



Education &  
Communities

Public Schools NSW

8273



# Cecil Hills High School Annual School Report



# 2012

## Messages

### 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

2012 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 2012 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.

**Angela Wood**

### Student representative's message

The Student Representative Council (SRC) had been very successful in 2012 and our members will continue to strive for further excellence in the coming year. The SRC has proven to be a very effective unit in the school community which was demonstrated through the many successful events that the SRC has organised in 2012.

The SRC had a substantial number of students across the grades who nominated themselves during the SRC elections of 2011. This is a reflection of the good work that the SRC have been doing in 2011 and it is also a result of the regular contact between the SRC and the students during their lunchtimes and at year assemblies. Therefore the SRC in 2012 has had several new members who have developed into effective student leaders.



In 2012, the SRC has successfully raised funds in support of events such as Jeans for Genes Day, Stewart House, 40 Hour Famine, Valentine’s Day and an Easter Raffle. Organising and hosting a school disco was a thoroughly rewarding experience for our SRC members. The SRC has achieved success in these areas but it is clear that there are many opportunities for improvement and development into more effective community involvement.

Through our SRC and House Captains Planning Day our SRC leaders will undertake a day of creating a strategic plan for our incoming year ahead. The SRC is confident of a productive year in 2013 by working with the staff and student community of Cecil Hills High School.

**Hong Pham and Samantha Waters**

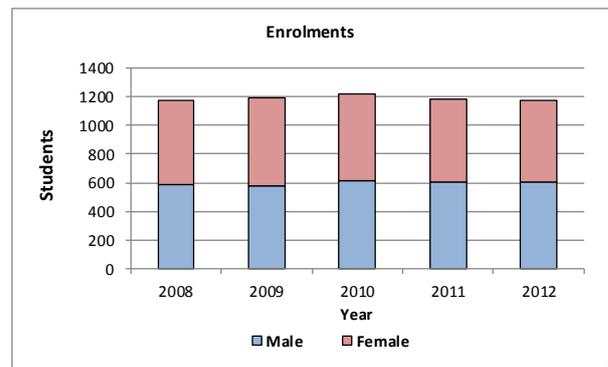
## School context

### Student information

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

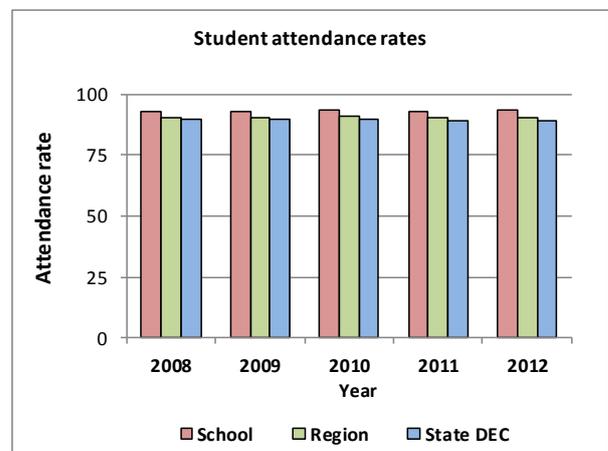
### Student enrolment profile

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.



### 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.



### 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 utilize our support team, comprising year advisers, counselors, 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.

### Post-school destinations

HSC 2012: 112 students (66.3%) from the 2012 cohort of 169 received an offer of a place in a university course through the Universities Admission Centre (UAC).

Congratulations are expressed to Shiva Chandiran who was awarded a prestigious cadetship in a global professional accounting corporation.

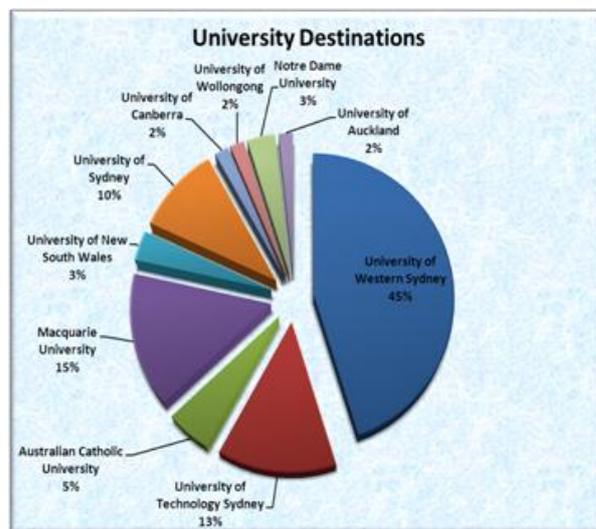
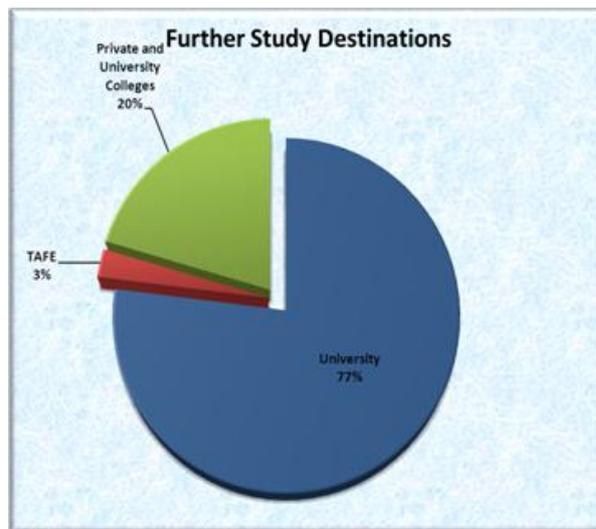
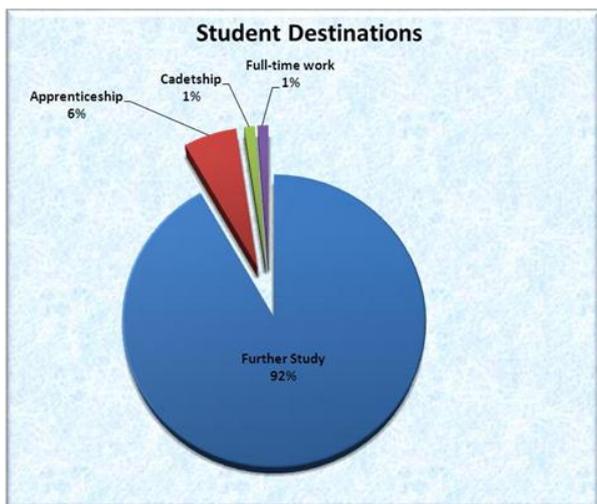
Cecil Hills High School received 85 responses (50%) to the Post School Destination Survey of Year 12 2012. Student responses collated from the Post School Destination Survey in early March, indicate that:

92% are undertaking further study

6% are undertaking an Apprenticeship

1% are undertaking a Cadetship

1% are undertaking Full-time work



### Year 12 students undertaking vocational or trade training

In 2012, 25% of the senior cohort participated in a VET course as part of their HSC studies. This was either school-delivered, TAFE-delivered or through a Registered Training Organisation (RTO). A total of twenty five students participated in the school-delivered VET course of Hospitality. Six teachers are currently trained to deliver school-delivered VET courses at Cecil Hills High School.



Thirty students attended TVET courses at Miller, Liverpool, Wetherill Park, Granville, Richmond and Campbelltown TAFE colleges on Monday and Tuesday afternoons or as a block course during the school holidays. The range of courses included Accounting, Animal Studies, Automotive Mechanical, Business Services, Community Services Introduction (Child Studies), Construction (Carpentry), Design Fundamentals, Electro technology, Financial Services, Laboratory Skills (Forensic Science), Metals and Engineering, Tourism (Travel) and Plumbing. School Holiday Block courses; Hairdressing, Beauty Therapy (Retail, Makeup and Skincare) were also undertaken.

Three students from the Special Education Unit participated in TAFE delivered courses. The courses undertaken were Discrete Primary Industries (Horticulture), Discrete Hospitality (Food and Beverage strand) and Discrete Transport and Logistics.

Students also participated in VET courses delivered by Registered Training Organisations; Fairfield and Liverpool Hospitals. These were in Certificate III in Health Services Assistance (two students). One student in Year 11 participated in a School-based Traineeship in Certificate II in Business Services. This required one day a week in the workplace and one day a week at TAFE.

Congratulations to Kristy Dobbin who was recognised for exceptional achievement in her Vocational Education and Training (VET) course as the Winner of the South West Sydney Region in Certificate II in Sport and Recreation.

