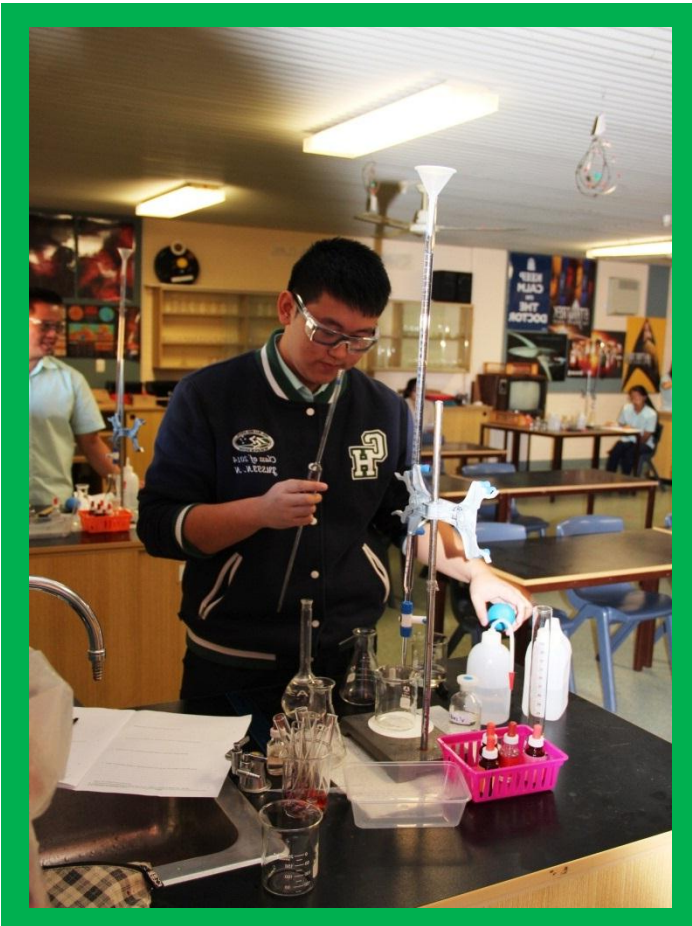




Education &
Communities

Cecil Hills High School Annual School Report 2014



8273

School context statement

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

Principal's Message

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

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

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

Our school endeavours to:

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

P&C Message

Our P&C is primarily a discussion group so that parents can better understand our school and have input, as parents, to contribute to Cecil Hills High School being a quality teaching and learning school. Discussions in 2014 included: HSC results, NAPLAN results, Year 6 transition to high school, Peer Mentoring and the Management of Learning.

Our parents were once again involved in school panels for the selection of staff. This is an

important function of any P&C so parents can have input in selecting the right applicant for their school.

Student Representative Council

The Student Representative Council (SRC) of 2014 consisted of eight Year 12 representatives, including School Captains, Vice Captains and 22 other students representing Years 7 to 11. The SRC has again proven to be an active unit in the school community which was demonstrated through many successful events organised by the SRC in 2014.

The SRC provides leadership opportunities and avenues for students to make suggestions, including for the use of SRC funds. In 2014, the SRC held a number of charity fundraisers including, *Jeans for Genes day*, *Shave for a Cure* and *40 Hour Famine*.



Other regular events included a school disco and selling roses on Valentine's Day. The SRC has also assisted in running and presenting at CHAMP (Cecil Hills Achievement Monitoring Plan) and Year assemblies throughout the year. The SRC has achieved success in the school area, however, it is clear that there are many opportunities for improvement and development for more effective community involvement.

In 2014 our senior SRC were given a chance to attend the World Vision Global Leaders Convention, where they worked collaboratively with other students on world poverty and other issues. This has proven to be an invaluable experience for our students.

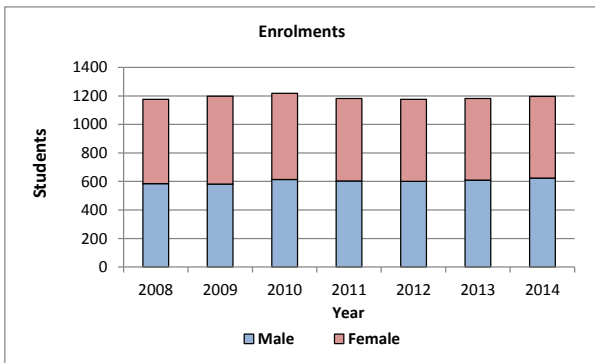
Through our SRC and House Captains Planning Day, our SRC leaders undertake a day of creating a plan for our incoming year ahead. The SRC will continue to perform to the best of their ability in 2015 by working closely with the staff and students of Cecil Hills High School. The SRC will have a focus in 2015 to use money from our in-school fundraising endeavours to improve school facilities for students and staff.

Student information

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

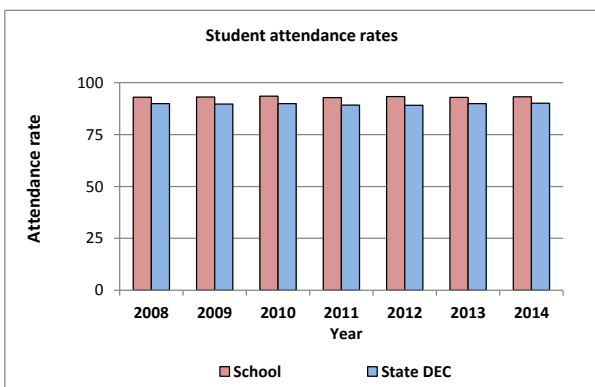
Student enrolment profile

Gender	2008	2009	2010	2011	2012	2013	2014
Male	585	582	613	604	601	609	624
Female	591	617	606	578	576	573	573



Student attendance profile

School	Year	2008	2009	2010	2011	2012	2013	2014
	7		94.8	95.7	95.6	95.5	95.6	94.9
8		93.2	94.1	93.9	94.5	93.7	94.9	
9		92.8	92.1	92.8	93.9	93.8	91.8	
10		92.8	93.2	90.7	92.3	91.8	92.3	
11		93.5	92.6	91.6	90.6	91.8	93.2	
12		91.6	93.6	92.7	93.7	91.2	92.0	
Total	93.0	93.1	93.5	92.8	93.3	93.0	93.2	
State DEC	7		92.3	92.6	92.5	92.4	93.2	93.3
	8		90.0	90.5	90.1	90.1	90.9	91.1
	9		88.8	89.1	88.8	88.7	89.4	89.7
	10		88.7	88.3	87.1	87.0	87.7	88.1
	11		89.4	89.1	87.6	87.6	88.3	88.8
	12		89.4	89.8	89.2	89.3	90.1	90.3
	Total	89.9	89.7	89.9	89.2	89.1	89.9	90.2



Post-school destinations

HSC 2014: 110 students (57%) received an offer/s of a place at university through the Universities Admission Centre (UAC) from the 193 cohort. Please note the UAC offer does not include students who requested that the offer not be released to the school.

