

Cecil Hills High School

Annual Report



2016



8273

Introduction

The Annual Report for **2016** is provided to the community of **Cecil Hills High School** as an account of the school's operations and achievements throughout the year.

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

Mark Sutton

Principal

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Message from the Principal

It is my honour to report on the achievements of Cecil Hills High School in 2016. Our school has had a very successful year. We foster an excellent reputation in the local community and continued our tradition of outstanding academic success in the Higher School Certificate in 2016. Across the school, 42 x Band 6 results (a mark over 90%) were achieved which represents a significant achievement. Our staff are all familiar with the BOSTES Results Analysis Package and this was used extensively at the start of 2016 to deliver professional learning to teachers on methods for analysing HSC performance data. The highest ATAR recorded for 2016 was 98.40 which demonstrates that students who attend Cecil Hills High School are capable of achieving at the highest level and have access to the best educational opportunities.

Our school motto, “we believe in success”, is exhibited in our strong academic achievement. Cecil Hills High School is expert at delivering public education and our results demonstrate this fact. Our HSC ranking of 306th in NSW included Band 6 results across all KLAs and we are proud of the holistic and well-rounded education that students receive at this school. Cecil Hills High School will continue to strive for excellence in 2017 to ensure that students in this area of Sydney can attend their local public high school and receive the best possible education. Our unofficial school motto is “students working with their teachers”.

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

In July 2016, a new teams structure was implemented at Cecil Hills High School to enhance professional learning for staff. The school created ten teams in the following areas:

- literacy and numeracy
- innovation
- staff wellbeing
- school administration
- differentiation / gifted and talented education
- diversity
- school promotions and community engagement
- primary school links
- positive behaviour for learning
- technology

This injection of additional professional learning time for staff resulted in more opportunities for cross-curriculum discussion, a greater focus on school operational efficiency and the generation of many, many ideas for the future. The aim in 2017 will be to consolidate on the work of these teams and embed more ideas in school practice.

In 2016, Cecil Hills High School celebrated its 20th anniversary. This was an amazing opportunity for our school to celebrate twenty years of excellence in public education. Our celebratory week involved an aerial photograph that included every staff member and every student. We held our teachers versus former students soccer match and unveiled a time capsule for display in the front office. We also held a formal assembly, honouring the work of our two previous principals, Mr John McGregor and Mr Sean Bowen. The Performance Space has now been renamed as The McGregor Centre in honour of our founding principal. One of the absolute highlights of the year was our spring fair. This was an overwhelming event where approximately five thousand community members came for a Friday night of fun with musical performances, food stalls, rides, a petting zoo, market stalls, exhibitions and a fireworks display. As a part of our 20th anniversary celebrations, we also held a gala dinner which doubled as a reunion for many past students, parents and teachers. This event demonstrated what our school and its community can achieve together.

Our school conference in 2016 focused on the work of the NSW Department of Education’s Futures Learning Unit and the ‘Case for Change’. This was in line with Strategic Direction #3 from our school plan, which focuses on reshaping the curriculum to enable students to excel in a rapidly changing world. Our conference resulted in the creation of a number of Year 8 elective courses which will be taught for the first time to Year 8 in 2018. Courses such as cake decorating, pop up businesses, theatre production, survival skills and ethics will provide a more engaging and relevant curriculum to students and we are excited to see these courses in 2018. In addition, the school will offer Early Commencement Stage 6 VET courses to Stage 5 students to enable them to complete one HSC examination one year early, with an additional focus on workplace skills. Other curriculum initiatives involve the redistribution of curriculum time from Year 7–10 to provide more equity between mandatory courses.

Our school has a highly committed staff and creates a positive learning environment where academic success and student wellbeing are at the forefront of decision-making. We have one of the best student welfare teams in any NSW public school. It is led effectively by our Head Teacher – Welfare and consists of our deputy principals, year advisers, SRC teachers and school counsellors. The school is examining ways to ensure our focus on individual student welfare

continues despite our growing enrolments and associated pressures. The welfare team thanks Mr Michael Lane who expertly guided and mentored the Year 12 class of 2016. We welcome Ms Marija Miletic and Mr Josh Dunn who are the new year advisers for Year 7 in 2017. As a school, we have decided to select our year advisers for the following year much earlier and Mr Morgan Howard and Ms Renee Hurst will work with Year 6 in 2017 in preparation for Year 7 (2018).

It is a time of great change at Cecil Hills High School, especially within the school executive. In 2016, we farewelled Ms Sue Fluke (Head Teacher – Social Sciences), Mr George Giugni (Head Teacher – Administration) and Mr Steve Flew (Deputy Principal). Each of these executive teachers gave decades of service to our school and they leave incredibly big shoes to fill. During 2016, we welcomed Ms Kim Foo (Head Teacher – Social Sciences) to the executive team. In addition, the school has established two Head Teacher – Beginning Teacher Mentor roles to provide specialised support to those teachers entering the profession for the first time. In 2016, we welcomed Ms Jane Carter and Ms Belinda Vidot to these important roles. We have an incredibly skilled executive team and welcome this opportunity to blend new ideas from our new executive staff with the experience of our current executive teachers.

Finally, I would like to thank two of our teachers, Ms Fleur Farah and Mr Paul Hickey, who have expertly written this year's annual report. In a busy school such as Cecil Hills High School with innumerable programs, initiatives, projects, courses, excursions, incursions, sporting fixtures, creative arts endeavours and leadership activities to summarise, I am indebted to them for their expertise in writing this annual report.

It is a privilege to lead Cecil Hills High School. I certify that the information in this report is the result of a rigorous school self-evaluation process and is a balanced and genuine account of the school's achievements and areas for development. I look forward to building upon our successes from 2016 into 2017 and beyond.

School background

School vision statement

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

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

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

School context

Cecil Hills High School is a large coeducational comprehensive high school located. In 2016, it had an enrolment of approximately 1258 students, from diverse cultural, religious and socio-economic backgrounds, with 81% of the students from a language background other than English, predominantly from South East Asia and China, Eastern and Southern Europe and the Middle East.

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

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

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

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

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

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

In the domain of Learning, our efforts have primarily focused on assessment and reporting, curriculum and learning, and learning culture. School reports have been restructured to include learning intentions, grades for formative and summative assessment and an emphasis placed on strategies for student improvement. A focus on literacy, the expansion of Quality Teaching Rounds, and a promotion of technology through the BYOD program have all been implemented to effectively enhance active and engaging learning experiences including collaborative learning, problem solving, critical thinking, promoting creativity and digital communication. 2016 culminated in our largest every community event, our 20th anniversary celebrations. Cecil Hills High School has increased effective communication with students, staff and our community to further enhance learning activities, initiatives and programs.

In the Teaching domain, our main focus has been on effective collaborative practice and data skills and use. All teachers at Cecil Hills High School have an individualised professional development plan which is designed collaboratively and appropriately supported to achieve goals. The school's professional learning builds teacher skills in the analysis, interpretation and use of student performance data. This is evidenced through the expansion of RAP analysis to identify areas of strength and improvement in Stage 6 classrooms.

In the domain of Leading, our priorities have focused on community leadership. Cecil Hills High School is recognised as excellent and responsive by our local community. We are committed to building sustainable leadership and supporting a culture where leadership is valued and is collaborative. There is a shared schoolwide responsibility through leadership teaching, learning and community evaluations to review learning improvements. The school has streamlined and made flexible processes around delivering services and information to strengthen parental engagement.