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 in a variety of businesses within the local area and Sydney CBD. Hospitality work placements included: St Johns Park Bowling Club, Cecil Hills Childcare Centre, Panthers Triglav 'Flavours', Fratelli Ristorante – Club Marconi, Gemelle Ristorante Italiano, Sydney South West Private Hospital, Siena Italian Restaurant and Function



Centre, Stonegrill Steakhouse, Light of India, Rashays Restaurant, City Farm Kiosk, Liverpool City Council Munch & Lunch, The Artchefs, Il Vivo Italian Restaurant, North Sydney Harbourview Hotel, Rashays on Macquarie and the Liverpool Catholic Club.

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.

### **Year 12 students attaining HSC or equivalent vocational educational qualification.**

98% of students sitting the HSC achieved that credential.



## Staff information

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

### Staff establishment

Position	Number
Principal	1
Deputy Principal(s)	2
Head Teachers	14
Classroom Teachers	54
Teacher of Emotional Disabilities	0
Teacher of Mild Intellectual Disabilities	6
Teacher of Reading Recovery	0
Support Teacher Learning Assistance	1.6
Teacher Librarian	1.2
Teacher of ESL	.4
Counsellor	2
School Administrative & Support Staff	17.5
Total	99.7

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

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

### Staff retention

In 2012, three staff members gained promotions. 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%

## 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	30/11/2012
<b>Income</b>	\$
Balance brought forward	629712.84
Global funds	658155.37
Tied funds	341782.95
School & community sources	680021.40
Interest	31400.63
Trust receipts	61669.46
Canteen	0.00
<b>Total income</b>	<b>2402742.65</b>
<b>Expenditure</b>	
Teaching & learning	
Key learning areas	413560.54
Excursions	149881.18
Extracurricular dissections	120838.37
Library	9573.70
Training & development	47349.66
Tied funds	317584.89
Casual relief teachers	241633.48
Administration & office	248260.66
School-operated canteen	0.00
Utilities	129494.21
Maintenance	82833.70
Trust accounts	221832.41
Capital programs	47854.61
<b>Total expenditure</b>	<b>2030697.41</b>
<b>Balance carried forward</b>	<b>372045.24</b>

A full copy of the school's 2012 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.

## Achievements

### Arts

2012 was a big year for Music at Cecil Hills High School. Stage 4, 5 and 6 programs throughout



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 continue to grow including Cecil Hills Orchestra running on Tuesdays after school and Choir every Wednesday at lunchtime.



The instrumental program developed in mandatory music 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.

2012 was a successful year for our HSC students. Three students in the year group achieved a band 6 and four students achieved a band 5. Two students from the class Shiva Chandiran and Serena Toa were nominated for 2012 HSC Music Encore. Shiva's Viva Voce was successful and was accepted in the Honours list. The year 12 music class celebrated their achievements with an end of year concert for their peers. Items included Metallica, Etta James, student compositions and many more.



Throughout 2012 Cecil students continued to audition for a number of programs in the region. Year 12 student Shiva Chandiran was entered in

the Fairfield **Bring It On! Competition** and successfully tied 1<sup>st</sup> place with Fairvale High School. He received \$1000 for Cecil Hills High School Music department. As a follow up, Fairfield Council sponsored a three day recording session in Surry Hills for all the performers in the school challenge. Peter Hope and council provided \$4500 for this wonderful opportunity. Shiva got to record his song for the **KoolSkools CD 2012**.

Shiva Chandiran and two other Year 12 students, Dylan Dimovski and Serena Toa, also auditioned for the **Talent Identification Program 2012**. Shiva Chandiran was again successful and through this was chosen to perform at the **Director's Choice Award Concert** at Homebush.

The end of year concert, **Cecil Hills Showcase** saw over 100 students participating in this event. Approximately 20 items were put into the concert including music, dance and drama. The concert was held both at night for family and friends and in the day for school students.



This gave talented music students, including instrumentalists and vocalists the opportunity to perform, work hard, learn from others and be involved in a big school production. Participation



and commitment was the key, with students attending lunch-time and after school rehearsals.

It also gave an opportunity for teachers from ALL faculties to be involved.

## Sport

2012 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 and emotionally and spiritually. Here at Cecil Hills HS we try to encourage and support all students in their sporting endeavours, whether individual or team sports.

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 2012 were:

Swimming: Whitlam; Cross Country: Whitlam

Athletics: Chisholm; House Champion: Chisholm

In 2012, we retained the Zone Swimming and Cross Country trophies and finished second to John Edmondson High School in Athletics.

In 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 200 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 5 Age Champions and we had 16 of our 17 relay teams qualify for the Regional Championships.

Our Zone Age Champions were:

Brielle Elasi (12 yrs Girls), Amanda Pham (14 yrs Girls), Thomas Thai (14 yrs Boys), Adam Jovanovic (15 yrs Boys), Adrian Eftimovski (16 yrs Boys).

In Cross Country, a tremendous team effort saw us win the Boys Points score, Girls 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 seven Age Champions, we won seven teams events.

Our Age Champions were:

Brielle Elasi, 12 years Girls Age Champion  
Kristy Bonanno, 13 years Girls Age Champion  
Tatjana Bozovic, 15 years Girls Age Champion  
Angela Knezevic, 16 years Girls Age Champion  
Adrian Ferreira, 12 years Boys Age Champion  
Alexandar Rasic, 13 years Boys Age Champion  
Paul Villegas, 15 years Boys Age Champion

In Athletics, over two days of intense competition we were third in the Girls Points Score, second in the Boys Points Score and second in the Overall Points Score.

Individual highlights included:

- Brielle Elasi 12 yrs Girls Age Champion
- Five relay teams qualified for Regional Championships.

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

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

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

In the Winter Grade competition, we achieved considerable success with 21 of our 23 teams qualifying for the semi-finals. Fourteen teams made it to the finals. Seven were Premiers and seven were Runners-Up.

In the Summer Grade competition, we again performed extremely well with 17 of our 20 teams qualifying for the semi-finals. Eleven (11) teams made it to the finals. Six (6) were Premiers and five (5) were Runners-Up.

- 88% of our teams qualified for semi-finals in 2012.
- 58% of our teams qualified for the finals in 2012.
- 13 teams were crowned Premiers in 2012 (30% of premiers)



- Cecil Hills HS was the Grade Sport Champion in 2012 (13 years in a row).

In Swimming, 41 students represented at Regional Championships. Our 12 years Girls, 12 years Boys, 15 years Girls Relay teams and Thomas Thai qualified for State Championships.

In Cross Country, 33 students competed at Regional Championships.

Our standout performers were:

- Tatjana Bozovic (15 yrs Girls) – 3rd
- Kalid Malas (12 years Boys) – 5th
- Thomas Bryce (18 yrs Boys) – 6th
- Alexandar Rasic (13 yrs Boys) – 8th

In Athletics, 38 students represented Bernera Zone at the Regional Championships.

Our standout performers were:

Aleksandra Punosevac (17+ yrs Girls)	1st in High Jump 2nd in Long Jump
Connor Regan (12 yrs Boys)	1st in 800m
Alexandar Rasic (13 yrs Boys)	2nd in 800m
12 yrs Boys 4 x 100m Relay	3rd
16 yrs Boys 4x100m Relay	3rd
Tatjana Bozovic (15 yrs Girls)	3rd in 1500m, 4th in 300m (15-17 yrs)
Dane Oostendorp (12 yrs Boys)	4th in Hurdles, 5th in 100m
14 yrs Boys 4 x 100m Relay	5th
Zac Hanson (13 yrs Boys)	6th in Javelin
15 yrs Boys 4 x 100m Relay	6th
Thomas Bryce (17+ yrs Boys)	6th in 800m
Brielle Elasi (12 yrs Girls)	8th in 200m
13 yrs Girls 4 x 100m Relay	8th
Kristy Bonnano (13 yrs Girls)	8th in 300m (U14 yrs)
Emma Bissett (13 yrs Girls)	8th in High Jump
Elizabeth Bryce (15 yrs Girls)	8th in 1500m
Georgia Stjelja (16 yrs Girls)	8th in 800m

In Gymnastics, Melissa Acampora won the all-around Level 5 Division B competition.

One hundred and forty five (145) students from our school represented Bernera Zone across 8 different sports in 2012. Many of our students were multiple representatives.