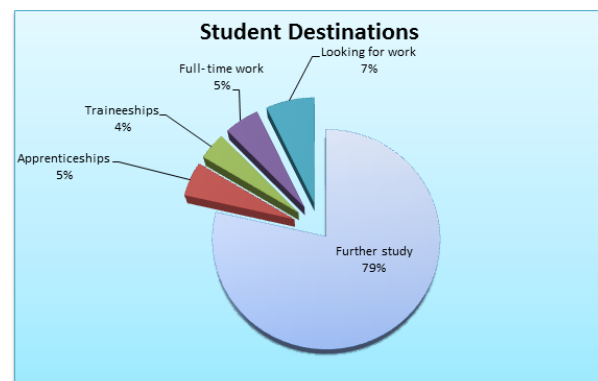
Cecil Hills High School received 98 responses (50.8%) to the Post School Destination Survey of Year 12 2014. Student responses collated from the Post School Destination Survey in February, indicate that:

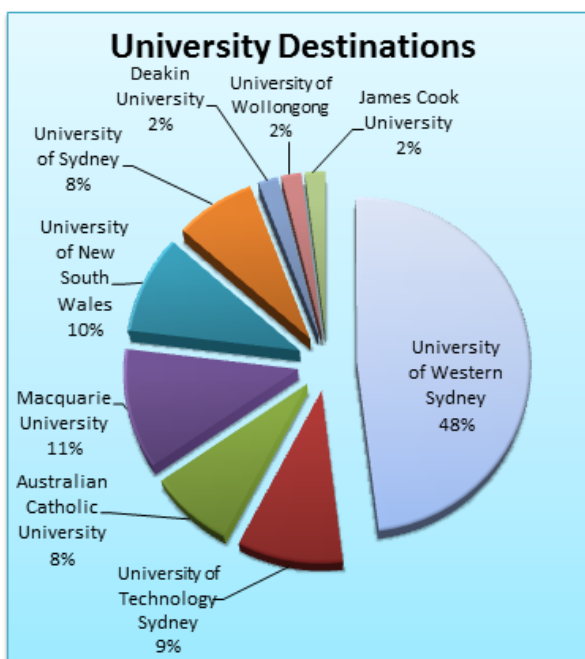
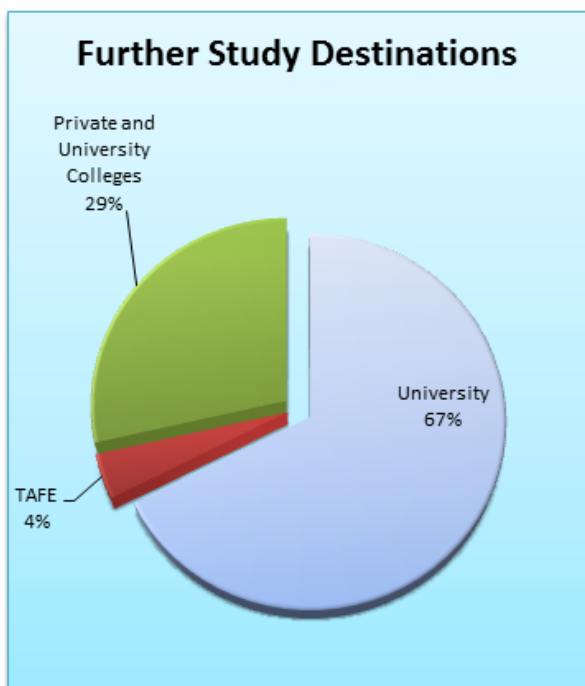
- 79% are undertaking further study
- 7% are looking for work
- 5% are undertaking full-time work
- 5% apprenticeship
- 4% traineeship

Post School destinations	Year 10	Year 11	Year 12
Seeking employment	1%	1%	7%
Employment	1%	3%	5%
TAFE/College entry	0	2%	4%
Apprenticeship	2%	2%	9%
University	0	0	57%
Other	2%	2%	0
Unknown	0	1%	18%

Year 12 students attaining HSC or equivalent Vocational educational qualification

In 2014, 97% of Year 12 students attained their HSC or equivalent vocational educational qualification.





Vocational Education Program (VET)

In 2014, 49.2% of the Year 12 cohort and 32.8% of the Year 11 cohort had undertaken a Vocational course or Trade Training as part of their HSC studies. This was either delivered at school, TAFE or through a Registered Training Organisation (RTO).

A total of 46 Year 12 students and 36 Year 11 students participated in the school-delivered VET course of Hospitality. Additionally, 20 Year 12 students participated in Information and Digital Technology. Seven staff members are currently

trained to deliver school-delivered VET courses at Cecil Hills High School.

Fifty two students (29 in Year 12 and 23 in Year 11) attended TVET courses at Miller, Liverpool, Wetherill Park, Richmond, Macquarie Fields, Mt Druitt, Kingswood and Campbelltown TAFE Colleges on Monday, Tuesday and Wednesday afternoons. Four students participated in a Skills Pathways for Youth (SPY) course at TAFE all day, or participated in a block delivery course during the school holidays. The range of courses included Animal Studies, Automotive (Mechanical), Automotive Mechanical (Light Vehicle), Jackaroo/Jillaroo, Media and Sound, Community Services (Child Studies), Construction (Carpentry), Electro Technology, Laboratory Skills, Media (Imaging and Video), Automotive (Panel/Paint combined), Tourism (Travel), Plumbing; Hairdressing, Beauty Therapy (Retail, Makeup and Skincare). Beauty Therapy (Nail Technology) and Financial Services which was undertaken through OTEN. Other school holiday block courses undertaken at the Whitehouse Institute included Fashion Visualisation, Style Visualisation and Interior Decoration Visualisation.

Nine students (eight in Year 12 and one in Year 11) participated in the Health Services Assistance course delivered by the Registered Training Organisation NSW Health (South Western Sydney) at Fairfield and Liverpool Hospitals. Two students participated in School-based Traineeships and four students in School-based Apprenticeships. This required one day a week in the workplace and one day a week at TAFE. Additionally, one student participated in a discrete course.

During Term One, 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.

Students undertaking school VET courses, Hospitality and Information and Digital Technology participated in work placements with the assistance of South West Connect in a variety of businesses within the local area and Sydney CBD. Hospitality work placements included St

Johns Park Bowling Club, Sydney South West Private Hospital, Rashays Restaurant, Il Vivo Italian Restaurant, Rashays on Macquarie, Quay West Sydney, Mantra Parramatta, De Vine Food and Wine and Liverpool Catholic Club. Information and Digital Technology work placements included Matrix IT, Inspire Community Service-IT Simulation and IT Hardware and Holy Spirit Primary School.

Year 10 and a number of Year 11 and Year 12 students participated in a continuous release work experience program in a wide range of



occupations within the local area and beyond. Students wanting Work Experience in the building and construction industry completed requirements for their white card by attending a mandatory induction course in Work Health and Safety at a Registered Training Organisation prior to their placement.

Workforce information

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

Workforce composition

Position	Number
Principal	1
Deputy Principal(s)	2
Head Teachers	14
Classroom Teacher(s)	54
Learning and Support Teacher(s)	1.6
Teacher Librarian	1.2
Teacher of ESL	1
School Counsellor	2
School Administrative and Support Staff	20
Total	96.8
Indigenous staff	1

Teacher qualifications

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

Qualifications	% of staff
Degree or Diploma	100
Postgraduate	10

Teacher Professional learning and teacher accreditation

Total expenditure on professional learning in 2014 was \$84 395.97.

The average expenditure on professional learning was \$1098 per teacher.