Future self-assessment process will assist the school to refine the strategic priorities in our School Plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

<http://www.dec.nsw.gov.au/about-the-department/our-reforms/school-excellence-framework>

Strategic Direction 1

To challenge and engage all students in learning

Purpose

Purpose: To challenge and engage students to:

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

Overall summary of progress

A focus on making learning intentions evident for all students and continued use of formative and summative assessments to differentiate tasks has assisted to engage all students in their learning.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
80% of Year 9 students in the top 4 bands for writing NAPLAN	There is no growth data available due to change in text type in NAPLAN Writing results are on par with State Average and stronger than SSG.	
90% of Year 9 students in the top 4 bands for reading NAPLAN	67.5% in top bands for NAPLAN reading in Year 9 Boys in Year 9 above SSG.	
Percentage of Year 8 students in level 4–6 for extended writing in ESSA is above the State percentage	59.5% of students achieved levels 4–6 in extended writing. The state average is 64.6%	
Percentage of Year 8 students in level 1–3 for extended writing in ESSA is below the State percentage	40.5% of students achieved levels 1–3 in extended writing. The state average is 35.1%	
Through classroom observations, all teachers demonstrate differentiated learning experiences that cater for the specific learning needs of students across the full range of abilities.	Quality Teaching Rounds – observation and feedback. Head Teacher observations of teachers Professional Development Plans Learning Adjustments	\$75,000

Next Steps

- Learning intentions regularly shared with students.
- Analyse and monitor formative and summative assessment outcomes to determine what further teaching is required to improve student progress.
- Creating engaging learning experiences that are challenging and relevant for all students, using appropriate technology to collaborate, create and communicate ideas and knowledge.
- Teaching practise includes explicit, differentiated and progressive teaching of literacy with high expectations and multiple opportunities to result in growth in learning and achievement for students of all abilities.

Strategic Direction 2

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

Purpose

Purpose: To build the capacity of teachers to:

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

Overall summary of progress

In 2016 all teaching staff participated in teaching observations, Quality Teaching Rounds were expanded, and a streamlined approach to weekly professional development was adopted to assist high quality teaching in every classroom in every lesson.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
All teachers taking responsibility for and actively engage in professional learning in order to build their capacity and that of others.	100% of staff undertaking PDPs The successful introduction of teams, for all staff members with a focus on literacy/numeracy, technology and differentiation/G&T.	\$50,000
All staff achieving professional development learning goals that builds on their teaching capabilities, which results in improved learning and leadership outcomes for students and teachers.	Introduction of professional development sessions twice each week. The introduction of a BUILD program for executive members, and the planned inclusion of teaching staff in 2017. Introduction of a three year cycle for EOI positions.	
More teachers undertaking accreditation at higher levels.	A number of teacher have expressed interest in undertaking Highly Accomplished teacher accreditation and we have one teacher actively seeking accreditation at Lead level	\$2,500

Next Steps

- Teachers are to model the benefit of life-long learning, offer support to change teaching practise through the provision of coaching, mentoring and reflection for staff.
- Greater support provided through the Beginning Teacher Program to model effective teaching for early career teachers.
- Provide opportunities for feedback on teaching practise and observe the practise of others via classroom observations.
- Head teachers and senior executive provide and deliver opportunities for high quality, relevant and differentiated professional learning experiences that are based on the school priorities and the Australian Professional Standards for Teachers.

Strategic Direction 3

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

Purpose

Purpose:

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

Overall summary of progress

The planning and programming of innovative new Stage 4 electives, a transformation of the physical spaces in our library and expansion of work experience programs with Stage 5 has supported student development of 21st century skills to enable them to excel in a rapidly changing world.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
The development and implementation of Stage and Year goals for Years 7–12 that clearly communicate purpose.	The implementation of a year 10 work experience week.	
The implementation of a revised curriculum for Years 7–10.	<p>The planning of new year 8 electives.</p> <p>Science, English, History and Mathematics have implemented new K–10 syllabuses, with the rewriting of programs and resources for 2017.</p> <p>Geography have started implementation of new syllabus for Year 9 2017.</p> <p>New VET subjects (Business Services and Hospitality) offered in Year 9 2017.</p>	
The development of productive community partnerships.	<p>Greater levels of community partnership have occurred as a result of the establishment of a community engagement team that has improved communication through newsletters and social media.</p> <p>P&C involvement has been increased due to increased promotion, and the introduction of repeated sessions to increase community access.</p> <p>Links to Learning in 2017</p> <p>SWConnect partnership for workplacement</p> <p>Various university links for pre-service teachers</p>	\$32,500

Next Steps

Continue to provide a curriculum for Years 7–10 that is innovative, engaging and sufficiently flexible to meet the diverse needs of all students in a rapidly changing world.

Prepare additional elective subjects for Year 8 to provide a greater variety of learning opportunities and experiences for students.

Empower students, staff and parent voice, evaluate practices and shape future direction by implementing recommendations from: whole school conference, Tell Them From Me surveys, internal and external school data and external evaluations.

Key Initiatives	Impact achieved this year	Resources (annual)
Aboriginal background loading	<p>All Aboriginal students have a Personalised Learning Pathway (PLP).</p> <p>Aboriginal students successfully participated in the AIME program, including tutoring sessions to increase student engagement and attendance.</p>	\$5,935
English language proficiency	<p>Successful EAL/D program in Year 7 to Year 10 with dedicated EAL/D English classes that provide additional support for students in a small group environment.</p> <p>Increased student engagement and success demonstrated by students achieving sound results in assessment tasks.</p>	\$20,847
Low level adjustment for disability	<p>Personalised Learning and Support plans developed for students. Learning adjustments improved student's access and outcomes across subjects.</p> <p>Additional School Learning Support Officers provided more students with in-class support.</p> <p>Intensive Literacy and Numeracy classes in Years 7–8.</p> <p>'Positive Partnerships' Program with parents/carers of students on the autism spectrum.</p>	\$82,202
Socio-economic background	<p>Additional welfare support provided to students with the continuation of the additional (third) deputy principal position.</p> <p>Continuation of smaller class sizes for English in Stage 4 to provide additional support for students with complex learning needs.</p> <p>Technical Support Officer to provide specialist support to students in engaging in the <i>Bring Your Own Device</i> program.</p>	\$431,066
Support for beginning teachers	<p>Beginning teachers provided with an effective induction program to coincide with DoE policies and procedures.</p> <p>Mentoring programs provided opportunities for collaboration and classroom observation.</p> <p>Additional release time provided to head teachers to guide, mentor and support beginning teachers.</p>	\$66,000
Targeted student support for refugees and new arrivals	<p>Successful induction of refugees and new arrivals transferring from the Miller IEC</p> <p>Refugee Transitional Coordinator position established to support the growth in students enrollments if this nature.</p> <p>The introduction of the <i>Dream Project Coaching Program</i> to assist in English and Maths for newly arrived refugees and international students.</p>	\$10,000

Student information

Student enrolment profile

	Enrolments			
Students	2013	2014	2015	2016
Boys	609	624	618	639
Girls	573	574	581	619

As of February 2016, student enrolment increased by 4.9% to 1258. Applications for student enrolment continue to increase.