Four of our students received Blue Awards at the annual Bernera Zone Blues Awards ceremony.

Alexandra Bozovic	Tennis
Marko Vukovic	Football
Thomas Bryce	Principals' Award
Ariana Kaiwai	Football, Rugby Union President's Award Principals' 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.

Twenty Six students represented Sydney South West Region in 2012 at NSW Combined High Schools Championships.

Ariana Kaiwai, Jennifer Faaola-Vai represented Sydney CHS in Girls in 2012.

Jamie-Lee Worsnop and Marko Vukovic represented NSW CHS in 2012.

Jamie-Lee and Marko represented NSW at National Championships in 2012.

Tyler Aplitt refereed at the U15 National Touch Champs.

Jamie-Lee Worsnop was selected in the Bowls Australia national under 18s development squad.

In 2012 we competed in many statewide knockout competitions and achieved great success. Our students gained valuable experience by competing in these competitions.

Girls Tennis	Regional Runners-Up
Girls Netball	Regional Runners-Up
Lawn Bowls	Regional Runners-Up
Table Tennis	Regional Winners
Boys Football	Regional Winners

In CHS Knockout phase:

Table Tennis	3rd
Boys Football	Last 8
Girls Netball	13th

In Ultimate Frisbee, we were Regional Winners and 9th at NSW Championships

In Futsal:



- 16 years Boys - Regional semi finalists
- U19 years Boys – Regional runners-up
- Two teams competed at State Championships

A huge congratulations to Mr Brookfield and his team of superstars from the Support Unit for their outstanding efforts in winning both the State Futsal Championships and the Special Olympics NSW Football Gala Day for the second consecutive year. That is now three state football trophies for the Support Unit in the last two years. The students also competed in basketball and athletics gala days throughout 2012.



A number of students had excelled in sport outside of school – soccer, futsal, indoor netball, martial arts, shooting, gymnastics, ice hockey, equestrian, lawn bowls.

## Other

### 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.

### House Challenge

2012 represented the fourth year in our revamped House System that has made a *significant* impact in fostering student involvement in all the activities offered around the school, school spirit and further leadership opportunities for our students.

House elections in December 2011 saw 55 students nominate and present speeches for 16 House Leadership positions, with the successful candidates being:

#### *Chisholm*

Clint Aplitt, Chiara Caldarola  
Ramis Ansari, Monika Bakijovski

#### *Goolagong*

Daniel Daraphet, Alisha Deo  
Peter Vo, Priya Sashi

#### *Hollows*

James Letta, Gabi Loudon  
Jimmy Lam, Cindy Le-Pham

#### *Whitlam*

Brian Tierney, Kimberly Tia  
Julian Giammanco, Sodana Em

These students and teacher house patrons used roll call, house meetings and CHAMP assemblies to lead their respective houses to participate in activities around the school to earn points for their house.

Our 2012 House Challenge winners for each area of competition were:



*Academic Area*

*Chisholm Crocs*

*Sporting Area*

*Chisholm Crocs*

*Extra-Curricular Area*

*Goolagong Goannas*

*Overall House Champions Chisholm Crocs*

Highlights throughout the year included:

- Almost 750 students at the Swimming and nearly 800 at the Athletics Carnival with strong participation both in the pool and on the athletics track. Our senior students were outstanding in house coloured theme which not only attracts more of our seniors to these



events but creates a carnivale atmosphere. We had students dressed as pencils, cheer girls, goddesses, a clown, Hawaiian girls, warriors, army personnel, Buzz light year, dinosaurs, fire-women, ninjas, bees, tradesmen and women and many more.

- House war cries still remain an entrenched part of our day with Hollows and Goolagong winners at each carnival.



- To familiarise Year 7 to the House Challenge we continued our peer support session as part of their orientation to high school. Our House Captains gained further leadership experience by leading groups of 20 students through activities that enabled these students to understand the Challenge.
- The session included games of Captain Ball and Tug-a-War in House groups that contributed points towards the challenge.
- 2012 saw the introduction of the lunchtime Cecil Challenge. Students were given the tasks of hitting the soccer crossbar with a football or soccer ball, shoot three pointers on the basketball court and pass a football into a bin with small prizes as rewards.
- From the “House Challenge Scoreboard” we have seen:

#### Academically:

- 3375 *KLA Awards* (up 10%), 1027 *School Awards* (up 43%), 218 *Bronze Awards* (up 31%) and
- 19 *Silver Awards* (up 58%) were issued as part of the school merit system.
- 129 students earned the *Cecil Medal* for participation across the school (up 48%).

- Almost 9125 *letters of recognition* sent home praising student effort in the classroom (up 4%).
- 835 awards earned at *Presentation Evening* (up 47%).

#### Sporting:

- Almost 1150 students selected in various *school* and *grade sport teams* to represent our school.
- 150 students represented the school at *zone level* in various sports (up 23%).
- 31 students represented the school at *regional level* in various sports (up 105%).

#### Extra Curricula:

- 356 students involved in *leadership* roles throughout the school (up 23%).
- 390 students participated in *school service* activities (up 33%).
- Over 81 000 Coles Vouchers and Woolworth Stickers collected as part of our fundraising drive to support our Special Education Unit (up 40%).

The Cecil Hills House Challenge continues to provide leadership opportunities for our Year 10 and 11 students and again in 2012 has brought all school activities together and turned them into a friendly competition to enhance team and school spirit.

#### **G Alfonsi House Challenge Coordinator**

#### **Academic**

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.

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

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

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

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

and/or

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



## Academic

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)



## Progress in literacy

### Year 7 Literacy

Year 7 performed best in the Spelling test, showing an average growth of 52.2 points compared to the state average growth of 53.4 points. 76% of our students are achieving at or above expected growth in spelling, with 39% achieving proficiency standard (top two bands 8 & 9).

In the Reading test (comprehension), Year 7 had an average growth of 42.4 points compared to the state growth of 49.8 points. 65% of our students are achieving at or above expected growth in Reading, including 15% achieving proficiency standard (top two Bands 8 & 9).

In the Year 7 Writing test, 26% of students are achieving at 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 25.2 points compared to the state growth of 39.5. 64% of our students are achieving at or above expected growth in Grammar and Punctuation, including 19.5% achieving proficiency standard (top two bands 8 & 9).

### Year 9 Literacy

Year 9 performed best in the Reading test (comprehension), showing an average growth of 30.4 points compared to the state average growth of 29.1 points. 74% of our students are achieving at or above expected growth with 20% 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 Spelling test, Year 9 had an average growth of 26.3 points which compared to the State average growth of 30.6 points. 75% of our students are achieving at or above expected growth in Spelling, with 33% achieving proficiency standard (top two bands 9 & 10). In the Year 9 Writing test, 18.5% of our students are achieving at 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 Grammar and Punctuation results, with an average growth of 43.0 points compared to the state average of 37.5 points with 78% of our students are achieving at or above expected growth in Grammar and Punctuation and 20% achieving proficiency standard (top two Bands 9 & 10).

## Progress in numeracy

### Year 7 Numeracy

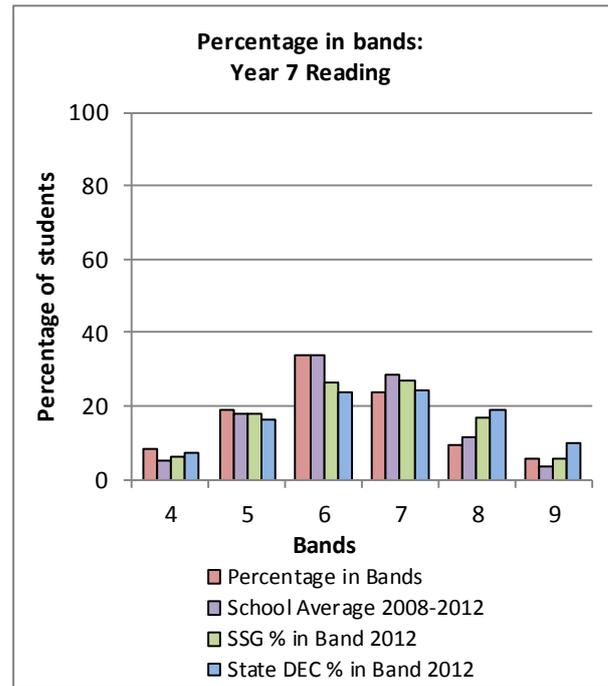
Year 7 performed soundly in the Numeracy test, showing an average growth of 45.6 points compared to the state average growth of 38.7 points. 68% of our students are achieving at or above expected growth in Numeracy, with 22% achieving proficiency standard (top two bands 8 & 9).

