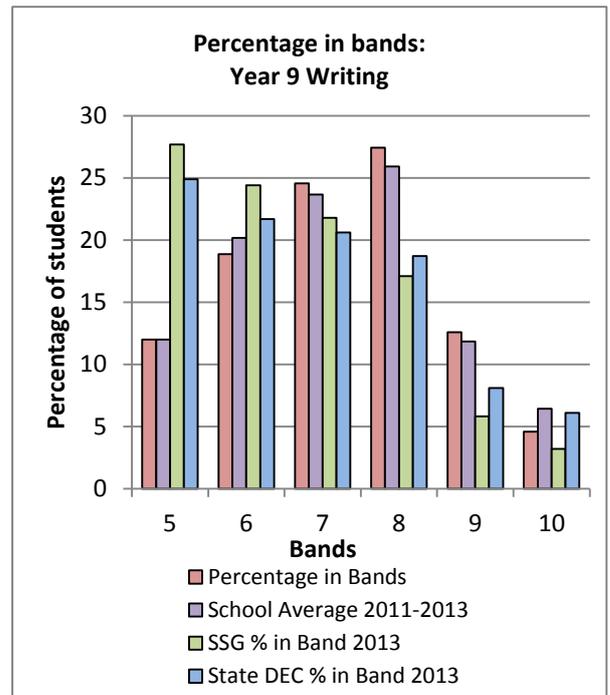
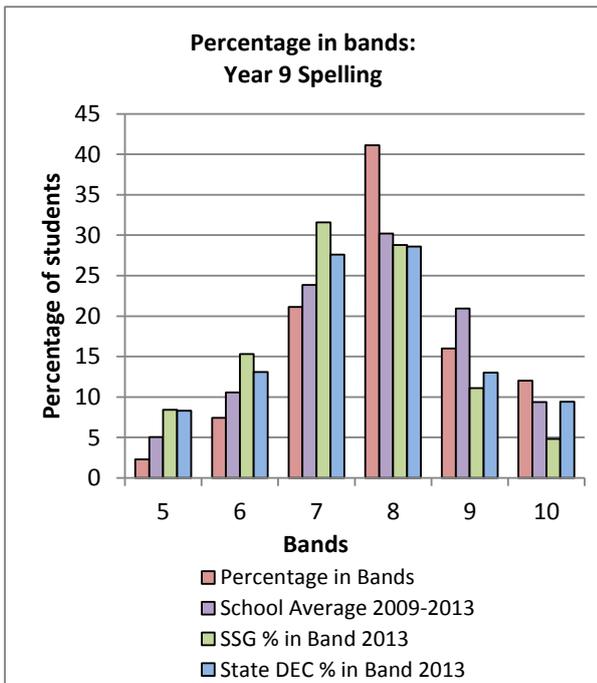
In the Grammar and Punctuation results, with an average growth of 36.2 points compared to the state average of 40.1 points with 69% of our students are achieving at or above expected growth in Grammar and Punctuation and 12% achieving proficiency standard (top two Bands 9 & 10).

**Year 9 Numeracy**

Year 9 performed impressively in the Numeracy test, showing an average growth of 45.9 points compared to the state average growth of 43.7 points. 78% of our students are achieving at or above expected growth in Numeracy, with 26% achieving proficiency standard (top two Bands 9 & 10).

Overall, across Years 7 and 9 achievements in literacy and numeracy, there is a continued trend of slightly more scores in the upper bands. This year’s highlight has to be the significant decrease in the lower bands.

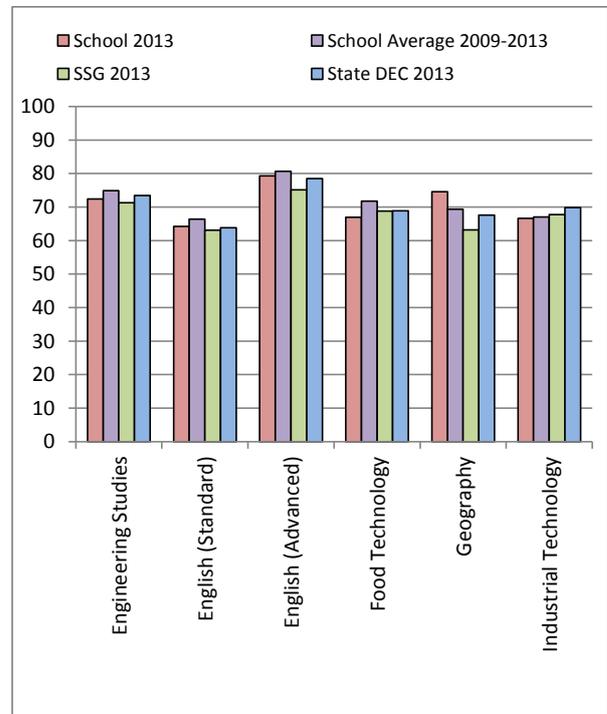
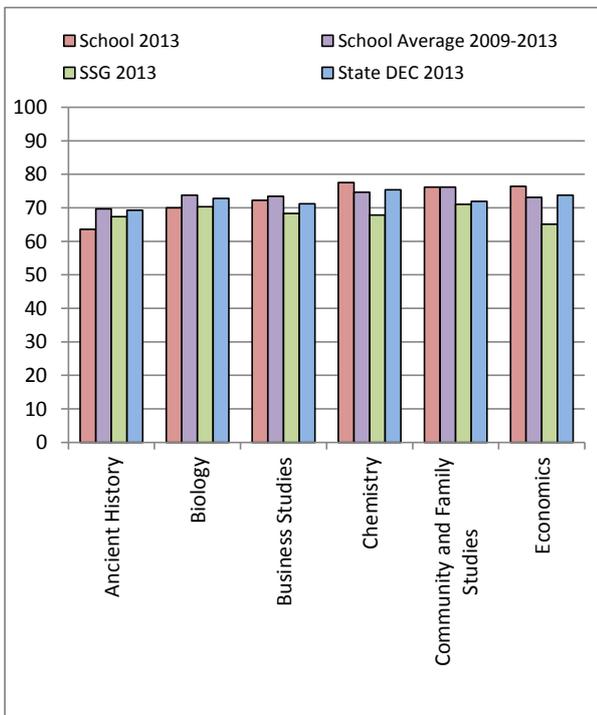
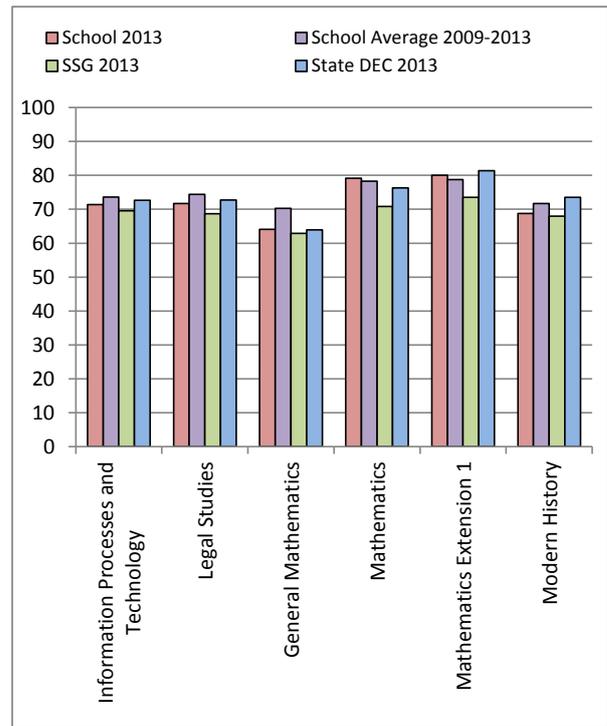