Student attendance profile

School				
Year	2013	2014	2015	2016
7	95.6	94.9	95	94.9
8	93.7	94.9	93	93.4
9	93.8	91.8	94	91.4
10	91.8	92.3	91.6	91.2
11	91.8	93.2	93.4	92.5
12	91.2	92	93.8	92.5
All Years	93	93.2	93.5	92.7
State DoE				
Year	2013	2014	2015	2016
7	93.2	93.3	92.7	92.8
8	90.9	91.1	90.6	90.5
9	89.4	89.7	89.3	89.1
10	87.7	88.1	87.7	87.6
11	88.3	88.8	88.2	88.2
12	90.1	90.3	89.9	90.1
All Years	89.9	90.2	89.7	89.7

Management of non-attendance

The overall student attendance rate of 92.7% continued to remain above the state average of 89.7%.

Post-school destinations

Proportion of students moving into post-school education, training or employment	Year 10%	Year 11%	Year 12%
Seeking Employment	0	0	1.3
Employment	2.8	4.2	3.2
TAFE entry	0.5	0.5	0
University Entry	0	0	70
Other		2.6	0.6
Unknown	0.5	2.1	24.9

From our 2016 cohort 70% of candidates were offered a place at university, with 47% of these students being offered places at Western Sydney University.

Year 12 students undertaking vocational or trade training

In 2016, 30% of the Year 12 cohort and 32% of the Year 11 cohort and one Year 10 student had undertaken VET as part of their HSC studies. This was either delivered at school, TAFE or through a Registered Training Organisation (RTO).

A total of thirty three Year 12 and forty three Year 11 students participated in the school-delivered VET course, Hospitality. Seven staff members are currently trained to deliver school-delivered VET courses at Cecil Hills High School.

Year 12 students attaining HSC or equivalent vocational education qualification

159 students graduated year 12 to obtain their HSC. 10 Year 12 students completed TVET courses at TAFE Colleges throughout the year.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	2
Head Teacher(s)	13
Classroom Teacher(s)	64
Learning and Support Teacher(s)	1.7
Teacher Librarian	1.4
Teacher of ESL	1.2
School Counsellor	2
School Administration & Support Staff	19.17
Other Positions	3

*Full Time Equivalent

The Australian Education Regulation, 2014 requires schools to report on Aboriginal composition of their workforce. Cecil Hills High School has one Aboriginal member of staff.

Teacher qualifications

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

Teacher qualifications

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

Professional learning and teacher accreditation

Significant amounts of professional learning were undertaken by Cecil Hills High School staff in 2016. Professional learning developed the mindsets and capabilities of staff to reflect on current practice, partake in professional dialogues and led to all teachers actively developing a *Performance and Development Plan* (PDP) to improve their own performance.

Approximately 35% teachers were maintaining accreditation at proficient. One teacher is seeking accreditation at lead level.

All staff have been involved and trained in the following mandatory professional learning activities:

- Code of Conduct Training
- Child Protection Update
- Work Health and Safety annual update
- Disability Standards for Education: NSW DoE
- Anaphylaxis e-learning

Financial information (for schools using OASIS for the whole year)

Financial information

This summary financial information covers funds for operating costs to 30 November 2016 and does not involve expenditure areas such as permanent salaries, building and major maintenance.

Income	\$
Balance brought forward	886 794.00
Global funds	760 690.42
Tied funds	1 104 623.00
School & community sources	780 055.81
Interest	0.00
Trust receipts	170 455.57
Canteen	0.00
Total income	3 702 618.80
Expenditure	
Teaching & learning	
Key learning areas	334 341.47
Excursions	139 833.20
Extracurricular dissections	216 539.37
Library	12 209.42
Training & development	5 722.38
Tied funds	788 518.27
Short term relief	144 163.01
Administration & office	239 607.69
School-operated canteen	0.00
Utilities	124 656.46
Maintenance	93 113.63
Trust accounts	407 288.37
Capital programs	20 930.00
Total expenditure	2 526 923.27
Balance carried forward	1 175 695.53

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

School performance

NAPLAN

In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. Students in Years 7 and 9 are reported in a scale from Band 4 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

- 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. Click on the link <http://www.myschool.edu.au> and insert *Cecil Hills High School* in the *Find a school* and select GO to access the school data.

In accordance with the **Premier's Priorities: Improving education results**, school are required to report their student performance for the top two NAPLAN bands in reading and numeracy.

NAPLAN Literacy (including Reading, Spelling, Grammar and Punctuation and Writing).

Year 7 Literacy

In the reading test (comprehension), Year 7 showed an average growth of 49.5 points compared to the state growth of 38.1 points. 13.7% of students achieved proficiency standard (two top bands, Band 8 and Band 9).

Year 7 performed best in the spelling test, students showed an average growth of 46.6 points compared to the state average growth of 46.6 points compared to the state average growth of 43.7 points. 31.9% of students achieved proficiency standard (top two bands, Band 8 and Band 9).

In the grammar and punctuation test, Year 7 showed an average growth of 42.7 points compared to the state growth of 32.2 points. 23.3% of students achieved proficiency standard (top two bands, Band 8 and Band 9).

In writing there is no growth data available for 2016. 13% of students achieved proficiency standard (top two bands, Band 8 and Band 9).

Year 9 Literacy

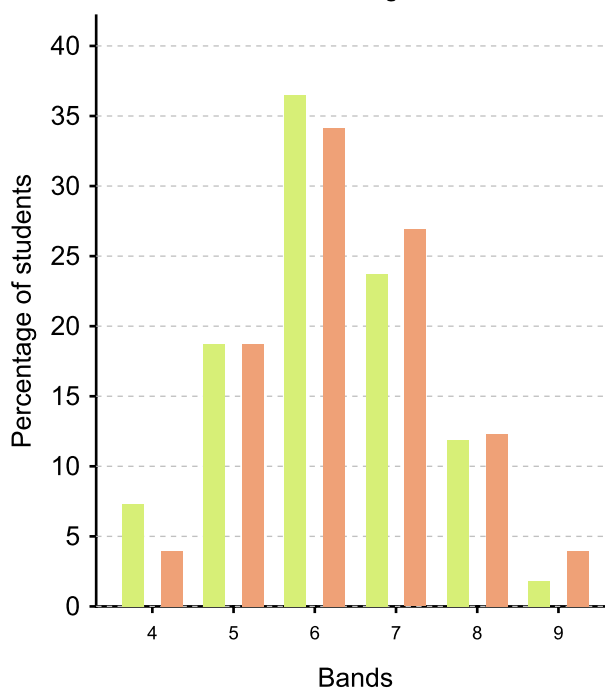
In the reading test (comprehension), Year 9 showed an average growth of 31.2 points compared to the state average growth of 33.2 points. 12.4% of students achieved proficiency standard (top two bands, Band 9 and Band 10).

In the spelling test, Year 9 showed an average growth of 29.5 points compared to the state average growth of 33.8 points. 23.5% of students achieved proficiency standard (top two bands, Band 9 and Band 10).

In the grammar and punctuation test, students showed an average growth of 17.8 points compared to the state average of 21.1 points. 13.3% of students achieved proficiency standard (two two bands, Band 9 and Band 10).