### Year 9 Numeracy

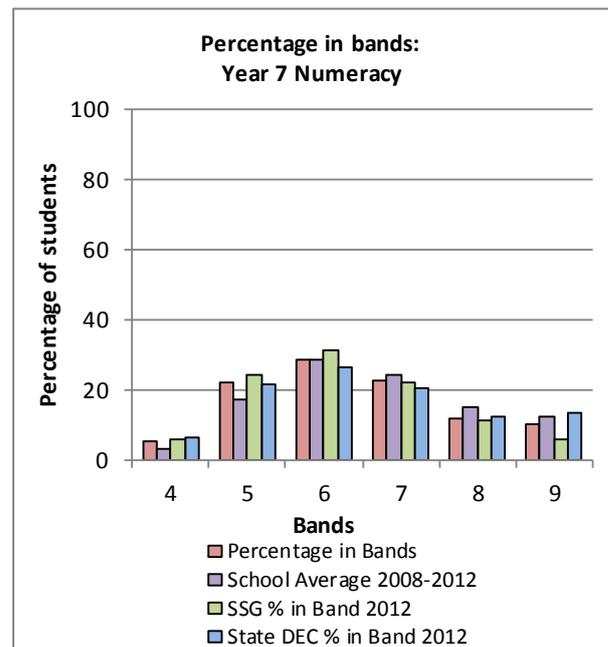
Year 9 performed exceptionally well in the Numeracy test, showing an average growth of 47.2 points compared to the state average growth of 40.6 points. 84% of our students are achieving at or above expected growth in Numeracy, with 33% achieving proficiency standard (top two Bands 9 & 10).

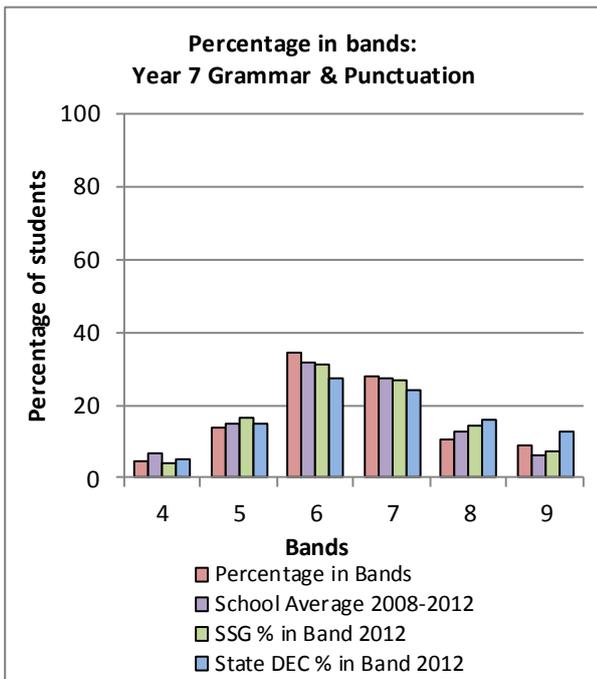
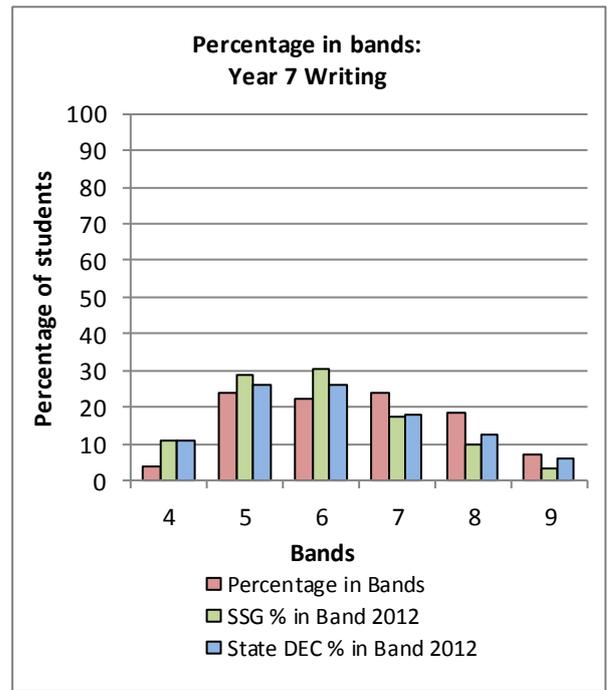
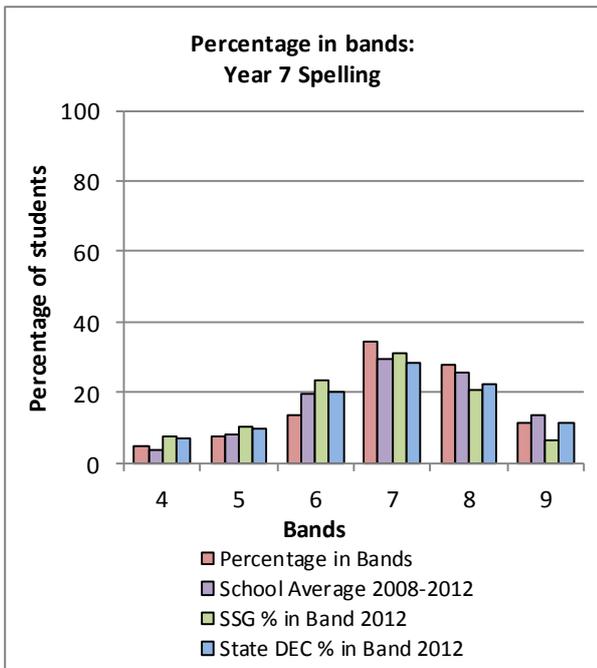
Overall across Years 7 and 9 achievement in literacy and numeracy, there is a continued trend of slightly more scores in the upper bands. This year's highlight has to be the significant decrease in the lower bands.