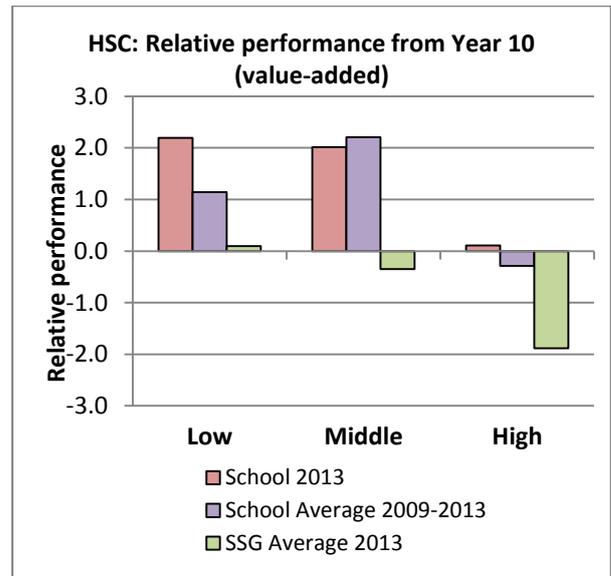
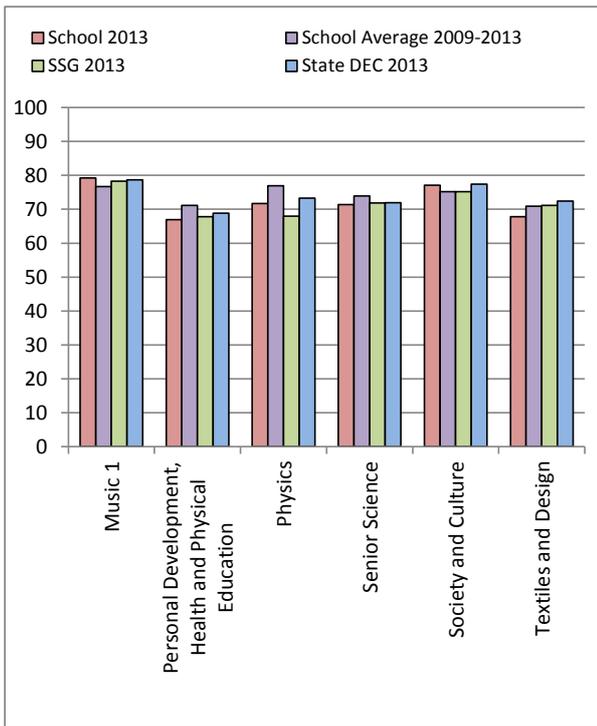


# Higher School Certificate (HSC)

In the Higher School Certificate, the performance of students is reported in performance bands ranging from Performance Band 1 (lowest) to Performance Band 6.

Course	School 2013	School Average 2009-2013	SSG 2013	State DEC 2013
Ancient History	63.6	69.7	67.4	69.3
Biology	70.0	73.7	70.3	72.8
Business Studies	72.2	73.4	68.3	71.2
Chemistry	77.6	74.7	67.9	75.4
Community and Family Studies	76.2	76.2	71.0	71.9
Economics	76.4	73.1	65.1	73.8
Engineering Studies	72.4	74.9	71.3	73.5
English (Standard)	64.2	66.4	63.1	63.8
English (Advanced)	79.3	80.6	75.1	78.5
Food Technology	66.9	71.8	68.8	68.9
Geography	74.6	69.4	63.2	67.6
Industrial Technology	66.7	67.0	67.7	69.9
Information Processes and Technology	71.4	73.6	69.6	72.6
Legal Studies	71.7	74.4	68.7	72.8
General Mathematics	64.1	70.3	62.9	64.0
Mathematics	79.2	78.3	70.8	76.3
Mathematics Extension 1	80.1	78.7	73.6	81.4
Modern History	68.8	71.7	68.0	73.5
Music 1	79.3	76.7	78.3	78.7
Personal Development, Health and Physical Education	67.0	71.2	67.8	68.8
Physics	71.7	76.9	68.0	73.3
Senior Science	71.4	73.9	71.9	71.9
Society and Culture	77.1	75.2	75.2	77.4
Textiles and Design	67.8	70.9	71.1	72.4
Visual Arts	82.9	80.5	76.3	77.5
Hospitality Examination	74.8	76.6	74.0	74.0





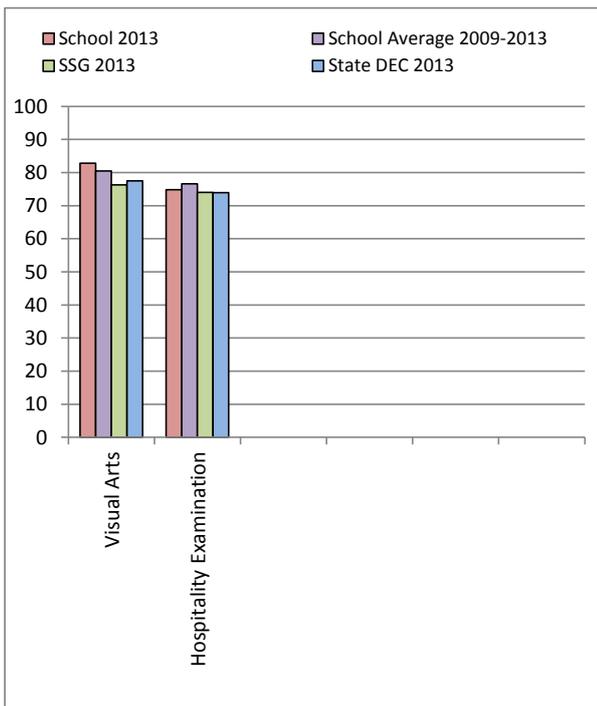
## Other achievements

### Arts

The Visual Arts at Cecil Hills High School during 2013 has initiated a number of developments to secure improved outcomes for students and teachers.



During 2013 the CAPA faculty focused on assessment, Management of Learning and Focus on Reading and developing strategies to improve student engagement in the classroom. 2013 provided opportunities for individual students, with students exhibiting in Operation Art (Larissa Giadomenico and James Cardillo). A Street Art group commenced where students from across the school worked to create contemporary artworks that looked at their world. Year 7 once again participated in an across the form excursion to Campbelltown Art Gallery to see and experience artworks as well as making and performing from a cultural perspective. Continued achievement was made in the HSC



## Record of School Achievement (RoSA)

HSC: Relative performance from Year 10 (value-added)

Performance Band	Low	Middle	High
School 2013	2.2	2.0	0.1
School Average 2009-2013	1.1	2.2	-0.3
SSG Average 2013	0.1	-0.3	-1.9

Note: By definition, the State average relative performance is zero

Visual Arts course; 16 students in the year group, 1 band 6, 12 band 5, 3 band 4. Two students from Year 12 were selected for the Casula Powerhouse HSC exhibition ( Sarah Tleige and Pyria Datt).

### 2013 Year 12 Music 1

2013 was a successful year for our HSC students with six students in the year group achieving a Band 5. Jaime Villegas received a 99 in the HSC Music 1 Course, 6<sup>th</sup> in the state. He was recognised in the **2013 HSC Top Achievers Course List**. The Year 12 music class also celebrated their achievements with an end of year concert for their parents and peers. Items included pieces by Bob Dylan, City and Colour, Nora Jones and many more.