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

- Work Health and Safety annual update.
- Disability Standards for Education: NSW DEC.
- Code of Conduct training.
- Child Protection Update.
- Anaphylaxis e-learning (APTSS.)

Whole school professional learning to deliver on school priority areas included;

- School Development Days, Term one, two and three, 2014.
- Staff weekend conference 2014.

Targeted teachers involved in professional learning to deliver on school priority areas included:

- Creating Networks for Secondary Literacy Leaders.
- Introduction to the Literacy Continuum K-10 and Plan software.
- Embedding formative assessment across the curriculum.
- Syllabus PLUS Mathematics 7-10 Adobe Connect Series x 2.
- SyllabusPLUS Science Adobe Connect Series Three.
- MacICT: Good Game Design Workshop.
- Campbelltown/Liverpool School Library Network Conference.

Targeted teachers involved in professional learning to support teacher accreditation included learning about:

- Achieving Accreditation at Highly Accomplished and Lead.
- Supervising and mentoring teachers seeking accreditation at Proficient.
- Supervising and mentoring teachers.
- NSW Teacher Mentor Early Career Teacher Network.
- Professional mentoring.



Targeted teachers involved in professional learning to support implementation of educational reforms included learning about:

Professional growth through classroom observation and feedback.

- Supporting a new approach to school planning.
- Nationally consistent collection of data on school students with disability.

Professional learning on specific curriculum areas included learning about:

- DEC Teachers *AustSwim* Teacher of Swimming and Water Safety Certificate.
- Foundation Netball for NSW Teachers.
- Teaching Physical Activity to Students with Disabilities.
- VET School VET coordinators network.
- VET Local VET in Schools Committee.
- VET Network Meeting.
- Science Inquiry in Action.
- Science Network Meetings.
- Mathematics Head Teacher Western Network Meeting.



Targeted professional learning for student welfare and support included:

- School Counsellor Conference 2014.
- York Assessment of Reading for Comprehension.

Targeted professional learning for non-teachers included:

- Teacher Librarian and School Administrative Officers' (SAO) Conference.
- Diploma of Management.
- 2014 SAO Library Conference.
- Cert IV Training and Assessment
- Ultimo School Administration Reference Group Meeting

Teacher Accreditation 2014

New Scheme teachers working towards BOSTES accreditation	8
New Scheme teachers maintaining accreditation as proficient	21
Teachers seeking accreditation as High Accomplished to Lead	1
Teachers maintaining accreditation at Highly Accomplished and/or Lead	Nil

Beginning Teachers

In 2014, no beginning teachers were appointed permanently to the teaching staff.



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	30/11/2014
Income	\$
Balance brought forward	366842.47
Global funds	668789.88
Tied funds	693789.98
School and community sources	620289.42
Interest	15677.89
Trust receipts	132014.82
Canteen	0.00
Total income	2497404.46
Expenditure	
Teaching and learning	
Key learning areas	348153.45
Excursions	130625.97
Extracurricular dissections	191346.53
Library	17728.16
Training and development	28042.62
Tied funds	580332.33
Casual relief teachers	109411.98
Administration and office	241574.98
School-operated canteen	0.00
Utilities	135220.97
Maintenance	42780.81
Trust accounts	202103.69
Capital programs	0.00
Total expenditure	2027321.49
Balance carried forward	470082.97

A full copy of the school's 2014 financial statement is tabled at the annual general meetings of the School Council and/or the parent body. Further details concerning the statement can be obtained by contacting the school.

School performance 2014

Academic 2014

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 43.5 points compared to the State average growth of 45.3 points. Almost 58% of our students are achieving at or above expected growth in spelling, with 47% achieving proficiency standard (top two bands 8 and 9).

In the Reading test (comprehension), Year 7 had an average growth of 49 points compared to the state growth of 52.4 points. Over half of our students are achieving at or above expected growth in Reading, including 17.3% achieving proficiency standard (top two Bands 8 and 9).

In the Writing test, Year 7 had an average growth of 47.3 points compared to the State average growth of 26.8 points. 32% of students achieved writing results in the top three bands.



In the Grammar and Punctuation test, Year 7 had an average growth of 43.7 points compared to the State growth of 45.8 points. 23% of students achieved proficiency standard (top two bands 8 and 9) in this area.

Year 9 Literacy

Year 9 performed best in the Spelling test, with 49.7% reaching expected growth compared to the State average growth of 34.7%.

25.1% of students in Year 9 achieved proficiency standard (top two bands 9 and 10) for spelling. This is a very pleasing result.

In the writing test, 40.8% of our students achieved expected growth in, with over 25% achieving results in the top three bands.

In the Reading test (comprehension), Year 9 showed an average growth of 45.2 points compared to the State average growth of 39 points with 12.7% achieving proficiency standard (top two Bands 9 and 10). This is a very encouraging result as the school literacy program focused on comprehension reading this year.

In the grammar and punctuation results, with an average growth of 28.0 points compared to the state average of 25.1 points, 13.9% of students achieved proficiency standard (top two bands 9 and 10) in grammar and punctuation, an improved result from 2013.



Progress in numeracy

Year 7 Numeracy

Year 7 performed exceptionally well in the numeracy test, showing an average growth of 54.2 points compared to the State average growth of 53 points. 19.3% of students in Year 7 achieved proficiency standard (top two bands 8 and 9).

Year 9 Numeracy

Year 9 performed impressively in the numeracy test, showing an average growth of 51.1 points compared to the State average growth of 50 points and with 22.1% of students achieving proficiency standard (top two Bands 9 and 10).

Overall, achievements in literacy and numeracy across Years 7 and 9, there is a continued trend of outstanding numeracy results and improved results for spelling and reading.

Academic achievements

NAPLAN

In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10.

The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

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

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

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

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

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

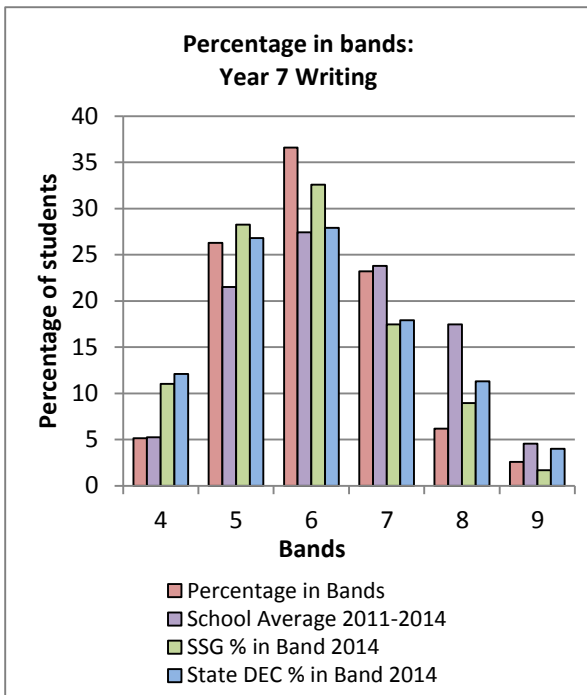
Click on the link <http://www.myschool.edu.au> and enter the school name in the *Find a school* and select *GO* to access the school data.