## Reading – NAPLAN Year 7

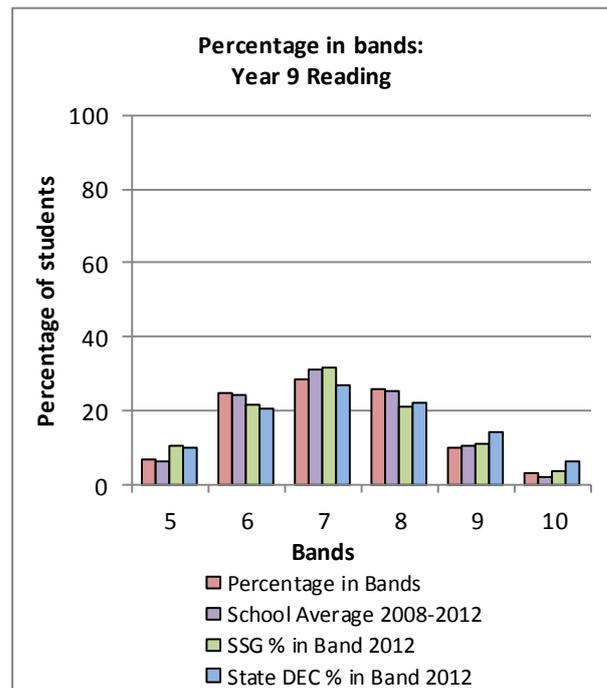


## Numeracy – NAPLAN Year 7

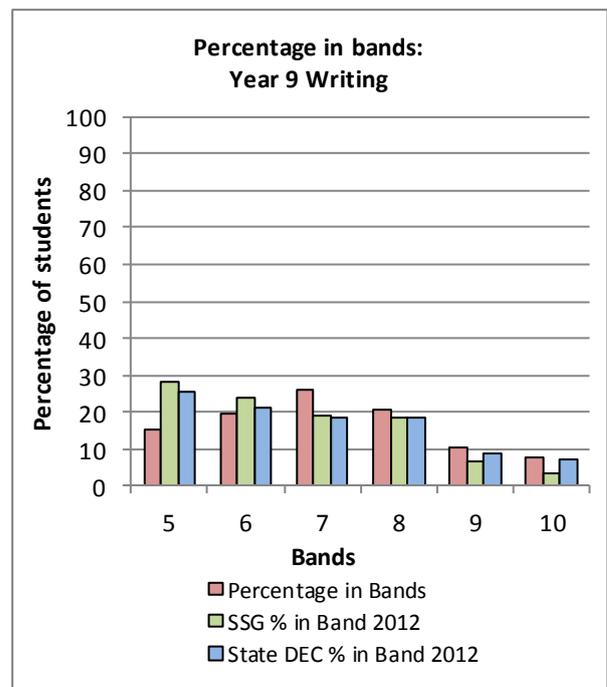
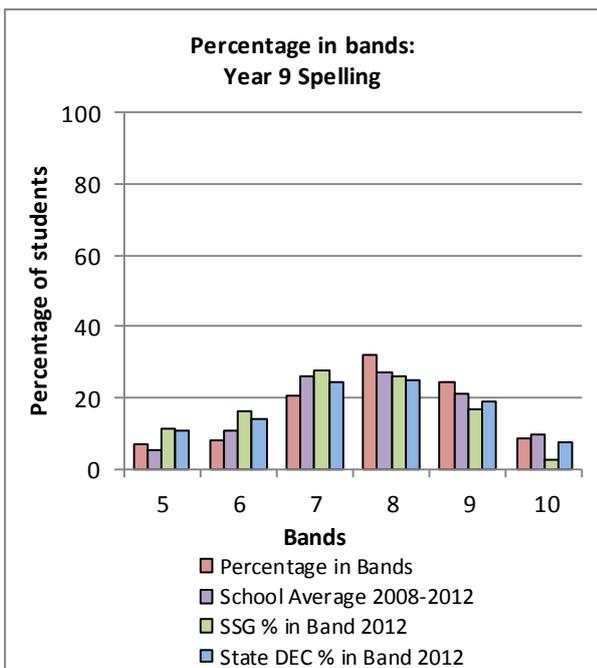
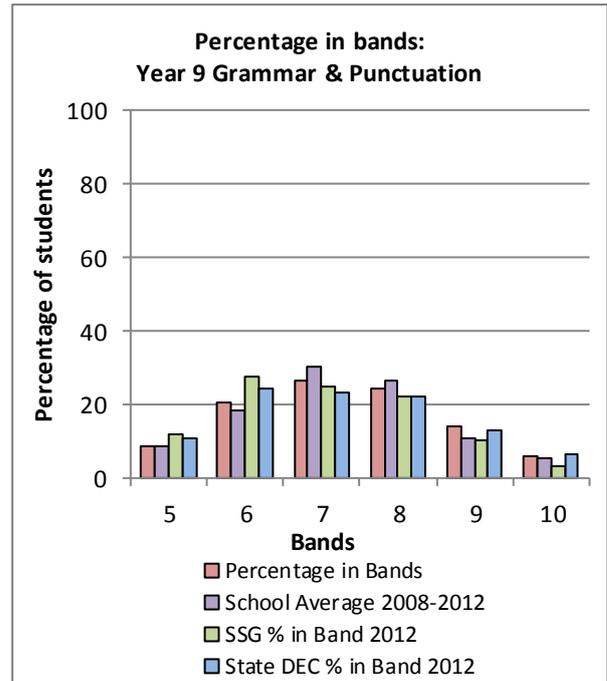
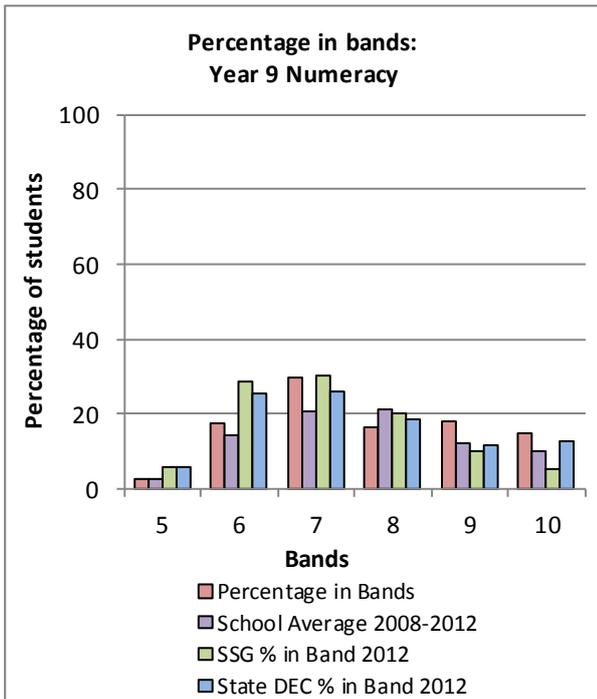




### Reading – NAPLAN Year 9



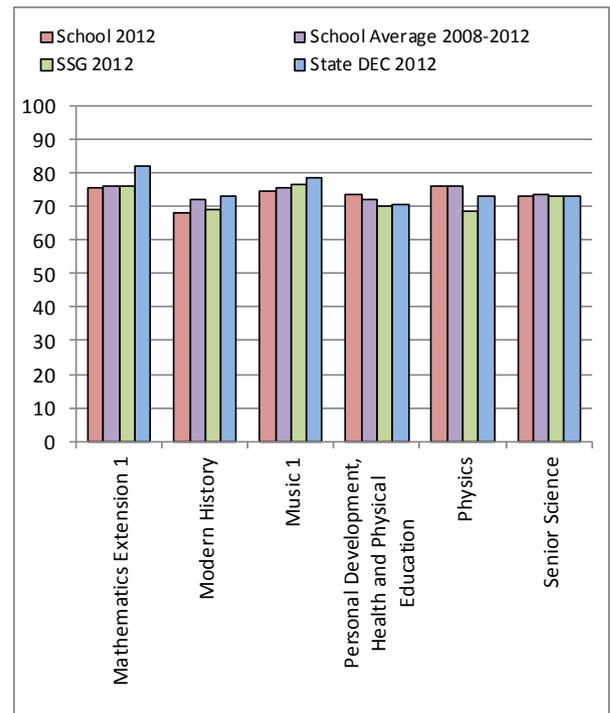
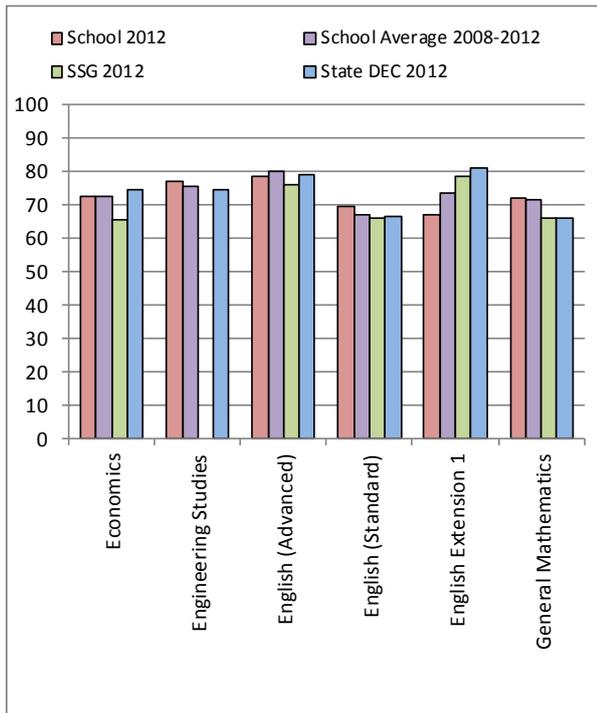
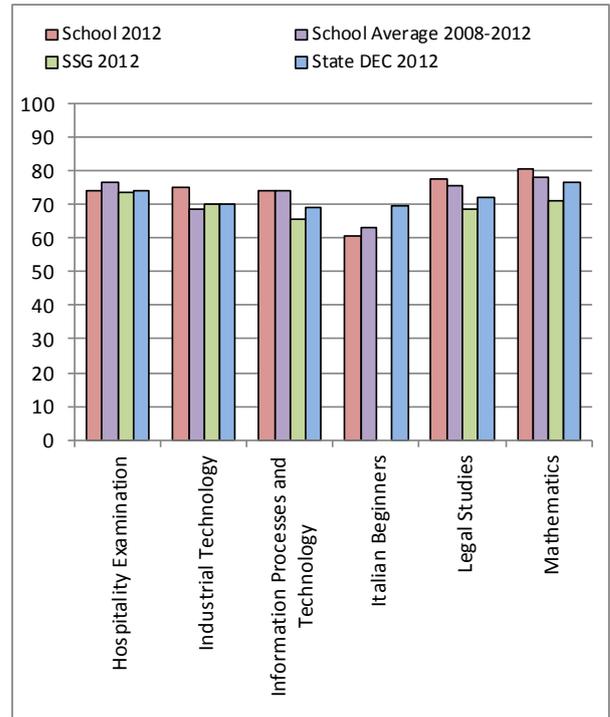
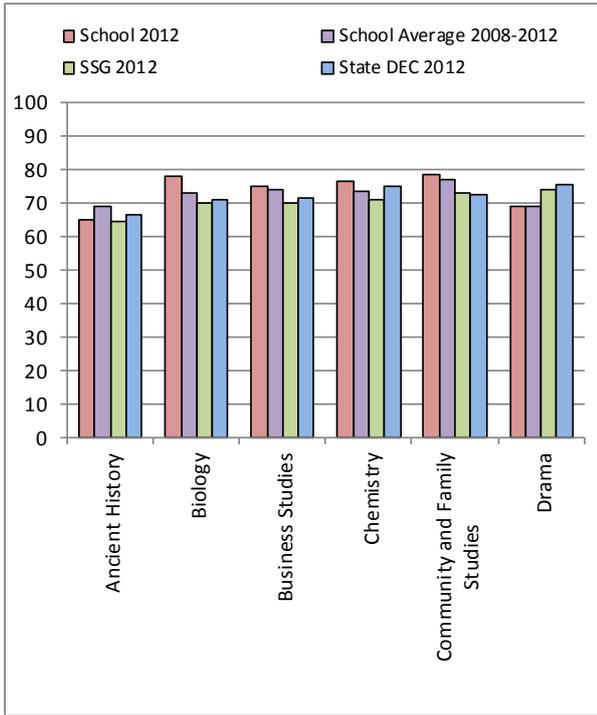
## Numeracy – NAPLAN Year 9