In Term 3 of the HSC Music 1 Course Year 12 music students attended the South West Region 2013 HSC Music Study Day at Liverpool Girls' High School. Students received:

- Tips from experienced HSC markers & a booklet covering all aspects of the Music HSC incl. marking guidelines
- A checklist - what to do, when to do it!
- Help in choosing their options and preparing for the Practical & Aural Exam
- The opportunity to perform, see performances and a Viva Voce in action

Overall it was a very successful day and helped prepare students for the Music Examination.

Throughout 2013 Cecil students continued to audition for a number of programs in the region.



On Sunday 14th April, the beginning of the school holidays, Year 12 music students participated in the Bring It On! Festival 2013 - School Challenge at Fairfield Showground. Jasmin Guardado, Romina Cricri Vera, Stephanie Solbiati, Tiana Cook, Catherine Whalen and Jennifer Faola – Vai got the opportunity to perform on stage alongside high schools from around the region. The girls performed the pop hit Skyscraper by Demi Lovato. The small ensemble wowed the audience with their beautiful harmonies, personal expression, stage presence and

professional attitude. The group also got to share the stage with X Factor contestants The Collective! Overall it was a great day which gave the girls the chance to work as a team, grow in confidence and share their passion of music in front of a big audience. Well done girls!

2013 again showcased student work through the School Exhibition "Look", with a focus on showcasing the work of Year 7. Programs throughout Visual Arts have continued to reflect quality teaching. The staff in the CAPA faculty



have continued with their professional development in all areas of quality teaching as well as developing course specific skills through the attendance at the state VADEA (Visual Arts & Design Educational Association.) design conference. During

2013, in-school assessment tasks reflected Year 7 looking at the frames which demonstrated their engagement in high levels of critical and higher order thinking. A focus on reading and Management of Learning was a focus theme for the year, this addressed the need to meet the changing developments in pedagogy and focus to improve results.

2013 continued four periods per week for Year 7. This arrangement has allowed significant face to face time to develop literacy, numeracy and ICT skills as integral parts of programs embedded into both making and studying aspects of student engagement. The implementation of an extensive use of iPads was a key development in the presentation and tools used by students in Visual Arts.

A primary school links program is ongoing and has proved a valuable experience for both the professional development of visiting Primary staff as well as the many students who have participated throughout the program.

### Music

2013 was a big year for Music at Cecil Hills High School. Stage 4, 5 and 6 programs in Music continued to offer students the opportunity to develop their music skills, be involved in ensemble work and perform in front of an audience! Students got the opportunity to perform at year assemblies, CHAMP assemblies

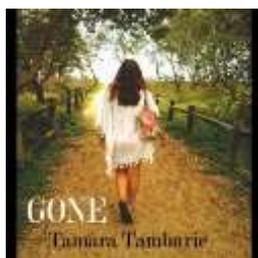
and recognition evenings. Extracurricular ensembles continued to grow including **Cecil Hills Orchestra** running on Tuesdays after school from 2:40 pm – 5pm.



The instrumental program in the mandatory music course allowed all students to learn how to play keyboard and a stringed instrument. More than 60% of students invested in their own ukulele to continue learning in their own time. Several students also learnt to play bass, drums and guitar.

### 2013 Year 11 Music student – Tamara Tamburic

Year 11 music student Tamara Tamburic achieved plenty of success in 2013 with her original composition 'Gone'. She entered her song in various competitions throughout the year. She



was lucky to receive first place at Bonnyrigg's talent search singing her song 'Gone' in front of the judge Teri Haddy, an actress who played Rosie in Home and Away.

Tamara entered her song 'Gone' into the MusicOz Awards and received top 2 in the Schoolies category. MusicOz Awards focuses on original music and independent artists from around the country. The awards recognise and encourage the talents of unsigned musicians.

Tamara also auditioned for the South Western Sydney Talent Identification Program and was successful upon her audition. She attended a number of workshop days which helped her develop her vocal and performance techniques. She also got the opportunity to work with students from around the region, and got to perform in the Director's Choice Awards at Olympic Park. The concert was held on Thursday

7 November, 2013 where she performed her song 'Gone' at the concert.

### 2013 - Music Count Us In (MCUI)

In term 3 Cecil Hills High School students and staff celebrated music education through the event Music Count Us In.. This program links primary and secondary schools, from the Kimberleys to Campbelltown, in Australia's biggest music program! Why? To create a nationwide celebration of the value of music education for ALL students.

In 2013, more than 2000 schools across the nation participated in this event. We were one of them. From tiny rural schools to big city schools, 'Music: Count Us In' gives principals, teachers, parents and students a focal point for discussions about the value of music in our schools - and an opportunity to collectively, loudly, celebrate it and make the call for more.

Each year's song is written, recorded and performed by students, mentored by high profile Australian musicians. The program ambassador is John Foreman. This year, the selected students worked with John Foreman, Katie Noonan and Josh Pyke to create the song. For rehearsal use in schools, the song was recorded by 'The Voice' artist runner-up from 2012, Darren Percival.

MCUI is Australia's biggest school initiative which celebrates Music Education. Schools from around the country sign up to learn, rehearse, and then perform the same song, on the same day, at the same time.



On Thursday, 31st October 2013 over 100 Cecil students performed the MCUI song 'Keep on' at 12:30 in the school amphitheatre. The song sends a powerful message encouraging students to fulfil their dreams and never give up. Students from the Special Education Unit, Year 8 Music, Year 9 &

10 Elective Classes and orchestra students were involved on the day.

Prior to the event students rehearsed the song in class time. During their lessons they had the opportunity to work with their peers, improve their instrumental and performance skills and celebrate music!

Overall it was a successful event, and the Music staff would like to thank all students and teachers for participating on the day.

Music: Count Us In is run by the Music Council of Australia's (MCA) national advocacy campaign, Music: Play for Life. The program is supported by The Australian Government through the Department of Education, Employment and Workplace Relations.

### 2013 – Cecil Hills Showcase Night

At the end of 2013 our school held its annual Cecil Hills High School Showcase. This event showcased the many talents of our students in



the performing arts, with over 100 students participating in the event. It involved many months of planning and rehearsing during and after school hours. The students were enthusiastic, highly motivated and worked very hard on their items. These items included music, dance and drama. The show was presented over two days. The first show was held at night for families of the students involved. The following day the students got another opportunity to perform in front of their peers and teachers. It also gave an opportunity for teachers from ALL faculties to be involved.

The musical performances had an ensemble feel to them. Music students got a chance to perform with their classmates in bands, orchestra and choir. This was an invaluable experience for them as they



learnt to be part of a team, work together and have fun with music! Items ranged from classical to pop and rock songs. The music items included:

Cecil Hills Orchestra: *'Eleanor Rigby'* and *'Viva la vida'*

Year 9 Music: *'Wings'*, *'Counting Stars'*, *'When you were young'* and *'Are you gonna be my girl?'*

Year 10 Music: *'Bonfire Heart'*, *'Feeling Good'* and *'Runaway Baby'*

Year 11 Music: *'Lonely Boy'*, *'Love the way you lie'*, *'Brother'*, and *'Dog days are over'*

Year 12 Music: *'Sultans of Swing'*

Special Education Music: *'Alive'*

Teacher Band: *'We gotta get out of this place'*

2013 was also a big year for our dance students! Ms Gianni continued running the dance group during sport. All their hard work definitely paid off, with their memorable moves and amazing outfits shining on stage. The items included Hip Hop, Ballroom, Jazz, Charleston and Contemporary dance.