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

Year 7 NAPLAN Writing

	School	SSG	State DEC			
Average score, 2014	507.5	494.9	499.0			
Skill Band Distribution						
Band	4	5	6	7	8	9
Number in Band	10	51	71	45	12	5
Percentage in Bands	5.2	26.3	36.6	23.2	6.2	2.6
School Average 2011-2014	5.2	21.5	27.4	23.8	17.5	4.6
SSG % in Band 2014	11.0	28.2	32.6	17.5	9.0	1.7
State DEC % in Band 2014	12.1	26.8	27.9	17.9	11.3	4.0

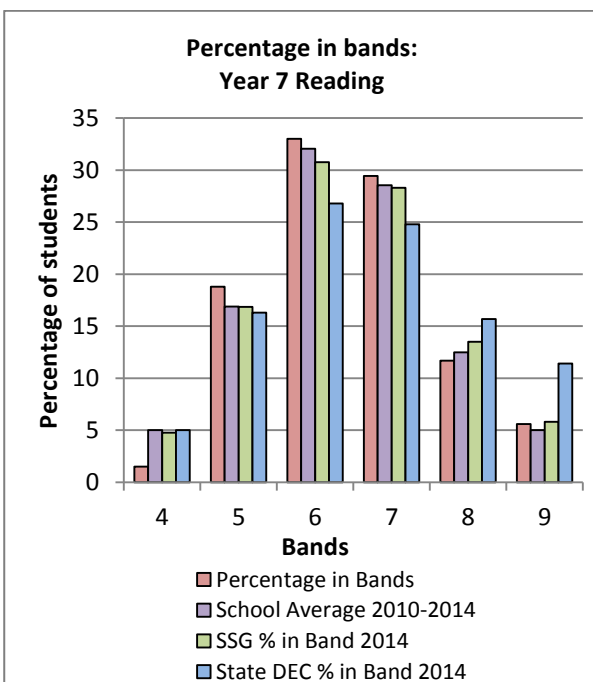




Notes: The 'Percentage in Bands' and 'School Average' columns are not shown where overall results are for less than 10 students.
State average band distributions do not include students who were exempted from the tests.

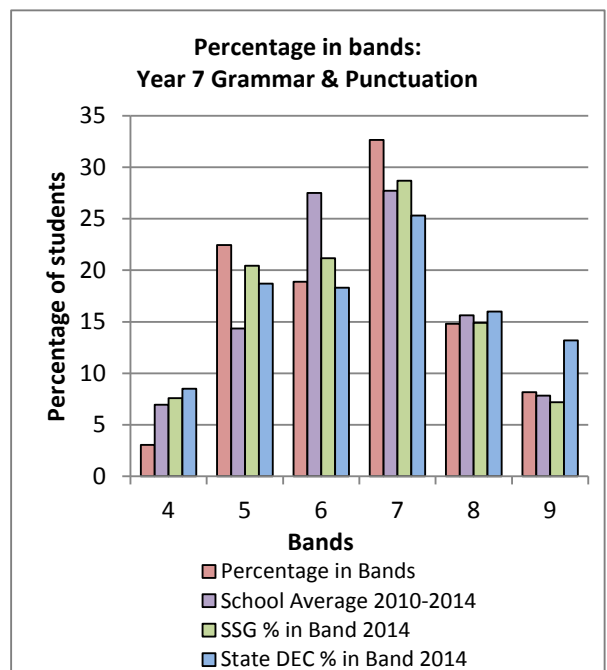
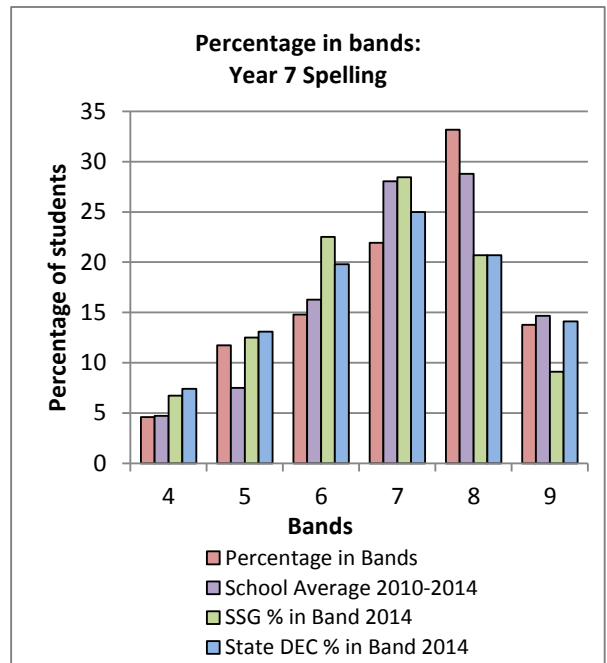
Year 7 NAPLAN Spelling

	School	SSG	State DEC			
Average score, 2014	558.7	538.9	545.1			
Skill Band Distribution						
Band	4	5	6	7	8	9
Number in Band	9	23	29	43	65	27
Percentage in Bands	4.6	11.7	14.8	21.9	33.2	13.8
School Average 2010-2014	4.7	7.5	16.3	28.1	28.8	14.7
SSG % in Band 2014	6.7	12.5	22.5	28.5	20.7	9.1
State DEC % in Band 2014	7.4	13.1	19.8	25.0	20.7	14.1



Year 7 NAPLAN Reading

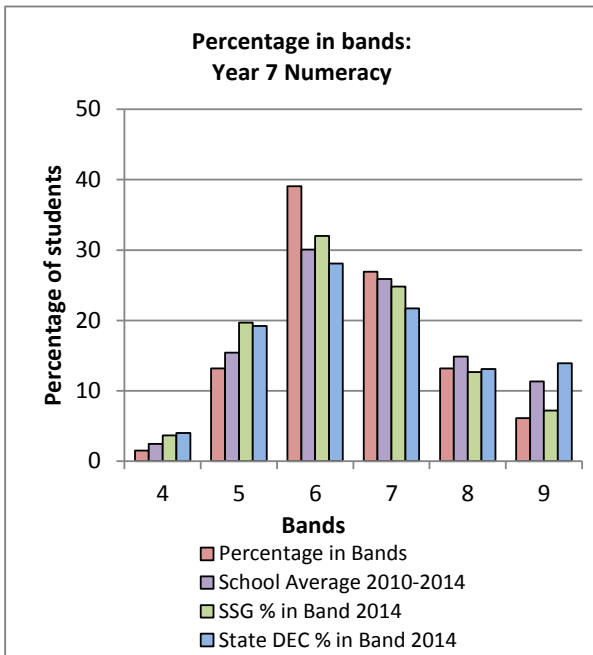
	School	SSG	State DEC			
Average score, 2014	527.3	528.0	538.9			
Skill Band Distribution						
Band	4	5	6	7	8	9
Number in Band	3	37	65	58	23	11
Percentage in Bands	1.5	18.8	33.0	29.4	11.7	5.6
School Average 2010-2014	5.0	16.9	32.1	28.5	12.5	5.0
SSG % in Band 2014	4.8	16.9	30.8	28.3	13.5	5.8
State DEC % in Band 2014	5.0	16.3	26.8	24.8	15.7	11.4