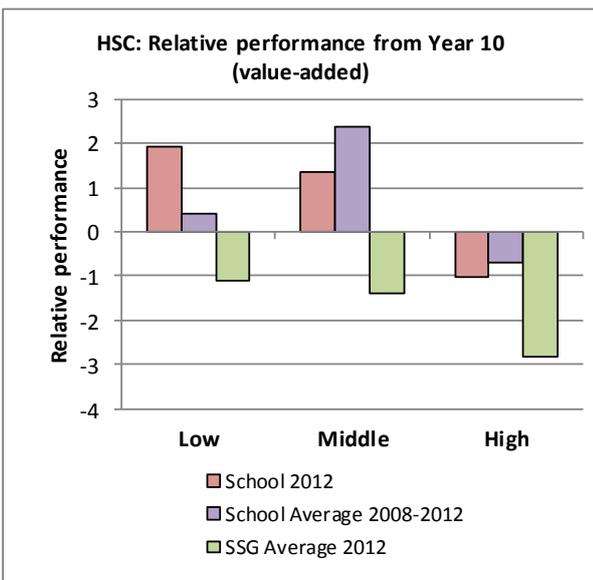
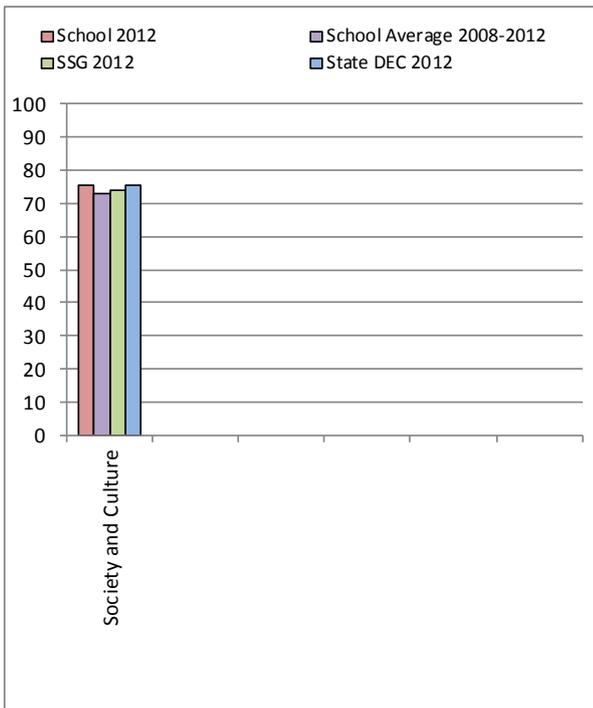


The My School website provides detailed information and data for national literacy and numeracy testing (NAPLAN).

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

# Higher School Certificate





## Significant programs and initiatives

### Aboriginal education

Cecil Hills High School had 10 indigenous students identified for 2012. Two students in Year 7, one student in Year 8, two students in Year 9 and four students from Year 10, with one student from the Special Education Unit, as well as two students in the senior years. 2012 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.

Correspondence appropriate for opportunities for further education and careers was given to the Careers Adviser. 2012 cohort had two students that took up the opportunity to participate in the camps provided by the PCYC.



Though the CAPA 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 2012, enrolments 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

### 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 YR 9 students from the accelerated Maths class and they provide one on one tutoring to students in years 7-9 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 2 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.

### Management of Learning 2012

'What is Crucial?' is a management of learning program developed in 2011 for Stage 6 students. It uses group interviews to demonstrate best practice in preparing for examinations and the writing of study notes.

All Year 12 students were interviewed by expert staff in the latter half of Term 1 prior to their Half-Yearly Examinations 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 results.

Teachers provided a notification of explicit expectations for Half-Yearly Examinations including content and skills and what is crucial within their subject area. Year 12 staff also developed online Captivate movies for Studywiz which demonstrated to students what is crucial when studying and preparing for the HSC within each subject area.



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 organisation and study skills 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. A cross faculty homework program which includes structured learning tasks to support the learning of LBOTE students and extend the learning of GAT students.



- PEEL a whole school writing technique for the improvement of writing for all Year 7 to 10 students across all KLAs. 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 for 2012 - 2014.

The Diary Program was established to manage the learning of students requiring guidance in Stages 4 and 5. These students were referred by the Deputy Principals, Head Teacher Welfare and Year Advisers. All students referred had demonstrated difficulties such as a failure to complete homework and assessable tasks across KLAs, persistent lateness, failure to bring equipment, disruptive classroom behaviour and a poor attitude to school. During the roll call period each day students worked through an intensive and highly supportive management of learning program.

Students from Years 7 through to Year 10 worked for a minimum of 8 weeks on developing good habits in the following areas:

## Organisation

- Studying and the establishment of a study space.
- Clever diary use.
- Creating and using a weekly planner.
- Establishing routines for managing homework, completing assessment tasks and allocating study time in preparation for examinations.

Thirteen students participated over the period of 2012. Two students required extra support and repeated the program.

Some groups were required to stay longer due to a lack of direction, attitude issues, discipline issues and a general outlook of expectations of school.

Some individual students required extra support due to issues in their home environment (moving between separated families) and school became a safe and common link for stability in their life at the time.

Focus on goal setting and achieving tasks to the best of their ability became a strong focus. Meeting deadlines and preparing sufficiently for assessments were also targeted.

Cultural upbringings had a significant influence on how some students approached their school responsibilities- {both positive and negative}

Parental contact was made with a few students- all extremely supportive and willing to work with us.



Improvements as a result of the program:

- Improved student attitudes to school, school work 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 façade.
- Internet access at home was an issue for many students and this was generally the reason as to why tasks were not being completed.
- 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 took on a different approach in 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 school (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 & Sequence reflecting the New Curriculum and targeting inferential understanding as well as an extension of our transition visits with a focus in specialized subjects such as Science and TAS.

### Transition Visit – Day 1

Activities on day ONE included:

- An address on the social and personal aspects of transition by year advisors 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 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 Plastics, 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.

## Progress on 2012 targets

### Target 1

To continue to identify and support all students in achieving higher academic and learning habit results through the quality teaching framework.



Our achievements include:

- continued growth for students in the ESSA.
- Higher School Certificate results included:
  - 70 band 6 results;
  - 310 band 5/6 results;
  - 39 Distinguished Achievers;
  - Two students in top 10 of State for their subject;

19 ATARS above 90.

- significant 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.
- 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.

### Target 2

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



Our achievements include:

- The successful introduction of management of learning strategies 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 29 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.