Cecil Dancers: *'I've been thinking about you'*

Cecil Dancers: *'All of me'*

Cecil Dancers: *'Murder Sound'*

Special Education Dance: *'The arts performance'*



The Special Education Unit was amazing in the showcase, performing both dance and music items. They performed *'Alive'* by Dami Im and dance item *'The arts performance'* which was featured in School Spectacular 2013. Their confidence and enthusiasm was a great addition to the Cecil Showcase!

Overall a very successful year for Cecil Hills High School – Music.

### 2013 - Stage 5

In 2013 Stage 5 music students got the

opportunity to perform in front of their year group. Two separate concerts were held for Year 9 and Year 10 students. Both concerts were held in the performance space, and ran over 4 periods of the school day.

Music students got the opportunity to perform on their chosen instruments either as a solo act or in a small ensemble. Teachers and fellow students were amazed by the talent and were very supportive of all the acts. It was very nice to see students grow in confidence and challenge themselves

## Sport

2013 has been a very hectic and highly rewarding year for Cecil Hills High School on the sporting fields. Sport is an essential part of a student's development, physically, socially, emotionally and spiritually. Here at Cecil Hills High School we encourage and support all students in their sporting endeavours, whether individual or team sports.

### School carnivals

All three of our carnivals were a roaring success this year. The key ingredients of excellent student participation and staff enthusiasm made these events enjoyable and rewarding. The sea of colour, costumes and the house war cries were awesome. Many records were broken in swimming and athletics.



Our Champions in 2013:

Swimming – Hollows; Cross Country – Chisholm  
Athletics – Chisholm  
House Champion – Chisholm

## Zone Carnivals

In 2013, we won the Zone Swimming, Cross Country and Athletics trophies.

### Swimming

A tremendous team effort saw us retain the trophy. We won the Girls Points score, the Boys Points score and won the Overall Points score by 250 points. The win can be attributed to outstanding individual efforts as well as strong team participation.



A tremendous effort by all team members. We had three Age Champions and we had 16 of our 17 relay teams qualify for the Regional Championships.

Congratulations to our Zone Age Champions:

Amanda Pham (15 yrs Girls), Thomas Thai (15 yrs Boys), Adam Jovanovic (16 yrs Boys)

### Cross Country

A tremendous team effort saw us finish a close second in the Girls Points score, win the Boys Points score and the Overall Points Score.

Our training base around the lakes of Cecil Hills is the envy of all our competitors.

We had six Age Champions, we won six teams events.

Our outstanding results are listed below:

Brielle Elasi	13 years Girls Age Champion
Alexandra Bozovic	14 years Girls Age Champion
Tatjana Bozovic	16 years Girls Age Champion
Nikola Knezevic	12 years Boys Age Champion
Adrian Ferreira	13 years Boys Age Champion
Paul Villegas	16 years Boys Age Champion



## Athletics

After two days of intense competition we won the Girls Points Score, Boys Points Score and the Overall Points Score by 199 points.

Individual highlights included:

Jarrold Carluccio 12 years Boys Age Champion

Ten relay teams qualified for Regional Championships - a school record.

## Bernera Zone Gala Days

In the annual Year 7 and Year 8 Gala Days our school continued its excellent performances in these events.

In the Year 7 competition, we won six pools and were runners-up in six pools.

In the Year 8 competition, we won five pools and were runners-up in one pool.

## Bernera Zone Grade Sport

In the Winter Grade competition, we achieved considerable success with all of our 23 teams qualifying for the semi-finals. Twelve teams made it to the finals. Eight were Premiers and four were runners-up.

In the Summer Grade competition, we again performed extremely well with all of our 20 teams qualifying for the semi-finals. Fifteen teams made it to the finals. Nine were Premiers and six were runners-up.

100% of our teams qualified for semi-finals in 2013.

63% of our teams qualified for the finals in 2013.

Seventeen teams were crowned Premiers in 2013 (40% of premiers)

Cecil Hills High School was the Grade Sport Champion in 2013 (14 years in a row).

## Regional Carnivals



In Swimming, 39 students represented at Regional Championships.

Thomas Thai qualified for State Championships (15 yrs Boys 100m backstroke).

In Cross Country, 39 students competed at Regional Championships.

Our standout performers were:

Tatjana Bozovic (16 yrs girls) – 2nd

Morgan Sillis (14 yrs boys) – 4th

Nikola Knezevic (12 years boys) – 5th

Adrian Ferreira (13 yrs boys) – 7th

In Athletics, 49 students represented Bernera Zone at the Regional Championships.



Our standout performers were:

Adrian Ferreira (13 yrs Boys)	2nd in 800m
13 yrs Boys 4 x 100m Relay	2nd
Connor Regan (13 yrs Boys)	3rd in 800m
Dane Oostendorp (13 yrs Boys)	3rd in Hurdles
Brandon Voraboud	3rd in Javelin
Rebecca Brett	3rd in 200m, 4th in 100m, 4th in High Jump, 5th in 400m, 6th in Long Jump,
Morgan Sillis	3rd in 3000m, 4th in 1500m, 6th in 800m
Paul Villegas	3rd in 1500m, 5th in 400m, 5th in 800m, 5 <sup>th</sup> in 3000m
12 yrs Boys 4x100m Relay	4th
16 yrs Boys 4x100m Relay	4th
Jordan Scully	5th in Hurdles
Samantha Nance-Palmer	5th in 200m
Aleesha Tanner-Le	5th in Hurdles
Austin Khannara	5th in 400m
13 yrs Girls 4 x 100m Relay	5th
Firas Miri	5th in 1500m
Jarrold Carluccio	5th in 100m, 6th in 100m, 7th in Long Jump
Vaioleta Pinomi	6th in High Jump
Georgia Arena	6th in 1500m
Jennifer Faaola-Vai	6th in Triple Jump
15 yrs Boys 4 x 100m Relay	6th
Melissa Acampora	6th in 400m, 7th in 100m
Catherine Whalen	6th in Hurdles, 8th in 200m
Veebol Sin	7th in 100m
Nikola Knezevic	7th in 800m
Jennifer Hong	7th in Long Jump
Kristy Bonanno	7th in 800m
Luka Cubrilo	8th in Triple Jump
Elizabeth Bryce	8th in 800m

### Bernera Zone Representatives

One hundred and sixty six students from our school represented Bernera Zone across 11 different sports in 2013. Many of our students were multiple representatives.

### Zone Blues Winners

Seven of our students will receive Blue Awards at the annual Bernera Zone Blues Awards ceremony this week.

Tatjana Bozovic	Cross Country
Jennifer Faaola-Vai	Touch
Bruno Antelmi	Football
Stefan Erak	Basketball
Pete De Oliviera	Tennis
Thomas Thai	Swimming
Peter Bryce	Principal's Award

These students displayed excellent skill, determination, sportsmanship and leadership in their respective sports and across a number of sports. Congratulations to them all for their wonderful achievement.



### Sydney South West Regional Representatives

Fifteen students represented Sydney South West Region in 2013 at NSW Combined High Schools Championships.

### Combined High Schools Representatives

Jamie-Lee Worsnop and Bruno Antelmi represented NSW CHS in 2013.

### NSW Representatives

Jamie-Lee and Bruno Antelmi represented NSW at National Championships in 2013.

Tyler Aplitt refereed at the U15 National Touch Champs.

### Australian Representatives

Bruno Antelmi was selected in the Australian Schoolboys Football squad to tour England.