NAPLAN Year 7 – Numeracy

Year 7 NAPLAN Numeracy

	School	SSG	State DEC			
Average score, 2014	532.6	528.8	542.9			
Skill Band Distribution						
Band	4	5	6	7	8	9
Number in Band	3	26	77	53	26	12
Percentage in Bands	1.5	13.2	39.1	26.9	13.2	6.1
School Average 2010-2014	2.5	15.4	30.1	25.9	14.9	11.3
SSG % in Band 2014	3.7	19.7	32.0	24.8	12.7	7.2
State DEC % in Band 2014	4.0	19.2	28.1	21.7	13.1	13.9



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

Year 9 NAPLAN Reading

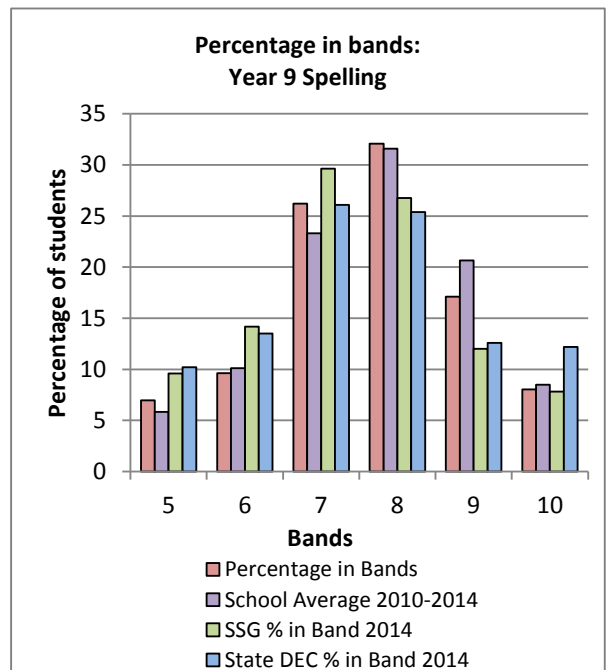
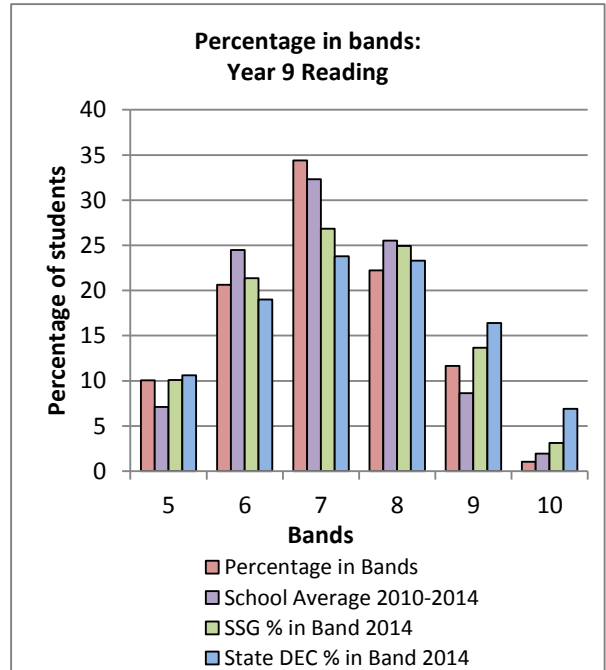
	School	SSG	State DEC			
Average score, 2014	559.3	565.3	575.0			
Skill Band Distribution						
Band	5	6	7	8	9	10
Number in Band	19	39	65	42	22	2
Percentage in Bands	10.1	20.6	34.4	22.2	11.6	1.1
School Average 2010-2014	7.1	24.5	32.3	25.5	8.6	1.9
SSG % in Band 2014	10.1	21.4	26.8	24.9	13.6	3.1
State DEC % in Band 2014	10.6	19.0	23.8	23.3	16.4	6.9

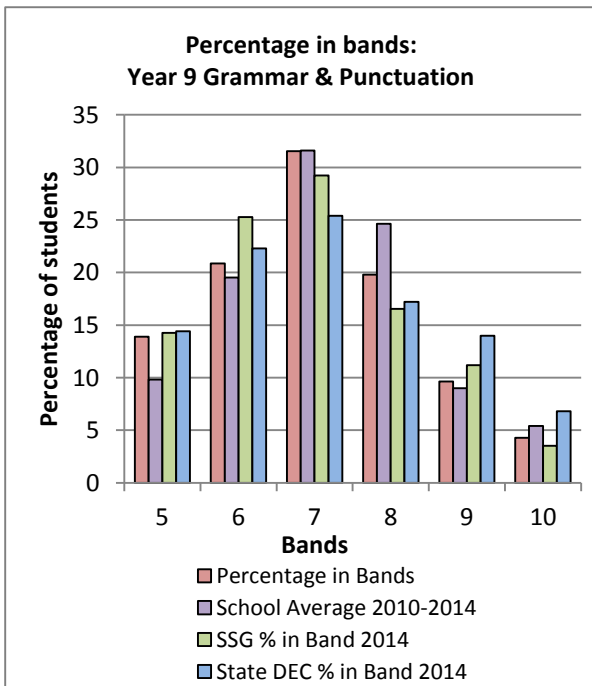
Year 9 NAPLAN Spelling

	School	SSG	State DEC			
Average score, 2014	589.9	575.2	582.1			
Skill Band Distribution						
Band	5	6	7	8	9	10
Number in Band	13	18	49	60	32	15
Percentage in Bands	7.0	9.6	26.2	32.1	17.1	8.0
School Average 2010-2014	5.8	10.1	23.3	31.6	20.7	8.5
SSG % in Band 2014	9.6	14.2	29.6	26.8	12.0	7.8
State DEC % in Band 2014	10.2	13.5	26.1	25.4	12.6	12.2

Year 9 NAPLAN Grammar and Punctuation

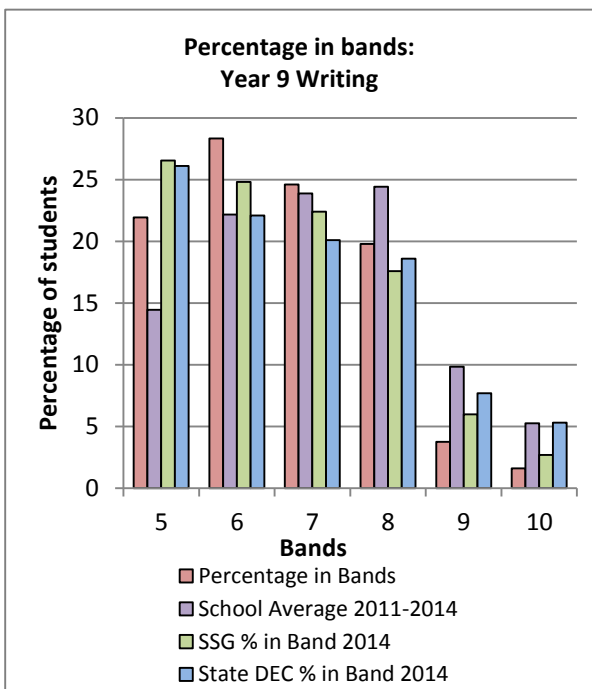
	School	SSG	State DEC			
Average score, 2014	562.4	556.2	566.5			
Skill Band Distribution						
Band	5	6	7	8	9	10
Number in Band	26	39	59	37	18	8
Percentage in Bands	13.9	20.9	31.6	19.8	9.6	4.3
School Average 2010-2014	9.8	19.5	31.6	24.6	9.0	5.4
SSG % in Band 2014	14.3	25.3	29.2	16.5	11.2	3.5
State DEC % in Band 2014	14.4	22.3	25.4	17.2	14.0	6.8