- A 10% improvement in relative growth for high, middle and low band HSC students.
- 92% 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 who achieve in the top two bands in NAPLAN.
- a continued improvement in the number of Year 7 and Year 9 students moving into higher achievement bands.

### Target 3

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

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.

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### Target 4

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

Our achievements include:

- use 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 Year 9 / 10 /11 students actively using laptops 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.
- A 4% reduction in "N" letter warnings.

### School

NSW public schools conduct evaluation to support the effective implementation of the school plan. In 2012 our school carried out evaluation of the English faculty and the Special Education Faculty.

### Key Evaluations

During 2012 two faculties undertook the School's Self Evaluation Process. They were the English Faculty and Special Education Faculty.

The process was the same as with previous evaluations to ensure a fair and balanced system

was in place. The faculties were given the opportunity to prepare and present questions they would like answered within the faculty, as well as the school based questions. They were also asked to prepare questions for a group of students, regarding their subject area.

Once this was done and a timetable of activities negotiated with each faculty, then the process could proceed. After faculty members and students were questioned and a series of classroom activities were observed, the Evaluation Team was able to record and examine the results.

It became obvious from examining the teachers' responses that both faculties worked collegially to achieve success for their students and were well supported by their Head Teacher.

The school has made a commitment to the evaluation process and will work with each faculty to overcome issues that may arise as a result of the findings.

During the evaluation process both the faculty members and the evaluation team members were open, honest and above all very professional in their attitude to the process and towards each other.

## **English Faculty**

### **Background**

The English Faculty demonstrates a positive and collegial attitude, based on mutual respect, the sharing of resources and the fostering of high expectations. The Faculty is well organised with a commitment to continual evaluation, planning and modification of programs and procedures to improve student learning outcomes.

Programs of study cater to all levels of student ability and utilise the expertise of individual teachers. There has been an emerging interest in Drama and Public Speaking due to the enthusiasm and support of teachers in the faculty.

### **Findings and conclusions**

Students are actively involved, engaged and interested in English lessons. Students are challenged to broaden their knowledge,

understanding and application of key concepts and to develop fundamental literacy skills.

Assessment tasks are structured, relevant and linked to classroom learning. Assessments adequately and consistently measure student achievement in a variety of learning experiences. Marking criteria are clear and explicit. Students



are supported through scaffolding, exemplars and ongoing teacher guidance. Students feel well equipped to complete tasks. The marking process is continually developed to ensure uniformity and consistency. Students view feedback as a positive support to their learning.

Faculty meetings are viewed as a crucial and integral part of effective communication, professional development, sharing of resources, ideas and strategies as well as providing a forum for discussion with the aim to enhance student learning and outcomes. Informal communication amongst faculty members has an important role in supplementing quality teaching and learning.

Continual and consistent effort is made in the area of organisation. The process of having Year Coordinators is working well as it provides a systemic structure. Programs are flexible to accommodate the range of teaching and learning styles, catering for a wide range of interests and experiences. They are also re-evaluated and modified on an ongoing basis.

The English Faculty is satisfied with the choice and range of resources used across all stages. Technological resources are used wherever

possible in an effective and interactive manner. Staff members actively participate in TPL opportunities to expand their knowledge and expertise in using technology. There are a variety of student views of the importance of the use of technology in their learning experiences.

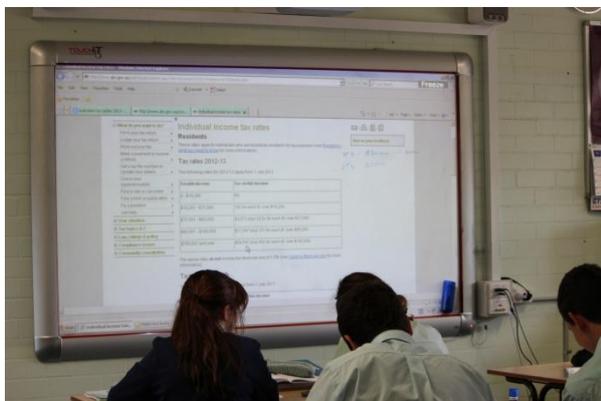
## Future directions

### Focus area 1

#### Leadership/Management/Organisation

#### *Resources*

- Evaluate faculty budgeting priorities to enable the replacement of student texts.



- Evaluate faculty budgeting priorities to enable the purchase of teacher reference materials (hard copy and digital).
- Explore provision of additional fixed data projectors and/or Smartboards in selected English classrooms.
- Investigate the trialling of eReaders across stages.

#### *Communication*



- Consolidate the current communication structures.

#### *Organisation*

- Sustain the organisational structures currently in place.

#### *Procedures*

- Review process of orientating new teaching staff to the faculty in general organisation and requirements, specific procedures, programming and assessment.

#### *Training and Development*

- Consider whole day planning sessions for faculty identified professional development .

### Focus area 2

#### Teaching and Learning with a focus on Assessment

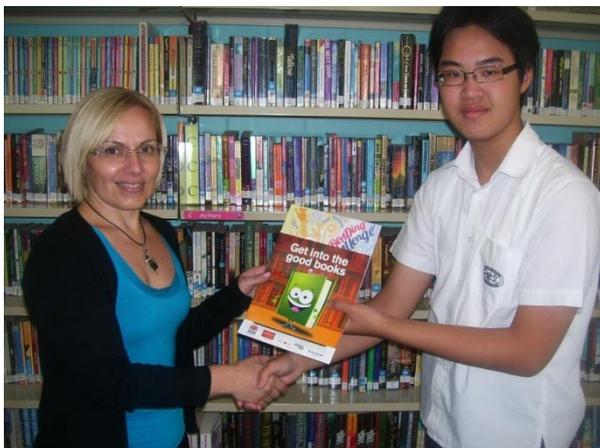
- Maintain the existing practices of developing and evaluating teaching programs.
- Investigate avenues to allow for further programming opportunities.
- Continue to consolidate the variety of teaching methods currently used.
- Maintain and continue to build on the range of existing content that involves and engages students.
- Investigate strategies and resources for further supporting students with learning needs.
- Retain current variety of strategies to cater for the diverse range of student abilities.
- Investigate the reliability of submitting assessment tasks on Studywiz.
- Consider alternative methods for the submission of assessment tasks.
- Encourage further development of ICT skills in the classroom through a range of training opportunities.
- Maintenance of classroom furnishings to assist in delivery of lessons e.g. blinds for use of projectors/Smartboards.

### Focus area 3

#### Further Support in Subject Area

- Explore the option of streaming in English in light of whole school planning.
- Explore the possibilities of equipping classrooms conducive to eLearning within the school's technological framework.

- Investigate the potential benefits of using eReaders, iPads and other new technologies for enhancing the achievement of student outcomes.



- Explore provision of additional Smartboards in selected English classrooms to enhance student engagement and student interactivity.
- Encourage further development of ICT skills in the classroom through a range of training opportunities catering to a variety of technological abilities amongst the faculty.

## Special Education Faculty Background

The Special Education Faculty is a group of teaching staff and teacher’s aides who work together as a collaborative team. Trust and mutual respect is fostered through Faculty leadership and the collective and varied experiences and expertise of staff. Staff demonstrates high support for the scope and range of the individual needs of the students in their care. At all times, support is provided for each individual student’s educational, social, health and vocational needs. This develops essential life skills and prepares them for their future endeavours.

The teaching staff work collegially, sharing expertise, resources and teaching and learning strategies delivering a broad range of flexible learning programs in line with syllabus outcomes and in consultation with outside agencies and parents. The teacher’s aides provide essential support for both the teacher and students. They

play an integral role in assisting students by catering to their individual and varied needs. The combination of teachers and teacher’s aides are invaluable in making the support provided for students better.

## Findings and conclusions

Students are actively involved, engaged and enthusiastic in all experiences offered. The use of ICT is wide ranging and is continually being developed to assist in individual learning. Students showed an increased engagement via this delivery. The use of technology facilitates the ongoing development of learning, social skills and is used as a reward.



Further programs offered to students that accelerate learning include; community access program, work experience, sport, creative arts, gardening, recycling initiative, school to work transition and independent living skills. These enrich and broaden their knowledge, understanding, key skills, experiences at school and within the community. This helps prepare them for post-school opportunities.