Jamie-Lee Worsnop has recently been selected in the Bowls Australia national under 18s squad.

Daniel Pataky has earned selection in the National U21 Ice Hockey team and will compete early next year at the U21 World Championships.

Alexandra Bozovic, National U14 Tennis Champion

Jamie-Lee Worsnop, Gold medal in U18 Australian pairs lawn bowls Championship

### Combined High Schools Knockout Competitions

In 2013 we competed in many statewide knockout competitions and achieved great success.



Our students gained valuable experience by competing in these competitions.

Girls Tennis	Regional Champions
U15 Boys Basketball	Regional Champions
Boys Soccer	Regional finalists
Boys Water Polo	Regional runners-up
Girls Netball	Regional semi finalists
Table Tennis	Regional semi finalists
Boys Tennis	Regional semi finalists



### Combined High Schools Knockout Results

Girls Tennis 3rd

(only second medal at Combined High Schools [CHS] Knock out competition)

U15 Boys Basketball Round of 20

### Futsal

14 years Boys, Regional runners-up

U19 years Boys – Regional winners, State quarter finalists. Two teams competed at State Championships



### AFL

Giants Cup U14, U16 and Opens competitions

U14 and U16 were regional runners-up.

### Oz Tag

Year 9/10 Boys were runners-up in Greater West Junior Oz Tag Gala Day

### Western Sydney Wanderers Cup

Girls made semi-finals. Boys won!!

### Equestrian

A number of students competed at Inter-schools competitions and performed well.

### Support Unit

A huge congratulations to Mr Brookfield and his team of superstars from the Support Unit for their outstanding efforts in winning the Ten Pin Bowling Interschool Challenge. Students in the unit participated in many different sporting



events throughout the year - in the Special Olympics NSW Football Gala Day, Netball Gala Day, Futsal State Championships, School Sports Unit Multi Sports Day, AWD Athletics Carnival, Western Sydney Wanderers Ambassador Program. The students had a blast.

A number of students have excelled in sport outside of school.

## Junior Sportspersons of the Year

### Female

Our Junior Sportswoman of the Year in 2013 is Elizabeth Bryce

### Male

Our Junior Sportsmen of the Year in 2013 are Morgan Sillis, Christian Caldarola and Paul Villegas.

## Senior Sportspersons of the Year

### Female

Our Senior Sportswoman of the Year in 2013 is Jennifer Faaola-Vai.

### Male

Our Senior Sportsmen of the Year in 2013 are Bruno Antelmi and Peter Bryce.

## House Challenge

2013 represented the 5th year in our revamped House System that has continued to play a significant role in fostering student involvement in all the activities offered around the school, promote school spirit and provide further leadership opportunities for our students.

House elections in December 2013 saw 46 students nominate and present speeches for 16 House Leadership positions, with the successful candidates being:

### *Chisholm*

Anthony Nguyen, Elizabeth Bryce  
Danijel Cosic, Kristina Nguyen

### *Goolagong*

Brandon Voraboud, Aleksandra Damjanovic  
Morgan Sillis, Shanice Sairlao

### *Hollows*

Leo Malmierca, Gabriella Melissari  
Ferdy Lay, Breana Haynes, Claudia Youkhanna



### *Whitlam*

Junior Jintanaraj, Natalie Talese  
Harley Whales, Annalise Ferreira

## Significant programs and initiatives



### Peer Maths Tutoring Program

A successful Peer Maths Tutoring Program is operating at CHHS and continues to expand every year. It is a student centred program, whereby the Maths tutors are Year 9 students from the accelerated Maths class and they provide one on one tutoring to students in Years 7 to 9 who may be experiencing difficulty in Maths.

Currently, students may self-refer to be part of the program or they have been referred by their Year Advisers. It is a voluntary program but in most cases, students are appreciative of the additional help that they receive during the two roll calls. Throughout the year, a rapport develops between the students and it is wonderful to observe the increased leadership of the Year 9 tutors as they teach the students and their own skills of explanation develop throughout the year. They really become good teachers! It is a program that is run by students to help other students in the understanding of Maths.

### Peer Support Program

The Peer Support program at Cecil Hills High School provides students with a supportive learning environment in which to develop skills, understanding attitudes and strategies to improve mental wellbeing. Over fifty trained Year 10 Peer Support leaders run weekly peer support group sessions with all Year 7 students during Term One. The Peer support program helps in the development of key skills such as resilience, decision-making, problem solving and leadership.

This program helps in the integration of Year 7 students into high school with the older students being seen as role models. This program is just one of the many supportive welfare initiatives within Cecil Hills High School.

## Learning Support

The Learning Support Program at Cecil Hills High focuses on the planning and implementation of quality learning programs for students with additional learning and support needs. The program reflects the Learning and Support Framework and provides ongoing teacher support and development through team teaching and training.

Students identified with support needs are provided with in class support by School Learning Support Officers and the Learning and Support Teacher in the Key Learning Areas. Learning programs are modified and learning adjustments made to provide access, support, inclusiveness, success and independence. Students in Years 9 and 10 who require intensive reading support are identified and participate in the Multilit Reading



Tutor Program. Other programs implemented included travel training, maths tutoring, senior tutorials, Year 6 to Year 7 school transition and post school transition programs.

During 2013 the school voluntarily participated in the national collection trials, PLASST (Personalised Learning and Support Tool) and NCCD (Nationally Consistent Collection of Data on school students with a disability).

## Aboriginal education

Cecil Hills High School had 13 indigenous students identified for 2013. Four students in Year 7, one student in Year 8, one student in Year 9 and two students in Year 10, two students in Year 11 and one student in Year 12, with one from the Special Education Unit. 2013 students gained regular updates of events and activities, as well as educational opportunities through the school's network called Studywiz. This provided students with online information which they could access from both school and home. Information

through the Vibe magazine was given to the above students as well as notification of any activities through the regional Kari group.



Any correspondence appropriate for opportunities for further education and careers was given to the Careers Adviser. 2013 saw one Year 10 student gain a Kari Scholarship to the value of \$500, this was a goal within his personalised learning plan. Two students from Year 10 represented the school at the Green Valley Policy community liaison barbecue with a focus on understanding issues of domestic violence in indigenous communities. This provided leadership opportunities matching their personalised goals. One Year 7 student gained support and speech therapy for his learning goal to improve his speaking skills. One student from Year 8 participated in the *Twygia* project sharing his achievements in a *Twygia* showcase.

Though the CAPA (Creative and Performing Arts) faculty, students in Visual Arts in Year 7 were given specifically targeted programs to engage and inform students of indigenous ideas and cultural awareness. The resulting work was sensitive to cultural icons and were displayed in the school exhibition.

## Multicultural education

The NSW Department of Education and Communities is committed to upholding the principles of multiculturalism in order to build harmonious and productive learning communities that deliver high quality education services to people from all cultures and communities.

Cecil Hills High School is proud to work with a culturally inclusive community. The school aims to meet the learning needs of its students in a harmonious learning environment free from racism. It aims to develop in students the

knowledge, skills and values of participation as active citizens in a democratic, multicultural society. The school maintains up to date student data to complete reporting requirements and provide learning programs that meet the needs of its students.

During 2013, enrolment of students from language backgrounds other than English (LBOTE) was 79.6%. Every year, ESL students are provided with ongoing support by the ESL teacher in their language development so that they can access all curriculum areas. Our ESL teacher has attended regular, regional professional learning networks and provided professional development for staff at school. One of our ESL aims has been to develop more leadership roles and opportunities for students from diverse cultures.