Year 9 NAPLAN Writing

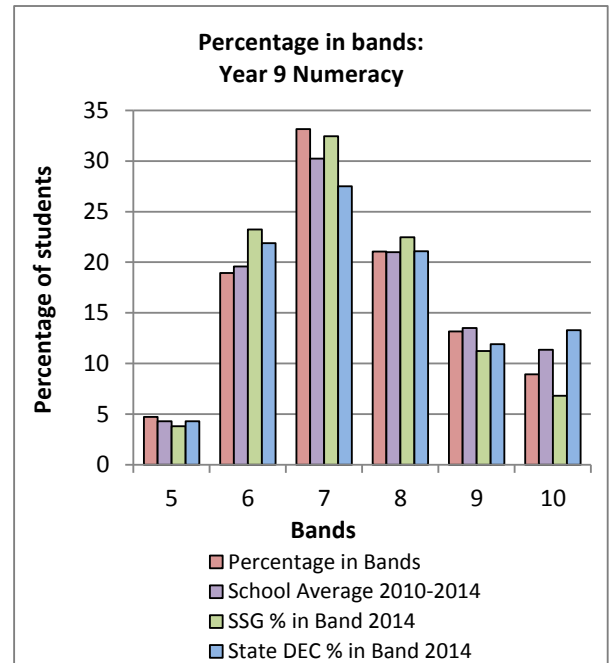
	School	SSG	State DEC			
Average score, 2014	527.2	523.0	530.2			
Skill Band Distribution						
Band	5	6	7	8	9	10
Number in Band	41	53	46	37	7	3
Percentage in Bands	21.9	28.3	24.6	19.8	3.7	1.6
School Average 2011-2014	14.4	22.2	23.9	24.4	9.8	5.3
SSG % in Band 2014	26.5	24.8	22.4	17.6	6.0	2.7
State DEC % in Band 2014	26.1	22.1	20.1	18.6	7.7	5.3



NAPLAN Year 9 – Numeracy

Year 9 NAPLAN Numeracy

	School	SSG	State DEC			
Average score, 2014	580.7	573.8	587.8			
Skill Band Distribution						
Band	5	6	7	8	9	10
Number in Band	9	36	63	40	25	17
Percentage in Bands	4.7	19.0	33.2	21.1	13.2	9.0
School Average 2010-2014	4.3	19.6	30.2	21.0	13.5	11.4
SSG % in Band 2014	3.8	23.2	32.4	22.5	11.2	6.8
State DEC % in Band 2014	4.3	21.9	27.5	21.1	11.9	13.3

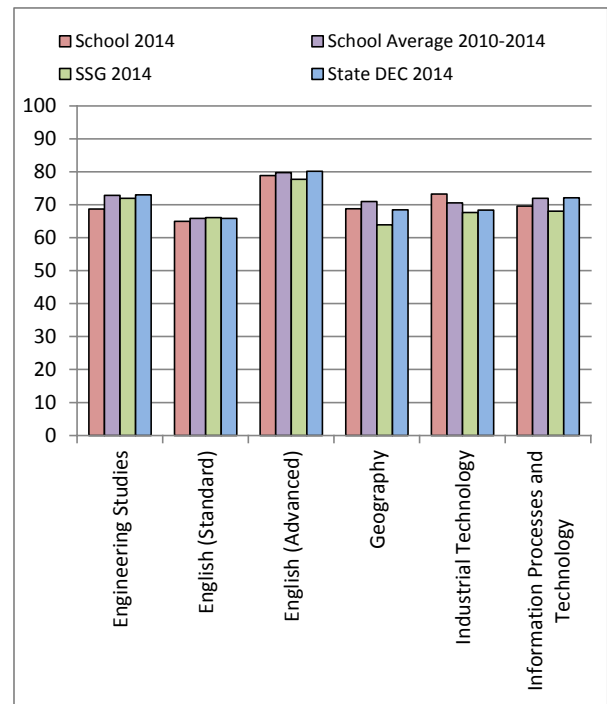
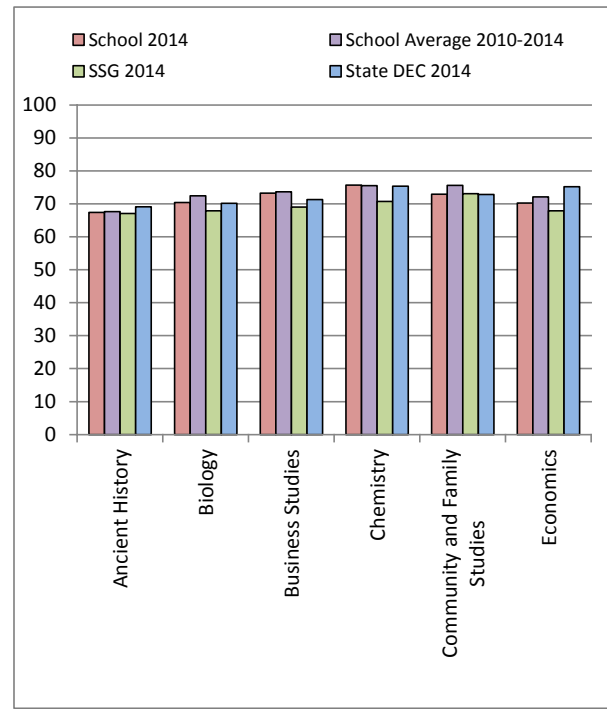