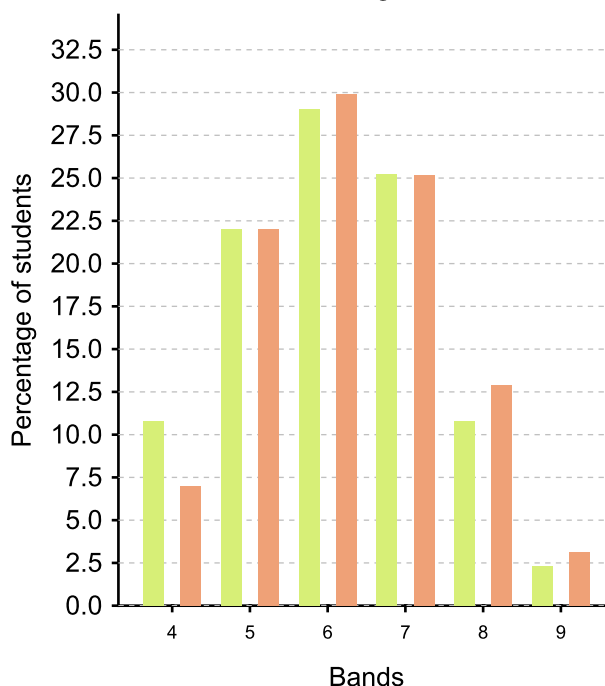
In writing there is no growth data available for 2016. 8.8% of students achieved proficiency standard (top two bands, Band 9 and Band 10).

Percentage in bands:
Year 7 Reading



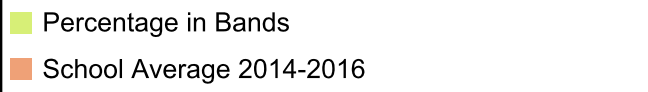
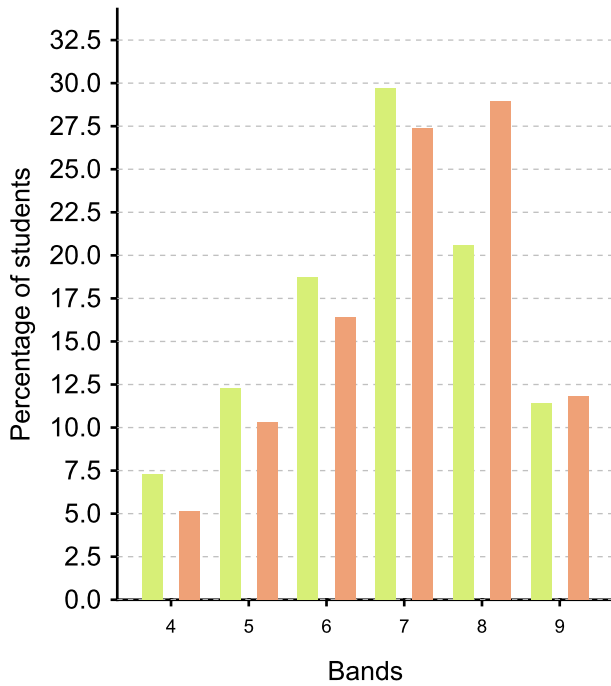
Percentage in Bands
School Average 2014-2016

Percentage in bands:
Year 7 Writing

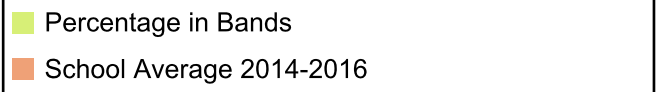
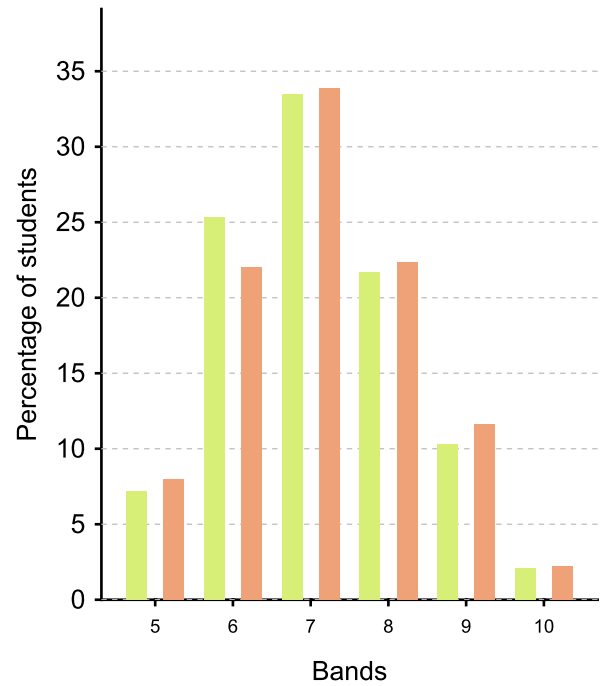


Percentage in Bands
School Average 2014-2016

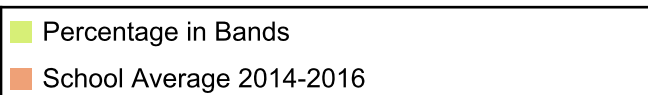
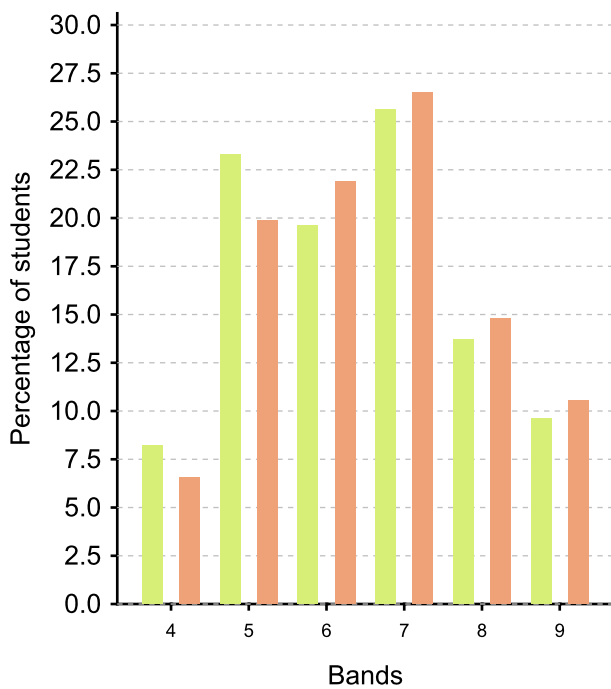
Percentage in bands:
Year 7 Spelling



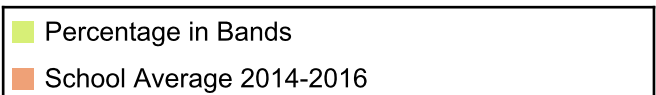
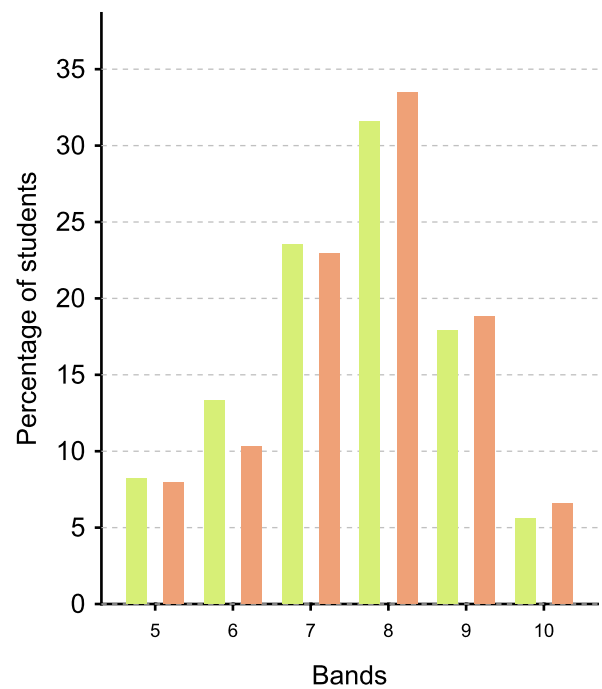
Percentage in bands:
Year 9 Reading