## Other Programs

### Focus on Reading

The Focus on Reading (FoR) program resulted



from our successful Transition program and several network meetings with our partner primary schools. There was a clear consensus from the Staff Conference that students, generally, are lacking reading and writing skills. It was also decided that since all four partner primary schools were implementing the Focus on Reading program we would provide a continuum of the program within the high setting.

The Focus on Reading program encourages reading opportunities in the classroom as well as discussion about the reading. It assists learners in processing text beyond word-level to get to the big picture.

The exciting aspect of Focus on Reading is that it focuses on the cognitive and metacognitive strategies that readers use to accomplish the goal of comprehension across all KLAs. This is not a stand-alone program, it encompasses the DEC Literacy continuum and the process of explicit and systematic teaching which looks at

assessment for learning (formative assessment), assessment of learning (summative assessment), planning and instruction (modelled, guided and independent). The FoR program offers numerous references to aspects of the DEC Literacy Policy: An Introduction to quality literacy teaching.

The FoR program is a guided and explicit program that directs and supports teachers when planning for improving engagement, motivation and ultimately comprehension.

Our implantation plan in 2013 was to train 9 facilitators who were allocated a weekly period allowance to work across KLAs with Stage 4 teachers in planning, developing resources, modifying activities, team teaching and embedding the FoR strategies within all Year 7 Teaching and Learning programs. The teachers worked collegially as a network to reflect, review and evaluate the program and modified the approach as required.

As a result, all Year 7 programs have FoR strategies embedded within the teaching and learning programs, all staff are aware and have had exposure to the strategies at Staff meeting showcases and at School Development Day workshop sessions. By the end of 2013 all executive staff and 70% of teaching staff have been provided with time allocation with a facilitator which has not only developed capacity within staff but provided opportunities which has built trust and created a safe and positive environment allowing for a supportive implementation of the program. Feedback from the students showed that by the end of Term 3 most Year 7 students knew the Super Six strategies, knew their purpose and were able to use the strategies when understanding was hindered.



## Management of Learning 2013

'What is Crucial?' is a management of learning program initially developed in 2011 for Stage 6 students. In 2013, it has developed to using group interviews to demonstrate best practice in preparing for examinations and the writing of study notes.

Teachers provided a notification with explicit expectations for Half-Yearly Examinations including content and skills and what is crucial within their subject area.

All Year 12 students were interviewed by expert staff during mid term 2 after their Half-Yearly Examinations and School Report. These were conducted in small groups chosen by the students themselves. The interviews included discussions on their study habits and study notes across KLAs, with examples of thorough and comprehensive study notes shared. The interviews provided insight for students on how greater recognition of key elements of the syllabus in writing study notes and how intense study and preparation prior to examinations can lead to improvement in overall results. Students were also offered an ATAR estimate based on their results for the first half of the year.



The initiative received positive feedback from students demonstrating that they appreciated and valued the personalised small group approach and that they recognised that the advice for study that was given was achievable. Year 12 students were more aware of what they could do to improve their study techniques and the process promoted a climate of collegiality and enhanced motivation.

In 2010 the Cecil Hills Diary Program was introduced as an intensive learning support program for disengaged learners. It delivered positive improvement in their learning but also supported the teaching staff in their classes on a daily basis. The success and reputation among students and staff led to the continuation and extension of this program to assist the learning of all our students.

In 2011 and 2012 a whole school Management of Learning Program for Year 7 to 10 students was established. A targeted priority for the staff has been to encourage students to develop independence in their learning and promote the ideology that they have a responsibility to learn to achieve success.



Management of Learning was introduced to maintain or improve achievement and promote improved performance by managing the learning of our students through the use of explicit strategies on study, homework and assessment completion, routines and organisation. These strategies have been created collaboratively by the Executive, Welfare Team, Librarian and classroom teachers from all faculties.

It has included:

A Mentored Diary Roll Call Program. Year 10 Mentors work with small groups of Year 8 students and Year 9 Mentors work with small groups of Year 7 students.

Timetabled and structured lessons on organization, study skills and assessment understanding led by the Teacher Librarian.

The promotion of the use of Study Guides as a tool for organisation. The adoption of an explicit Junior Assessment Notification with a specific skill verb focus.

Help Yourself. An across faculty homework program which includes structured learning tasks to support the learning of LBOTE (language background other than English) students and extend the learning of GAT (gifted and talented) students.

PEEL (point, explanation, evidence, link) a whole school writing technique for the improvement of writing for all Year 7 to 10 students across all KLAs (key learning areas). To support this there has also been the explicit teaching of and assessment of targeted verbs for Year 7 to Year 10. The verbs such as describe, explain, analyse,

justify, discuss and evaluate are being taught explicitly and assessed within every KLA.

This whole school program has successfully set clear expectations in every classroom and improved the learning outcomes of students by promoting positive management of learning strategies in all students from Year 7 to 10 and increased professional dialogue amongst staff to enhance teaching practice.

Success in establishing this initiative has led to the inception of Management of Learning as a priority area for all students of all years with the School Plan 2012 - 2014.



**The Diary Program** was established to manage the learning of students requiring guidance in Stages 4 and 5.

8 students completed the program throughout 2013. These students were referred by the Deputy Principals, Head Teacher Welfare and Year Advisers.

These students required necessary improvements in organisation for school/ life and advice on how to become more independent in applying themselves to their studies. During the roll call period each day students worked through an intensive and highly supportive management of learning program.

A number of students were referred to the program due to poor attendance or consistent lateness. These students were then able to reverse this trend and attain a 100% attendance record. As a consequence, a number of these students improved their approach towards their learning and gained confidence in their own ability.

On average, students spent 8 weeks in the diary program, primarily to ensure they did not revert to previous bad habits. This also allowed for some

guidance during assessment and exam periods throughout the year.

Factors to consider:

A number of students took longer to return to their normal roll call for a range of reasons.



- attendance
- incorrect equipment for lessons
- attending school without eating breakfast
- poor sleeping routines impacting on organisation and the students' ability to arrive on time, prepared to learn
- failure to prioritise extra-curricular activities and school work
- external influences: domestic concerns (referred to Deputy Principals and Year Advisers as welfare)
- Failing to bring lunch or recess or any money to buy food. This meant the child was then referred to a Deputy for a canteen voucher. This was referred as a welfare concern.
- Incorrect uniform
- Outstanding N Awards
- Incomplete class work and then proceeding to lie instead of seeking teacher assistance
- Not completing their diary in every class daily.

One student in particular was referred to the Deputy who then enlisted the support of the Home School Liaison Officer. This process saw an immediate improvement in attendance and attitude however; it is an ongoing process to ensure the best result for the student.

To begin the diary program in 2014, we will continue with the students from the end of last

year. This is primarily to consolidate the progress at the end of Term 4. There are a number of students though who may need more time and guidance in order to see a real improvement across the board.

Improvements as a result of the program:

- Improved student attitudes to school, schoolwork and classroom behaviour.
- Increased pride in wearing of the school uniform. With female students a decline in make-up was also seen due to them realizing they needed to be happy with themselves and not their exterior facade.
- Internet access at home was an issue for many students and this was generally the reason as to why tasks were not being completed. Strategies to overcome this issue were put in place.



- Higher completion rates for homework and assessable tasks for those students on the program.
- Increased rapport between Diary Program students and their classroom teachers.
- Reduced lateness, improved attendance and reduced failure to bring equipment.
- Improved results in all types of assessable tasks for students on the program.
- Greater enthusiasm and motivation for success at school for students on the program.
- Students learnt how to set achievable school related goals.
- Improvement in student/parent relationships for students on the program.