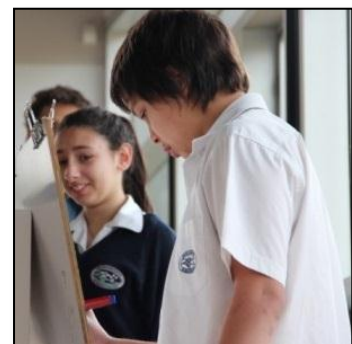
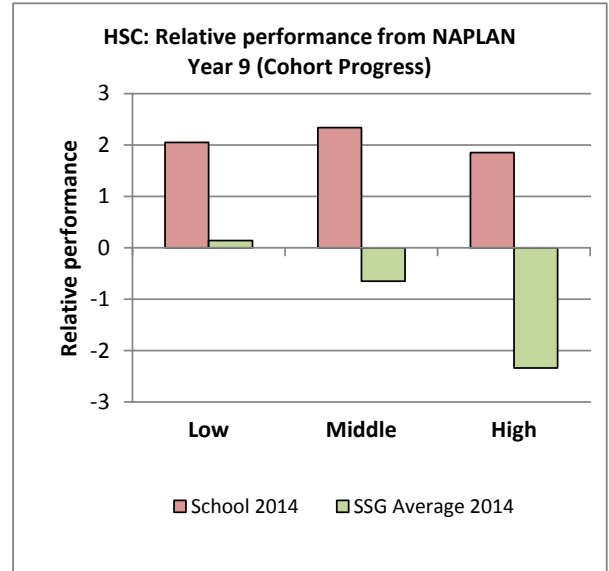
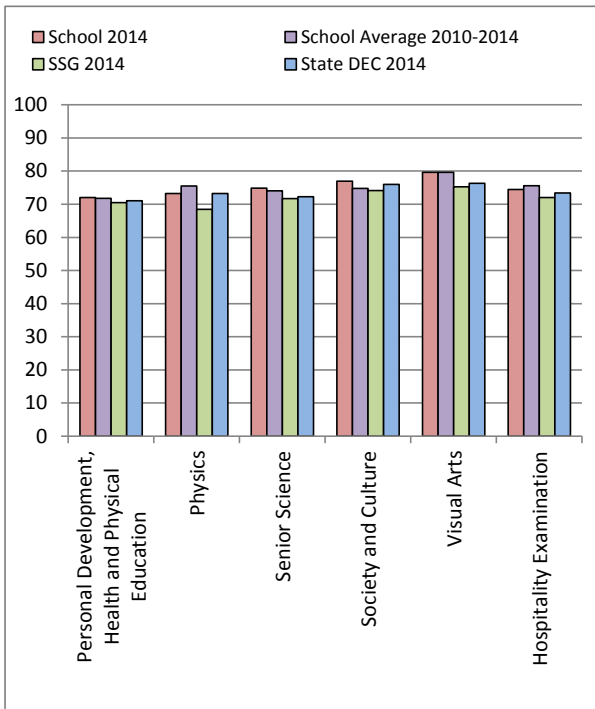
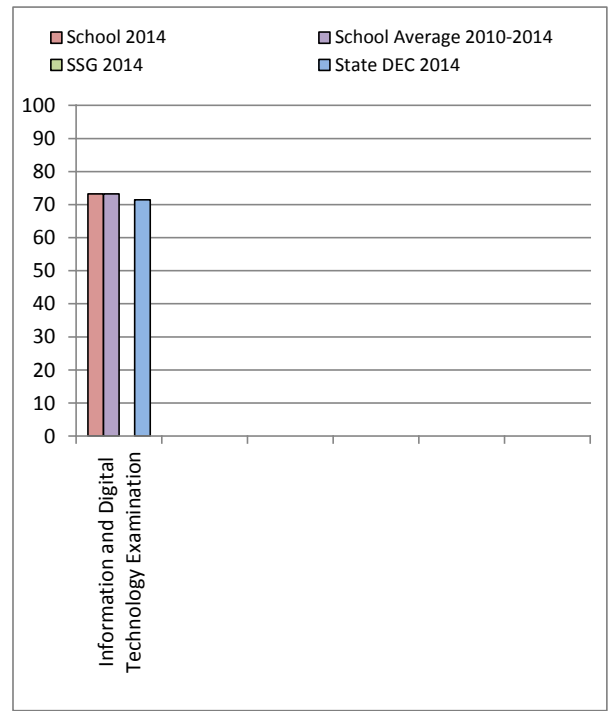
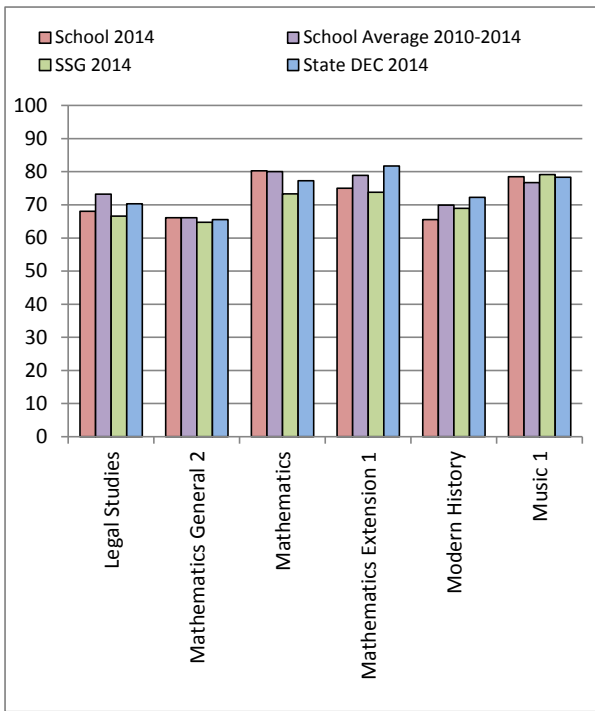
Higher School Certificate (HSC)

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



Course	School 2014	School Average 2010-2014	SSG 2014	State DEC 2014
Ancient History	67.4	67.7	67.1	69.1
Biology	70.5	72.4	67.9	70.2
Business Studies	73.3	73.7	69.0	71.4
Chemistry	75.7	75.5	70.7	75.4
Community and Family Studies	72.9	75.7	73.1	72.8
Economics	70.2	72.1	67.9	75.2
Engineering Studies	68.7	72.9	72.0	73.0
English (Standard)	65.0	65.9	66.1	65.9
English (Advanced)	78.9	79.8	77.7	80.1
Geography	68.8	71.0	63.9	68.4
Industrial Technology	73.3	70.6	67.7	68.4
Information Processes and Technology	69.6	72.0	68.0	72.1
Legal Studies	68.1	73.3	66.6	70.4
Mathematics General 2	66.1	66.1	64.7	65.5
Mathematics	80.3	80.0	73.3	77.3
Mathematics Extension 1	75.1	78.9	73.8	81.8
Modern History	65.5	69.9	68.9	72.2
Music 1	78.5	76.7	79.1	78.3
Personal Development, Health and Physical Education	72.0	71.8	70.5	71.1
Physics	73.2	75.5	68.5	73.2
Senior Science	74.9	74.0	71.7	72.2
Society and Culture	77.0	74.8	74.1	76.0
Visual Arts	79.6	79.6	75.2	76.4
Hospitality Examination	74.5	75.6	72.0	73.4
Information and Digital Technology Examination	73.2	73.2	N/A	71.4





HSC: Relative performance from NAPLAN Year 9 (Cohort Progress)

Performance Band	Low	Middle	High
School 2014	2.1	2.3	1.9
SSG Average 2014	0.1	-0.6	-2.3

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

Other achievements

Arts

The Visual Arts faculty has initiated further developments of key quality teaching aspects in 2014. Staff are confident knowing their students and differentiating within the classroom. Formative assessment is ongoing where core skills are acknowledged and monitored to achieve outcomes in both practical and written activities. The evidence is demonstrated through classroom engagement. Year 7 exhibited expressive portraits at the Liverpool Catholic Club. Alexander Srsa of Year 12 had his Body of Work chosen for the *Next* exhibition at Casula Powerhouse. The culmination of the year was the school exhibition with works from every Year 7 student and every elective student in Visual Arts.



Music

2014 was a big year for Music at Cecil Hills High School. Stage 4, 5 and 6 programs in Music continued to offer students the opportunity to develop their music skills, be involved in ensemble work and perform in front of an audience. Students were also given the opportunity to perform at year assemblies, CHAMP assemblies and Recognition evening.



Year 12 Music 1

2014 was another successful year for our HSC Music 1 students with nine students achieving a Band 5 and one student achieving a Band 6 in the course. Darien Engler was also recognised in the 2014 HSC Music 1 Distinguished List for his Viva Voce. The Year 12 Music class also celebrated their achievements with an end of year concert for their parents and peers. Items performed at

the concert included pieces by The Eagles, Beyoncé, Chuck Berry and many more.