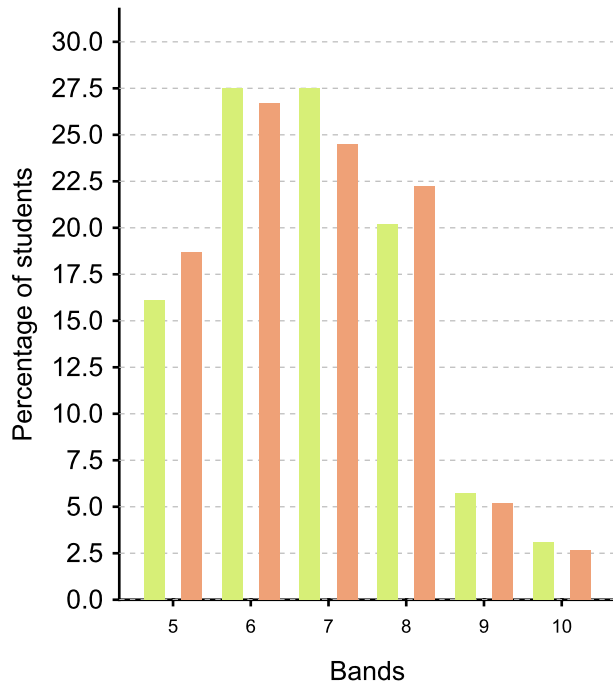
Percentage in bands:
Year 7 Grammar & Punctuation



Percentage in bands:
Year 9 Spelling

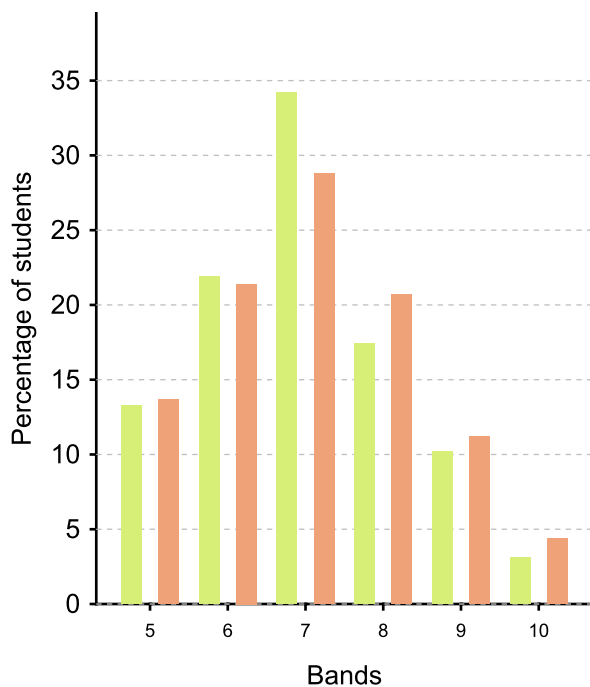


Percentage in bands:
Year 9 Writing



Percentage in Bands
School Average 2014-2016

Percentage in bands:
Year 9 Grammar & Punctuation



Percentage in Bands
School Average 2014-2016

NAPLAN Numeracy

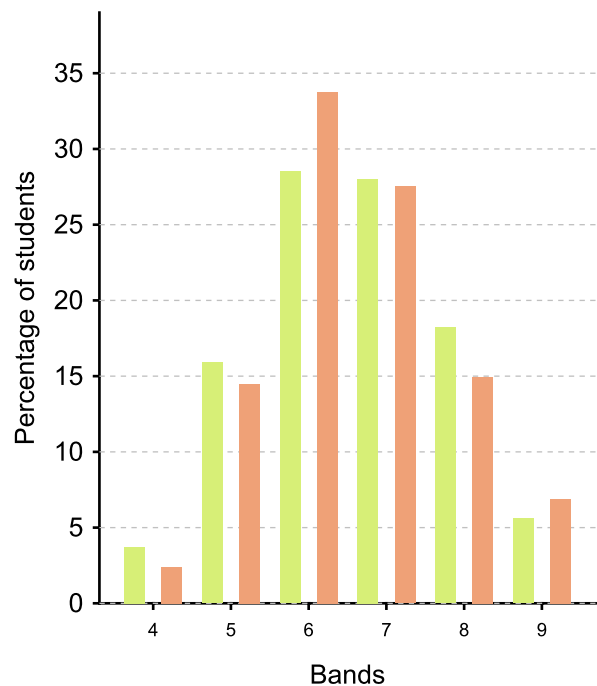
Year 7 Numeracy

Year 7 performed well in the numeracy tests and achieved an average growth of 62.7 points compared to the state average of 58.9 points. 23.8% of students in Year 7 achieved proficiency standard (top two bands 8 & 9).

Year 9 Numeracy

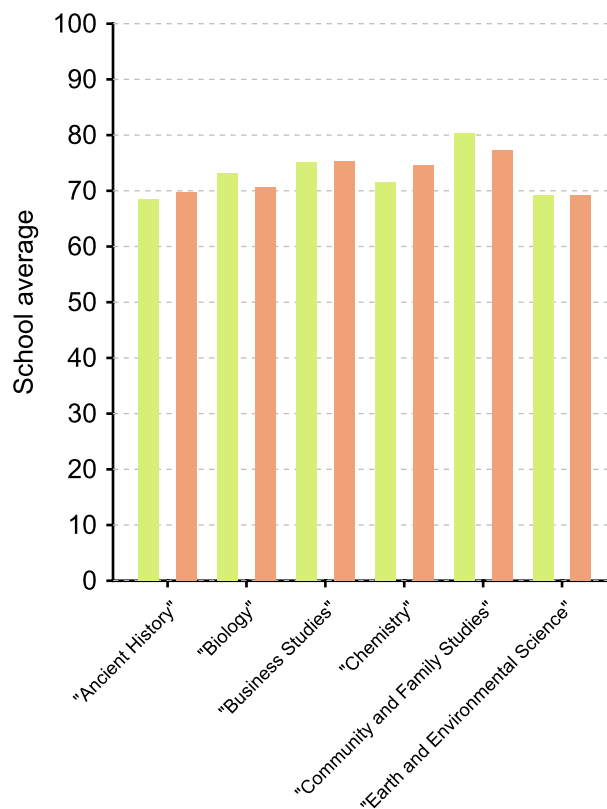
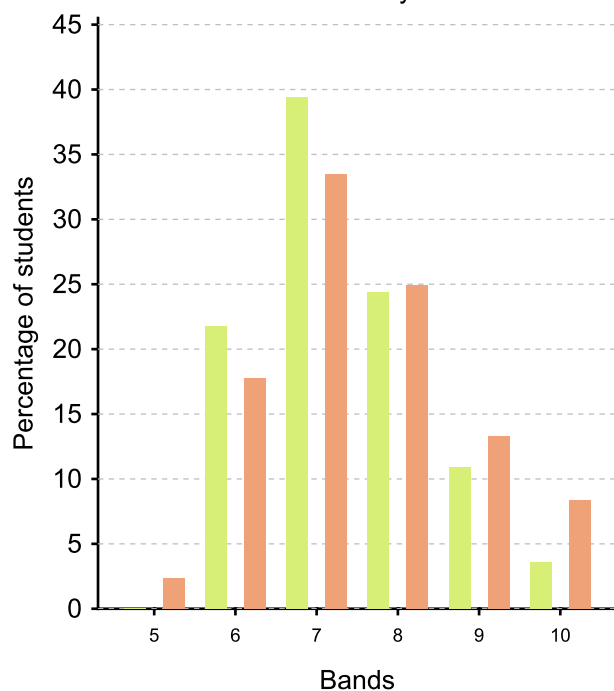
Year 9 in the numeracy test, showed an average growth of 39.9 points compared to the state average of 40.7 points. 14.5% of students achieved proficiency standard (top two bands 9 & 10). It is pleasing to note that no Year 9 student scored in the lowest band (Band 5).