- Greater awareness of the need for the use of the diary at a whole-school level and improved use of the diary across the school for Stages 4 and 5.

### **Transition – middle years**

Transition has taken a different approach since 2012 with the successful application of the Middle Years Transition Initiative program.

The aim of the initiative was to extend the long history of collaboration and communal goals with our community of schools (Bonnyrigg Heights Primary, Badgerys Creek Primary, Cecil Hills Primary and Kemps Creek Primary) where we share a strong commitment to and a belief that “learning is the transition tool” for educational success.

The focus is to build continuity in curriculum and pedagogy through regular key meetings to develop a Middle Years Scope and Sequence reflecting the new curriculum and targeting inferential understanding as well as an extension of our transition visits with a focus in specialised subjects such as Science and Technology and Applied Studies.

### **Transition Visit – Day 1**

Activities on day one included:

- An address on the social and personal aspects of transition by year advisers and students.
- Introduction to the Connected Learning Framework – with a focus on curriculum continuity and effective learning and quality teaching practices
- Connected learning activities in mathematics, science and numeracy.
- Screening of the transition DVD to extend students’ understanding of high school at Cecil Hills High.

## Science



In this session students will learn about lab safety and lab equipment they will use in Year 7. They will identify and describe different parts of scientific equipment, explain its purpose and infer the possible dangers and safety procedures when using equipment during scientific experiments. Students will also apply their knowledge by completing a science experiment using the equipment they have learned about during this session.

## Numeracy

In this session students will learn how to use a map to find different locations in the school. Students will also learn how to read a timetable to determine time, place and sequence.

## Mathematics

In this session students will learn how to use an on-line mathematics program, Mathletics. This session will provide students with an opportunity



to familiarise themselves with Mathletics and develop their understanding of how information technology can be used to improve numeracy skills.

## Transition Visit – Day 2

Activities on day two were divided into two parts:

- Management of Learning and Science lesson
- TAS elective

The first part of the day allowed primary school students to participate in a Management of Learning lesson with Year 10 mentors, which were aimed at preparing the students for high school expectations and establish effective study habits.

The students attended a science lesson, which looked at transforming crystals. The students participated in an experiment where they grew their own crystals.

The latter part of the day allowed students to choose a TAS (Technology and Applied Studies) elective – Cooking, Wood or Plastics.

In all the elective lessons, students were firstly taken through the crucial WHS rules of the subject and working areas and then in cooking made their own pizza.

In Wood, the students made their own wooden cars. In Metal, the students designed and created their own item.

Our ultimate aim and purpose for the Middle Years Transition Program is to provide our future students with the skills and expertise to reach their potential and achieve learning success. Feedback from the program reflects that the attendance rate for Year 7 students from the beginning of the year increased and was maintained throughout the year. Greater engagement and involvement in whole school activities was noted and resulted in greater student confidence within the high school structure and surroundings thus supporting students to orientate themselves quickly and with ease.

## School planning and evaluation 2012—2014

### School evaluation processes

NSW public schools conduct evaluations to support the effective implementation of the school plan. The processes used include:

**In monitoring and appraising the effectiveness of our school plan 2012-14 we conduct the following processes.**

- Yearly analysis of NAPLAN data. As a diagnostic tool NAPLAN is used to identify those students requiring support as well as those who require extension. The data

is used to help in the planning of programs that will improve student learning. We have monitored student growth over the periods assessed and review this in terms of our targets. These results are found in the NAPLAN section of this report. This data is also shared with our Primary feeder schools as well as using their data from year five and three so as to track student performance.

- Yearly analysis of the Results Analysis Package. The RAP data encompasses all year 12 results across subjects and the school. We are also able to compare ourselves with similar schools. The data also looks at individual questions and how a school performed. This data is used to evaluate past performance and to look at trends over time. We have found that our trend as a school has been continually improving. These results are found in the NAPLAN section of this report



- SMART data provided by Department of Education and Communities on overall school



performance across all years taking external examinations. The evaluation of this data is used to check on analysis of RAP and NAPLAN.

- Internally we evaluate all data related to our school reports in the areas of grades, marks and work habits. This evaluation occurs twice yearly and is used for teacher reflection on performance and development of students.

- Internally we also evaluate our welfare support data where trends in relation to classroom management and positive growth are analysed.
- The Management of Learning program was evaluated using surveys of staff, parents and students to gauge the impact on classroom learning and assessment tasks.

In 2014 we will be undertaking a school wide externally run evaluation on school performance. This evaluation will be conducted by an outside organisation to ensure transparency and an objective analysis of performance and growth as well as providing us with recommendations as to future directions.

## School planning 2012-2014

### School priority 1

**To continue to identify and support all students in achieving higher academic and learning habit results through the Quality Teaching framework.**

#### Outcomes from 2012-2014

- 5% improvement in number of students achieving band 4, 5 or 6 in the HSC.
- 15% improvement in the number of students moving from band 3 into band 4.
- 5% improvement in the number of HSC subjects above State and SSG performance.
- 6% movement into higher bands for the HSC.
- 100% of staff understanding and applying SMART and RAP data in improving student outcomes.



## Evidence of Progress towards outcomes

Our achievements include:

- continued growth for students in the ESSA.
- Higher School Certificate results included:
  - 45 band 6 results;
  - 251 band 5/6 results;
  - 29 Distinguished Achievers;
  - One student in top 10 of State for their subject;
- improvement in the number of students achieving band 4, 5 or 6 in the Higher School Certificate
- improvements in value added compared to previous school averages and like school group averages, especially for lower and middle band students.
- school data showing increases in positive contact and decreases in negative student contacts.
- successful transition programs with our community of schools where learning is the transition tool.

## School Priority 2

**To continue to improve the quality of student work in the classroom and in assessment tasks through the management of learning.**

### Outcomes from 2012–2014

To continue to improve the quality of student work in the classroom and in assessment tasks through their management of learning.

2013 targets to achieve this outcome include:

- 5% improvement in relative growth for top band HSC students.
- 5% improvement in relative growth for middle band HSC students.
- 5% improvement in number of students in years 7 and 9 who achieve in the top two NAPLAN bands.
- 10% improvement in number of students in years 7 and 9 moving into higher bands in NAPLAN.

- 95% of students receiving commendation letters.
- junior attendance to improve 4% and snr 3%.

### Evidence of progress towards outcomes in 2013:

Our achievements include:

- a school wide management of learning programs to improve student self-regulation and engagement, develop teacher professional knowledge and practice, and cater for a range of learning needs.
- Year 9 NAPLAN result averages were above State and statistically similar schools in writing, spelling, grammar, numeracy and reading above statistically similar schools.
- of the 26 subjects entered into the HSC, 16 were above State and 20 were above our statistically similar schools.



- explicitly using higher order skills in assessment tasks and marking criteria to raise expectations and engage students in learning.
- provided explicit feedback to students on their levels of achievement in assessment tasks through marking scales.
- made explicit connections between subject content and key skills in teaching programs across all stages of learning.
- promote balanced feedback at all levels to celebrate and enhance student learning and achievement.
- continue to develop teaching and learning programs which cater for a range of learning styles and needs.
- improvements in relative growth for high, middle and low band HSC students.
- 96% of students received commendation letters.

- attendance in all year cohorts continues to improve and is above Region and State levels.
- a continued improvement in the number of Year 7 and Year 9 students moving into higher achievement bands.