The Faculty has an extensive range of resources available; this includes both teaching and professional libraries. The biggest resource is the staff. Faculty meetings and informal debriefing sessions are a crucial and integral part of effective communication and professional development. This provides opportunities to make use of staff expertise to enhance the learning outcomes of the students. Additional

resources include; Smartboards, iPads, Jellybean button, speaking machine, online programs and digital aids, physical equipment and tools. This diverse range of resources is made extensive use of in the faculty to engage students in a wide range of opportunities and experiences.



Continual effort is made in the area of organisation. This is vital in supporting the ongoing emotional needs and wellbeing of students as routine and consistency is critical. The overall environment is

positive and vibrant with direct links to skills and procedures of the Faculty.

The involvement of parents with members of the Faculty is paramount to the success of the operation of the Special Education Faculty. Parents and caregivers provide input into the Individual Education Plan for their child. The Communication Diary further allows daily interaction between the Faculty and home, supporting more extensive individual care of each child. During times of transition, parents, teachers and agencies meet to explore best options for each child.



Management of Learning is differentiated for the individual needs of students. Student assessment is varied, utilising avenues such as verbal,

practical methods and is informal in nature. The staff's professional judgement is essential in the diagnostic assessment of learners. Assessment is directly connected to the Individual Education Plans for each student.

Integration between the mainstream and Special Education staff and students continues to develop. Opportunities in this regard, are encouraged and desired by all parties. Such integration develops social awareness and social acceptance which contributes to building a sense of whole school community at Cecil Hills High School.

### **Future directions**

#### Focus area 1

#### Leadership/Management/Organisation

#### *Resources*

- Explore the provision of individual student logins for online resources.
- Investigate the culling of out-dated resources in storage to make room for the introduction of new and existing resources.
- Explore a dedicated storage solution for new and existing resources.
- Prioritising of Faculty budget to facilitate purchase of digital resources including iPads.

#### *Communication*

- Investigate the provision of parent information sessions that develop parents awareness of individual programs allowing them to enhance support at home.
- Evaluate the current structure of whole school meetings, conferences and development days to include relevant TPL for Special Education Faculty.

#### *Organisation and Procedures*

- Evaluate the current use of teacher's aides six month rotation and its suitability to students.
- Explore the allocation of regular casuals who are willing and suitable to meet the programs of the Special Education Faculty.

- Development of a class portfolio outlining the casual teachers and teachers' aides procedures.
- Investigate end of day procedure with regards to student safety.
- Develop direct communication procedures for all change of routine activities.

### *Training and Development*

- Allocate funding to relevant and appropriate external professional development courses.
- Continue current professional dialogue between faculty members.

### Focus area 2

#### Teaching and Learning with a focus on Assessment

- Maintain the existing practices and continue to consolidate a variety of teaching methods catering to the individual needs of each student.
- Continue to consolidate the variety of teaching methods currently used.
- Continue to expand the use of ICT as it becomes available.
- Continue to build on the wide range of existing content that involves and engages students.
- Maintain the flexible programs that allows for adaptation to meet the changing needs of the students.
- Explore the formalisation of briefing/debriefing sessions to include all staff relevant to the care of the students.

### Focus area 3

#### Further Support in Subject Area

- Continue to involve the Special Education students in mainstream sport and PE classes



where appropriate.

- Continued and further involvement in mainstream extra-curricular activities.
- Investigate the ways in which mainstream students can mix socially with the Special Education students.



- Investigate the possibility of mainstream students attending community access activities as buddies.
- Explore the continuation of reading groups from Primary School to High School.
- Explore the possibility of rostering mainstream students to help in the Support Unit where appropriate.
- Expand SRC to include Special Education representation.
- Continue to use and modify the current Faculty Management of Learning Program to suit student needs.
- Consider a Special Education Faculty member on the Management of Learning Team.
- Explore the possibility of a mentoring program between mainstream and Special Education students in roll call.
- Continue and evaluate current reporting procedures.

### **Parent, student, and teacher satisfaction**

In 2012, the school sought the opinions of parents, students and teachers about the school. Their responses are presented below.

- Our main focus for 2011 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.
- 2013 will see satisfaction surveys being conducted on line by students, staff and parents.

## Professional learning

Throughout 2012, all staff attended professional learning activities. This professional learning was to directly support our school plan.

- Forty two staff members attended programs on syllabus implementation.
- Eighty three staff members attended programs on quality teaching.
- Seventy eight staff members attended programs on technology integration in the classroom.
- Seven staff members attended programs on welfare of students.
- Sixty three staff members attended assessment and reporting programs.
- Ten staff members attended programs on career development.
- Eight staff members attended programs on the Autism spectrum.

Our school also ran five school development days where all staff members were trained in areas of

literacy, assessment, child protection, anaphylaxis 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 newly arrived teachers induction program. This is a yearlong learning 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 assessment and reporting. All non-teaching staff attended professional development activities during school development days or for specific purposes related to school administration.



## School planning 2012—2014

The school planning policy provides direction for the preparation and implementation of school plans including the identification of priority areas, intended outcomes and targets that are consistent with the NSW State Plan and the Department's planning documents.

### School priority 1

#### Outcome for 2012–2014

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

2012 targets to achieve this outcome include:

- 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

- Identification process in place for students to move into higher bands
- 5% improvement in the number of HSC subjects above State and SSG performance
- 6% movement into higher bands for the HSC

Strategies to achieve these targets include:

- Development of a MoL leadership group.
- Management of Learning programs that improve student responsibility and engagement and cater to a range of learning needs in stages four, five and six.
- Provide feedback explicitly linked to student achievement in assessment tasks.
- Explicitly use higher order thinking skills in assessment tasks and marking criteria to raise expectations and engage students in learning.



## School priority 2

Support all staff in effective teaching and learning strategies through teacher professional learning and welfare

2012 targets to achieve this outcome include:

- Evaluation into the effectiveness of TPL across the school
- School wide self-evaluation process to be focused on teaching and learning and school priorities
- All staff trained in the application of Studywiz across all stages
- Increase staff mastery of their subject area through further improvement to skill and ability levels.

Strategies to achieve these targets include:

- Development of a Professional Learning leadership group.
- All staff to continue to receive professional development in their faculty areas with an emphasis on subject specific learning, feedback, marking criteria, Studywiz, exemplars, technology and Management of Learning.
- All staff to receive appropriate professional development in the areas of welfare and discipline to maintain high expectations, high standards, consistency and leadership.

## School priority 3

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



2012 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 senior 3% .

Strategies to achieve these targets include:

- Development of an Assessment.
- Leadership group.
- Review of Welfare/Discipline policy.
- in support of a quality learning environment.
- 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.

## School priority 4

**To have developed a whole school approach to E-Learning through the quality teaching framework**

- 2012 targets to achieve this outcome include:
- All staff actively applying technology resources as tools for learning when appropriate.
- 100% of staff using Studywiz.
- Student reports available electronically through Studywiz.
- Studywiz available to all parents in stages.
- Evaluation by parents, staff and students into effectiveness of technology use within the school.

Strategies to achieve these targets include:

- Development of an E-Learning leadership group.
- Studywiz opened to all year groups and the progressive allocation of parent access.
- All students actively using technology as a tool for learning.
- Study Guides being actively used by students with on line links to Studywiz.
- Stages four, five and six to have technology as a learning tool explicitly programmed.
- Review of digital citizenship in stage four and five as a discreet program in year seven and an integrated program for other years.



## 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 M Camilleri, School Administrative Officer  
Ms J Carter, Management of Learning  
Ms L Chee, Head Teacher CAPA  
Mr B Condon, Sports Coordinator  
Mrs L Dunn, School Administrative Manager  
Mrs J King, School Administrative Officer  
Ms C Nona, Music Teacher  
Mrs A Randall, Head Teacher Welfare  
Mrs M Rattos, Multicultural Education  
Mrs M Reid, Career Adviser  
Mrs D Santucci, Head Teacher, Teaching & Learning  
Ms M Scott, Head Teacher PDHPE  
Mrs J Tyson, Head Teacher, Home Economics  
Ms A Wood, P&C President

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

<http://www.schools.nsw.edu.au/asr>



### **School contact information**

Cecil Hills High School  
Spencer Road, Cecil Hills NSW 2171  
Ph: 02 9822-1430  
Fax: 02 9822-1436  
Email: [cecilhills-h.school@det.nsw.edu.au](mailto:cecilhills-h.school@det.nsw.edu.au)  
web: [cecillhillshigh.nsw.edu.au](http://cecillhillshigh.nsw.edu.au)  
School Code: 8273