Percentage in bands:
Year 7 Numeracy



Percentage in Bands
School Average 2014-2016

Percentage in bands:
Year 9 Numeracy



Percentage in Bands
School Average 2014-2016

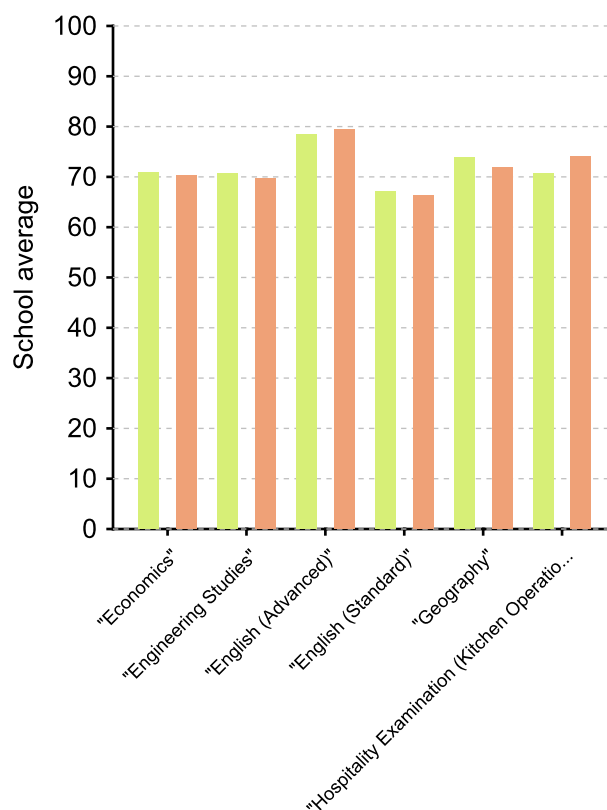
School 2016 School Average 2014-2016

Higher School Certificate (HSC)

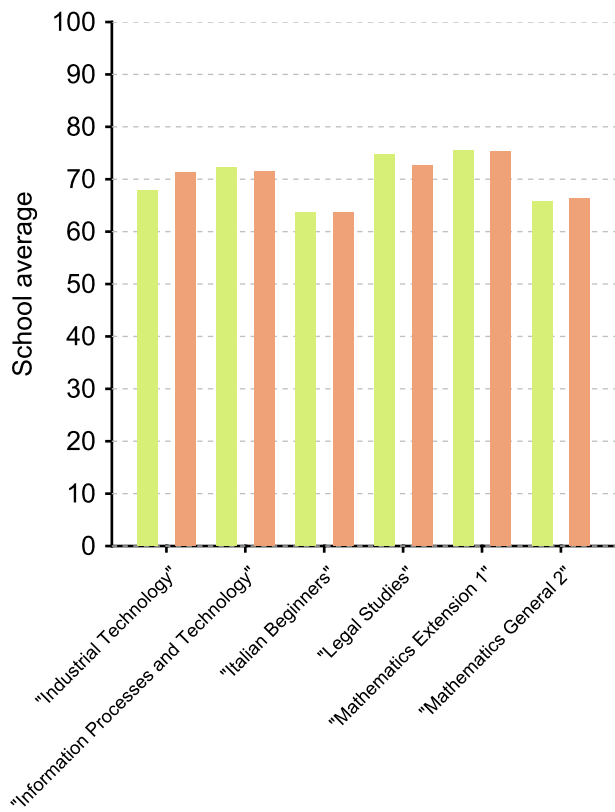
The performance of students in the HSC is reported in bands ranging from Band 1 (lowest) to Band 6 (highest). Students studied a range of courses across the spectrum of curriculum including ATAR eligible and non-ATAR eligible subjects.

The achievements at Bands 5 and 6 is comparable to previous years across most subjects. In 2016 we saw some significant growth within the PDHPE faculty with both Personal Development, Health and Physical Education and Community and Family Studies performing well above state average.

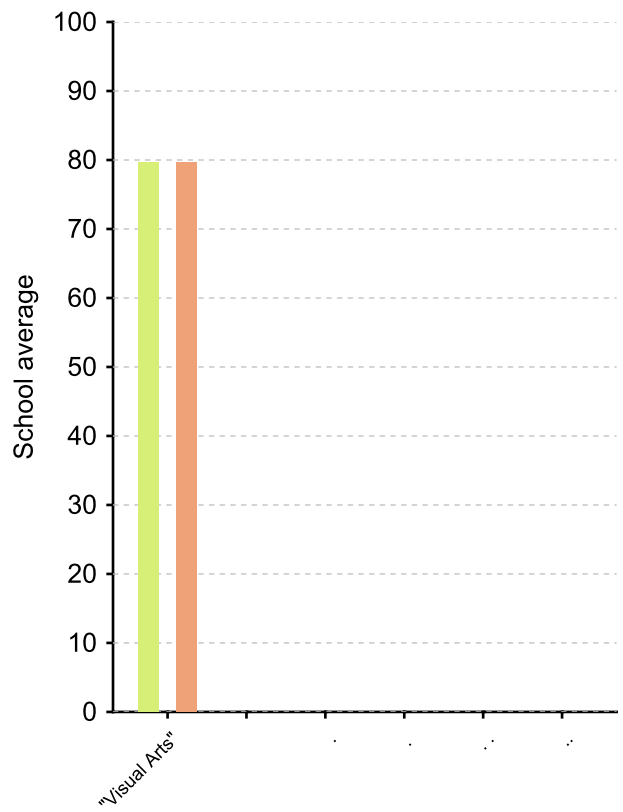
The following graphs show the average HSC score for subjects this year compared with the school average for the last three years.