### School Priority 3

**To have supported all staff in effective teaching and learning strategies through teacher professional learning and TPL.**

#### Outcomes from 2012–2014

- focus on reading leadership group with faculty representatives.
- nine program leaders to be trained in Focus on Reading delivery and implementation.
- stage 4 staff to be active participants in implementing the program in classrooms over 2013.
- focus on reading to be explicitly programmed.
- focus on reading to be linked with the National Curriculum literacy continuum.
- focus on reading strategies to be progressively applied in stages 5 and 6 as teacher training and programming allows.

#### Evidence of Progress towards outcomes

Our achievements include:

- increased student engagement through explicit links between teaching programs, assessment, explicit criteria and formative feedback.

- application of the Quality Teaching Framework as the foundation for student achievement and teacher professional learning.
- developed management of learning strategies to improve student self-regulation and engagement, developed teacher professional knowledge and practice, and cater for a range of learning needs.
- developed teacher professional learning and welfare programs to explicitly support school priority areas and develop teaching professional standards.
- developed community transition programs between different stages of learning (1-6) by providing quality learning opportunities and professional development in the areas of management of learning, pedagogy, curriculum, and social and personal development.
- 100% of staff engaged in TPL activities.

### School Priority 4

**To have developed a whole school approach to e-learning through the quality teaching framework.**



Our achievements include:

- use of an integrated E-Learning platform (Studywiz) to engage students, staff and parents and enhance teaching and learning;
- the use of e-learning to develop teacher professional knowledge and practice and effectively engage students in learning;
- majority of staff and students and teachers use Studywiz as an integrated e-learning platform.

- all students actively using technology in areas programmed for individual subjects.
- continued focus by staff and students on the use of Mathletics.
- all staff having access to smartboards and data projectors.
- assessment Leadership group with faculty Representatives.
- review of Welfare/Discipline Policy in its supporting of curriculum.
- staged development of national curriculum introduction.
- extend all students to allow movement into higher bands through high expectations, explicit feedback, explicit criteria and self-responsibility.
- active engagement in learning habits and learning skills across the school in a consistent and explicit manner.



- promote student leadership and responsibility through engagement strategies in the classroom and across the school as extra curricular activities.

### Strategies to achieve priority outcomes in 2014

- programming of e-learning and Management of Learning strategies to effectively engage students in learning across all stages.
- target teacher professional learning to develop teacher quality, increase student engagement and attainment through explicit links between teaching programs, assessment, explicit criteria, formative feedback and management of learning.



- integrate management of learning and focus on reading strategies in teaching programs, assessment and feedback to improve student self-regulation and engagement, develop teacher professional knowledge and practice, and cater for a range of learning needs across stages 4, 5 and 6.
- integrate literacy and numeracy strategies, particularly strategies linked to developing inferential understanding and writing skills, in teaching programs, assessment and feedback.
- all faculties to be differentiating their curriculum for all students levels in learning and assessment. Support targeted from EAL/D (English as an additional dialect) and Learning and Support team to be focussed on those students in years 7 and 8 requiring intensive support.
- establish professional learning groups as forums for sharing and good teaching practice across the whole school in the areas of classroom learning, e-learning, management of learning, Focus on reading / writing and assessment /curriculum. These groups will provide continuous feedback to staff through a range of Teacher Professional Learning forums.
- develop and incorporate into growth and reporting student leadership and welfare through engagement in social and academic support activities such as volunteering, house system, mentoring, tutoring, SRC, St John.

- assessment of and for learning implemented across all stages to have staged development of terms, skills and verbs with marking criteria reflective of programs and syllabus.



- all faculties to be utilizing appropriate **feedback** procedures, including explicit improvement strategies, in assessment tasks for stages 4,5 and 6 students
- all Faculties and staff engaging in Professional Development activities that support the school plan in the classroom and this be reflected in **EARS and TARS** processes as development strategies.
- encourage, enrich and extend all students in low, middle and high performance bands to increase movement into higher bands through high expectations, focus on inferential understanding, Management of Learning, meaningful feedback, engagement and explicit quality criteria.
- achieve equity in growth through higher expectations and focussed positive welfare/support programs for targeted groups in the areas of literacy, numeracy, student engagement and attainment and Aboriginal education.



- develop community transition programs between different stages of learning (1-6)

by providing quality learning opportunities and professional development in the areas of management of learning, e-learning, assessment and curriculum.

- continue to apply the Quality Teaching Framework as the foundation for student achievement and teacher professional learning.
- continued integration of E-Learning platform to engage students, staff and parents and enhance teaching and learning.

## Professional learning

Throughout 2013, all staff attended professional learning activities. This professional learning was to directly support our school priorities and targets.

- 102 staff members attended programs on syllabus implementation.
- 26 staff members attended programs on quality teaching.
- 55 staff members attended programs on technology integration in the classroom.
- 31 staff members attended programs on welfare of students.
- 31 staff members attended programs on career development.
- 7 staff members attended programs for beginning teachers.
- 6 staff members attended programs on Literacy and Numeracy.
- 7 staff members attended programs on VET.

Our school also ran six school development days where all staff members were trained in areas of literacy, assessment and feedback, curriculum review and development, differentiation, child protection, emergency care, anaphylaxis, WH&S, code of conduct and information and communication technology. As part of their professional development, thirty six staff are markers or senior markers for the HSC exams. Staff new to the school are also part of our yearlong newly arrived teachers induction program. To add to the areas already mentioned, the school hires supervisors for Year 10 and 12

exams, allowing staff to conduct professional learning activities during these times. These activities have been in relation to FoR, MoL, assessment, feedback, and reporting. All school administrative and support staff attended professional development activities during school development days or for specific purposes related to school administration.

## Parent/caregiver, student, and teacher satisfaction



In 2013, the school sought the opinions of parents, students and teachers about the school.

Their responses are presented below.

- Our main focus for 2013 was once again measuring the success of teaching and learning programs for students and parental satisfaction within the school.
- The vast majority of parents were very satisfied with the school, with the feedback from their child being very positive about their teachers, their classes and the support provided both within and outside the classroom.
- Parental experiences so far were positive in the areas of information received about their child, level of support for their child, expectations of their child, high standards and behaviour.
- The main reasons for choosing our school were that parents had heard good things about safety, discipline, uniform and results. A large proportion of respondents also commented favourably on the overall direction of the school as a place of learning.

## About this report

In preparing this report, the self-evaluation committee has gathered information from evaluations conducted during the year and analysed other information about the school's practices and student learning outcomes. The self-evaluation committee and school planning committee have determined targets for the school's future development.



Mr S Bowen, Principal

Mr G Alfonsi, House Coordinator

Mrs S Aplitt, President, P&C President

Mrs M Camilleri, School Administrative Officer

Ms J Carter, Teacher

Ms L Chee, Head Teacher Creative and Performing Arts

Mr B Condon, Sports Coordinator

Mrs L Dunn, School Administrative Manager

Ms D Kalinski, Learning Support

Mrs J King, School Administrative Officer

Ms C Nona, Music Teacher

Mrs H Pham & Mrs S Waters, SRC Coordinators

Mrs A Randall, Head Teacher Welfare

Mrs M Rattos, Multicultural Education

Mrs M Reid, Careers Adviser

Mrs D Santucci, Head Teacher Teaching and Learning

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Parents can find more information about Annual School Reports, how to interpret information in the report and have the opportunity to provide feedback about the report at:

<https://detwww.det.nsw.edu.au/high-performance/annual-school-reports>