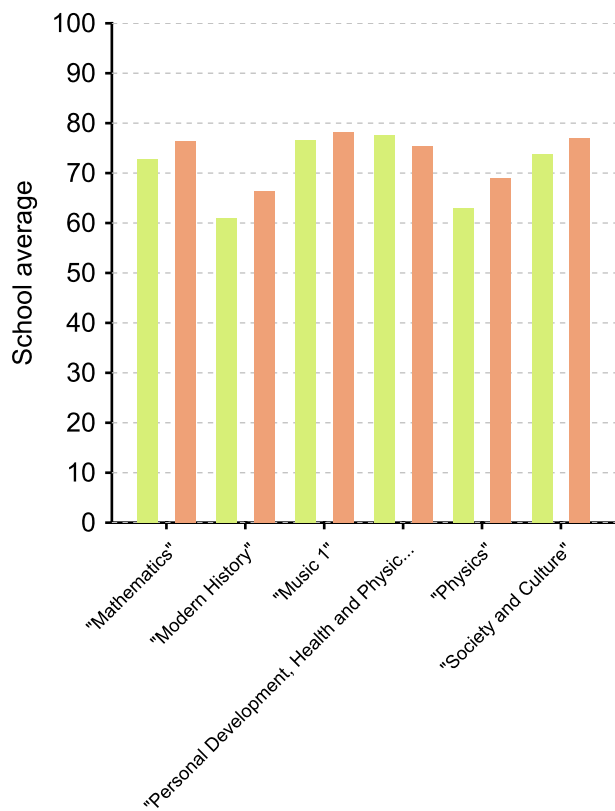
School 2016 School Average 2014-2016



■ School 2016
 ■ School Average 2014-2016



■ School 2016
 ■ School Average 2014-2016



■ School 2016
 ■ School Average 2014-2016

Parent/caregiver, student, teacher satisfaction

In 2016, the school sought the opinions of students, parents and community members using the Tell Them From Me (TTFM) student and parent survey. Their responses are presented below:

Students with a positive sense of belonging: Students feel accepted and valued by their peers and by others at the school. 76% of students in this school had a high sense of belonging. 75% of the girls and 77% of the boys in this school had a high sense of belonging. The NSW Govt norm for these years is 66%.

Students with positive relationships: Students have friends at school they can trust and who encourage them to make positive choices. In this school, 82% of students had positive relationships. The NSW Govt norm for these years is 78%. 84% of girls and 80% of boys in this school had positive relationships. The NSW Govt norm for girls is 80% and for boys is 76%.

Students that value schooling outcomes: Students believe that education will benefit them personally and economically, and will have a strong bearing on their future. 74% of students in this school valued school outcomes. The NSW Govt norm is 72%. 71% of the girls and 77% of the boys in this school valued school outcomes. The NSW Govt norm for girls is 72% and for boys is 73%.

Parents feel welcome and informed of their child's progress at Cecil Hills High School: 90% of parents agreed or strongly agreed with the statement 'I feel welcome at Cecil Hills High School'. 70% of parents feel informed of their child's progress at Cecil Hills High School. 85% of parents would recommend or highly recommend Cecil Hills High School to parents of primary school students.

Parents support through learning at home: Whilst parents offer high levels of encouragement for their child to perform well at school, only 50% of parents actively support student learning at home through conversations about homework, assessments and challenges faced in the classroom.

Policy requirements

Aboriginal education

Aboriginal Education programs continued to grow at Cecil Hills High School in 2016 with the continuation and introduction of a range of initiatives. Cecil Hills High School had 16 indigenous students identified for 2016. Three students in Year 7, two students in Year 8, three students in Year 9, six students in Year 10, one student in Year 11 and one student from the Special Education unit.

Cecil Hills High School continues to recognise Aboriginal people as the traditional custodians of the land through the inclusion of Acknowledgement of Country in all assemblies and formal settings. Personalised Learning Plans are created and reviewed annually in order to provide students and teachers with strong educational goals. These plans were designed in consultation with students, parents, the Learning and Support Teacher and the Aboriginal Education Coordinator (AEC). Data about each student was examined and analysed; this data was obtained through past and present school reports, NAPLAN results, Sentral entries, attendance levels and progress reports from staff. As part of the process, students were interviewed by the AEC and reflected on questions that helped them to set goals for their learning as well as devise plans to participate in extra-curricular activities such as sporting and leadership programs. The programs were then communicated to parents and classroom teachers and used in collaborative discussions with students to reflect on their progress.

The Norta Norta funding continued to allow for specialised support for junior Aboriginal students in the English program. The focus of this program is to provide learning assistance in the key area of literacy to improve educational outcomes. The benefits identified for most students who participated were the increase in engagement and attitude which in turn has led to the enhancement of their educational experiences.

Cecil Hills High School has recently become involved in the Australian Indigenous Mentoring Experience (AIME). This program helps to strengthen the links between high school students and universities. The aim of the program is to offer Aboriginal students the opportunity to finish high school and support them to be successful in the future, either through university, TAFE, apprenticeships etc. Each program focused on areas more pertinent to that particular year group. The Year 9 program concentrated on stepping out of their comfort zone. The Year 10 program focused on leadership and where to in the senior years of school. The senior program looked at the transition and connection to the next chapter of their life. The AIME program has introduced the notion of nominating AIME ambassadors from each school who will be a leader to other Aboriginal students within each school and will liaise with students about AIME days and goals.

Aboriginal students were offered and attended a number of initiatives and programs. Three indigenous students attended a combined Kari and Police Camp which focuses on strengthening the relationship

between indigenous youth and police. Students were nominated due to excellent attendance and consistent good behaviour at school. Any correspondence appropriate for opportunities for further education and careers were given to and discussed with the Careers Advisor by the Aboriginal Education Coordinator. Publicised on our Cecil Hills High School Moodle site, is a tab allocated for Aboriginal students where they can access information specifically for them.

Multicultural and anti-racism education

The NSW Department of Education 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 rich culturally inclusive community which contributes to the wonderful cultural tapestry of the school. The school's strong multicultural focus enables students to have a broad understanding and respect of the difference amongst people and cultures. The school aims to meet the learning needs of its students in a harmonious learning environment free from racism and bullying. It aims to develop in students the knowledge, skills and values of participation as active citizens in a democratic, multicultural society. Perspectives of multicultural education are embedded into teaching and learning programs across the curriculum in order to develop the knowledge, skills and attitudes particularly in relation to respect and tolerance between races and ethnic groups required for our culturally diverse society.

The school maintains up to date student data to complete reporting requirements and provide learning programs that meet the needs of its students who come from a wide range of backgrounds, including language backgrounds other than English. Every academic year, the school's Annual EAL/D Survey, exhibits a rise in the percentage of students from language backgrounds other than English (LBOTE) enrolled at the school 81.0% in 2015 to 81.9% in 2016.

These continuous rising LBOTE figures of the school are indicative for the need of a number of programs for its students one such as the English as an Additional Language or Dialect (EAL/D) program which aims to develop our EAL/D students for the future as successful global citizens by equipping them with the skills to be confident, critical and creative individuals who strive for academic excellence. The EAL/D program employed in the school is aimed to develop EAL/D students' English language competence and improve their learning outcomes throughout the curriculum to a level where they can fully participate in schooling and independently pursue further education and training. Furthermore areas such as anti-bullying, self-esteem, goal setting, team work, respecting others are all part of the program which will continue to foster tolerance and understanding within our culturally diverse learning community.

2016 saw fourteen dedicated, creative and enthusiastic Year 7 students participate in 'The Calendar for Cultural

Diversity 2016' Art competition for Years K–12. This competition aimed to celebrate our vast cultures and identities as well as foster intercultural understanding and community harmony. The theme for this year's calendar was 'Heritage'. With only this information to go by, these imaginative and motivated students produced a wide range of paintings, collages and mixed media artworks that celebrated their communal cultures and personal heritages. Out of the artworks that were submitted, we were lucky to have one artwork to be selected for inclusion in the NSW Department of Education publication – Cultural Diversity Calendar for 2017.

In 2016, the Diversity Team was created. The Diversity Team ensured the school maintains the values of understanding, compassion and empathy in our very diverse student population. At the school we have a culture where every school student feels valued and no students see themselves as an "outcast". The celebration of Refugee Week and International Day of People with a Disability aimed at increasing students' awareness, understanding and acceptance of our culturally diverse student population. The Positive Behaviour for Learning Team (PBL) focused on the explicit teaching of behaviour expectations and then rewarding students for meeting these expectations. This approach to behaviour management creates a safe multicultural positive learning environment in every classroom. Cecil Hills High School will continue to uphold the principles of multiculturalism by providing a disciplined, safe and caring environment that helps to shape our culturally diverse students into becoming successful and productive members of the community.

Other school programs

House Challenge

Our House System has continued to play a supportive role in fostering student involvement in all activities offered around the school, promote school spirit and provide further leadership opportunities for our students. Highlights of the 2016 program included;

- 800 plus students attending the Swimming and Athletics Carnivals with good participation in the pool and even better on the athletics track.
- Continuation of our peer support session as part of the Year 7 orientation to high school.
- Expansion of the lunchtime and house competitions, including the inclusion of the very popular FIFA Playstation competitions.

The Cecil Hills House Challenge continues to support student leadership opportunities and has again in 2016 amalgamated academic, sporting and extra-curricula activities across the school to enhance team and school spirit. Congratulations to our 2016 overall House Champions, the Whitlam Sharks.

CAPA

Our 20 Year Anniversary Visual Arts exhibition provided students, their families and the local community a display that showed the culmination of the creative activity of hundreds of students. The Visual Arts faculty also provided opportunities and encouraged students to participate in external workshops and exhibitions which helped build on student confidence, self-esteem and technical accomplishment. The following are some of the achievements for 2016;

- ART SMART workshops are an intensive four day art making workshop for talented Visual Art students to extend their art making practice across: painting, ceramic sculpture and print making mediums. Four students participate in this workshop, where places were limited to 50 across NSW.
- Operation Art is the premier state wide Visual Arts exhibition for students in NSW. It is a unique contemporary children's exhibition which encourages students to create artworks for children in hospital. Operation Art focuses on creating a positive environment to aid the healing and recovery process of young patients. The works of three of our successful and talented Year 7 artists were selected for their outstanding artworks.
- The World's Biggest Classroom is an exhibition that displays projects by the NSW public school students in public venues and promotes the outstanding annual showcase of visual arts talent across NSW public schools. An artwork from a Year 7 student was selected as the poster for 'The World's Biggest Classroom' – DREAM BIG.
- The Cultural Diversity Calendar Competition aims to celebrate our diverse cultures across the state. Fourteen Year 7 students participated in this competition and two were selected to have the artwork included in the 2017 Cultural Diversity Calendar. This will be distributed to all public

schools within NSW.

- Our extracurricular Drawing Class and Street Art class saw groups of students from Years 7 – 12 be guided through workshops that extended and perfected their creative talents and abilities. Their final works were exhibited at the school's annual exhibition.
- Our ongoing Gifted and Talented Art – Primary School Links program has proven a valuable experience for both the professional development of visiting primary staff, from Cecil Hills Public School and Bonnyrigg Heights Public School, as well as the many enthusiastic and talented students who have participated throughout the program.

Sport

Sport is an essential part of a student's development, physically, socially, emotionally and spiritually. Here at Cecil Hills High School we try to encourage and support all students in their sporting endeavours, whether individual or team sports. Students competed across numerous Combined High Schools (CHS) and numerous other external sporting competitions. We had many students excel in their sporting endeavours outside of school – competing in NSW and Australian championships. Highlights for 2016 included:

- a National Champion and State Championship silver medallist in Tennis
- two Regional Athletics Age Champions
- our school won two of the three carnivals – Zone Cross Country and Zone Athletics. We were second in the Zone Swimming Carnival
- 12 Zone Age Champions
- 3 Zone Blues Award winners
- 2 Regional KO Runners Up (Boys Tennis, U15 Girls Basketball)
- Opens Girls Soccer were Regional KO Champions
- 11 Premiers across the Year 7 & 8 Gala Days
- 16 Premiers across the Summer and Winter Grade Sport competitions
- our school was the Grade Sport Champion in 2016 (16 years in a row)
- our Yr7/8 Girls soccer team was runners-up in the WSW Cup

BYOD

Cecil Hills High School is in its second year of the successful BYOD policy. As technology continues to play an increasingly important role in education, we have responded to the various needs of our 21st century learners. Implementation has involved staff training which has been occurring within the Technology Team. Moodle faculty representatives have been trained at different stages of implementation so that they can employ their skills in further training all faculty members and provide continued support where needed. Both BYOD and Moodle simultaneously provide staff and students a platform to enhance the teaching and learning cycle.

A new initiative linked with Moodle is the integration of 'Turnitin' which has run for a full year at Cecil Hills High School with Years 7 and 11. In 2017, Turnitin will be available for use across all grades from 7–12. Students can submit their homework and assessment tasks online to identify the percentage of work which has been written in their own words. It will improve student understanding of the plagiarism policy and in turn, minimise the rate of plagiarism across the whole school.

MOL and Diary Program

The Management of Learning Program for Year 7 to Year 10 is now in its sixth year. 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. In 2015 the Year 8 to Year 10 program went online through the use of the school e-learning platform Moodle. This program has been continued and a senior MOL program developed that involved roll call teachers facilitating a range of lessons that focused on developing SMART goals, organisation, prioritisation, healthy eating and encouraging a healthy head space.

In 2016 we continued our mentored diary program with a total of thirteen students from Year 7 and Year 8, completing the program and developing skills to assist in managing time and improving their organisational skills to support their learning in the classroom.

Year 6 Transition

During 2016 the transition program was improved to encourage a more streamlined approach and further develop the collaboration and communal goals within our community of schools (Bonnyrigg Heights Public School, Cecil Hills Public School and Kemps Creek Public School).

Our Taste of High School sessions involve Cecil Hills High School staff visit partner primary schools to deliver 'high school style' lessons. Each primary school class took part in two lessons from a variety of different KLAs. The staff delivering these lessons were encouraged to deliver dynamic, practical (where possible) lessons that are a real example of what to expect from a high school lesson.

Our Orientation Day process was much more streamlined where only those enrolled to attend Cecil Hills High School participated in the Orientation Day. The day introduced the future cohort to the physical setting of the school grounds as well as the style of lessons experienced on a daily basis throughout high school life. The Orientation Day also provided an opportunity to introduce the new cohort to the our House Challenge.

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.

Conclusion

We would like to thank our excellent staff who all work tirelessly to make Cecil Hills High School an amazing school. I would once again like to thank Mr Paul Hickey and Ms Fleur Farah for their efforts in compiling this annual report. We would also like to thank the following staff members for their contributions to the annual report:

- Ms D Kalinski, Learning and Support Teacher
- Mrs A Verter, Head Teacher CAPA
- Mrs M Camilleri, School Administrative Officer
- Mrs E Crowe, School Administrative Officer
- Mrs L Dunn, School Administrative Manager
- Mrs M Reid, Careers Adviser
- Mrs J Green, Teacher Librarian
- Mrs M Rattos, EAL/D Teacher
- Ms M Scott, Deputy Principal
- Mr G Alfonsi, House Coordinator
- Ms Regan Schell, PD/H/PE Teacher
- Mr M Lane, Head Teacher PD/H/PE
- Ms B Vidot, PD/H/PE Teacher
- Mr B Condon, Sports Coordinator
- Mrs K Gianni, Maths Teacher
- Ms J Carter, English Teacher
- Ms K Sharma, Science Teacher
- Mr D Dawkins, Head Teacher TAS

As we begin our third decade, I look forward to working closely with our school community to build upon our successes for the future.

Mark Sutton

Principal

5 May 2017