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

Students received:

- Tips from experienced HSC markers and a booklet covering all aspects of the HSC Music Course including marking guidelines.
- A checklist – what to do, when to do it.
- Help in choosing their options and preparing for the practical and aural exam.
- The opportunity to perform, see performances and a Viva Voce in action.

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

ENCORE at the Sydney Opera House

At the beginning of the Year, Music students including Year 11, Year 12 and orchestra students attended *Encore* at the Sydney Opera House.



Encore is a program of outstanding performances and compositions by students from the Higher School Certificate Music examinations. Students enjoyed attending this excursion and gained an insight into developing their musical skills through performance.

Bring It On! Festival School Challenge 2014

At the beginning of Term 1, Year 10 music students participated in the *Bring It On! Festival School Challenge* at Fairfield Showground. Jeremy Cicchitelli, Berkan Yuksel,



Michael Vodnik, Aaron Liu and Harley Whales were given the opportunity to perform on stage, alongside high schools from around the region.

The boys, also known as *The Sergeants*, performed the popular rock song, *Are you gonna be my girl?* by *Jet*. They wowed the audience and the judges with their personal expression, stage presence and professional attitude.

The Sergeants also shared the stage with *X Factor* winner Reece Mastin. Overall, it was a very successful day and the boys had the chance to work as a team, grow in confidence and share their passion of music in front of a big audience.

Battle of the Bands

In Term Two, Cecil Hills High School students were given the opportunity to enter in our very own Battle of the Bands Competition! This occurred during lunch times each Wednesday.



The competition gave all students the chance to enter and perform in front of their peers. Students performed covers of their favourite songs alongside their own compositions. This occurred over a number of weeks throughout the term. At the end, audience members voted for their favourite band with the winner announced in the Grand Final. The winners of Cecil Hills High School Battle of the Band were Cathy Diep, Elizabeth Bryce and Jerome Santos with their band titled *Loud Whispers*. Congratulations to all participants who were involved in the event.

String Ensemble

The Cecil Hills High School String Ensemble program is designed to allow students from any year to learn how to



play a stringed instrument. Rehearsals were held every Tuesday after school. Students continued to improve their instrumental skills learning a whole range of repertoire including *Yesterday* (The Beatles), *Love is Easy* (McFly), *Beat it* (Michael Jackson) and many more.

Showcase Night

At the end of 2014, our school held its annual Showcase Night at the end of 2014, we held our annual Cecil Hills High School Showcase.

The event showcased the many talents of our students in

the performing arts, with over 100 students participating in the event. It involved many months of

planning and rehearsing during and after school hours. The students were

enthusiastic, highly motivated and worked very hard on their items. These items included music, dance and drama. The show was presented over two days. The first show was held in the evening for families of the students involved. The following day the students were given another opportunity to perform in front of their peers and teachers. A special thanks to Mr Bowen for performing brilliantly in his last performance!

The Special Education Unit was amazing performing their music item. Their confidence and enthusiasm was a great addition to the Cecil Showcase.



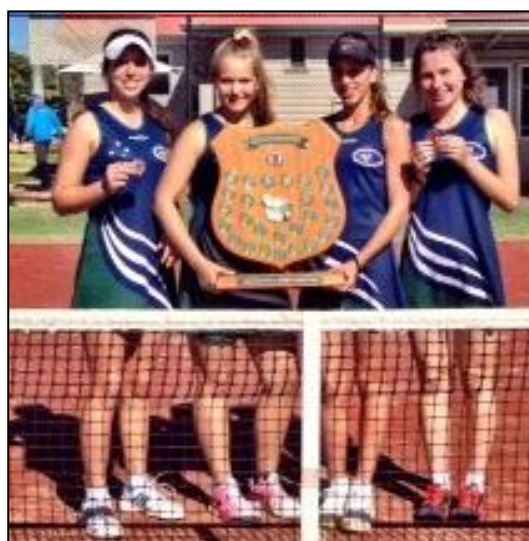
2014 was also a successful year for our dance students. Ms Gianni continued running the dance group during sport. All their hard work definitely paid off, with their memorable moves and amazing shining outfits.



Lachlan Ringrose won a Gold medal in the 12 years Boys Hammer Throw at the NSW All Schools Athletics Championships recently. He also finished 6th in the Shot Put. Congratulations Lachlan on your outstanding achievement - a true State Champion.

Huge congratulations to our Girls Tennis team for being crowned Regional Champions with their win against Westfield Sports High School. The girls then qualified for the Floris Conway Cup CHS (KO) Tennis finals.

At the NSW CHS Floris Conway Cup KO Finals, the girls obliterated all opposition and were deservedly crowned State Champions winning



Sport

2014 has been a very hectic and highly rewarding year for Cecil Hills High School on the sporting fields.

Sport is an essential part of a student's development, physically, socially, emotionally and spiritually. Here at Cecil Hills High School we try to encourage and support all students in their sporting endeavours, whether individual or team sports.

In 2014, we can boast eight Zone Age Champions, five Zone Blues Award winners, two Regional knock out (KO) champion winning teams, five State Championship silver medallists, an individual State Champion, a team State Champion, a CHS (Combined High Schools) Blue winner, two National Championships referees and a double National Champion. All of this is very impressive.

the Gold Medal with victory over Hunter Sports High School in the final. This is the first time Cecil Hills High School has won a CHS KO competition. This follows on from the Bronze medal they won last year.

Huge congratulations to our Girls Tennis team for placing 4th at the School Sport Australia National Schools Tennis Challenge in Albury. This is the first time Cecil Hills HS has competed at a School Sport Australia National Championship. This follows on from the Gold medal the girls won earlier this year in the CHS State KO Championships.



After winning their first four pool matches they came up against the favourites in Meriden School to determine the top position in the group. Unfortunately, they were outplayed to finish second in the group. In the semi-final they battled hard but succumbed to Pymble Ladies College. In the play-off for 3rd and 4th the girls fought all the way but went down to last year's champions, Maribyrnong College.

We are very proud of their efforts. Congratulations to the team of Alexandra Bozovic, Tatjana Bozovic, Mirjana Strbac and Natalija Todorovic.

Jamie-Lee Worsnop became a National Lawn Bowls Champion at the U18 Girls Australian Open.

Jamie-Lee Worsnop etched her name into the record books after claiming a maiden Australian Indoor Bowls Championships crown, becoming the youngest ever winner of the event in either gender.



Jamie-Lee Worsnop received a prestigious NSW CHS Blue in the sport of Lawn Bowls at the annual NSW CHS Blues Awards ceremony last week. Jamie-Lee has excelled in her chosen sport all through high school and this award is a just reward for her skill, determination, sportsmanship and leadership on and off the greens. Congratulations on your outstanding Lawn Bowls career in high school. We are very proud of your achievements.

School carnivals

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



were awesome. Many records were broken in swimming and athletics.

Our champions in 2014:

- Swimming, Whitlam
- Cross Country, Whitlam
- Athletics, Chisholm
- Sporting House Champion , Whitlam



Zone Carnivals

In 2014, we won the Zone Swimming and Zone Cross Country trophies and placed third in Zone Athletics.

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 370 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 five age champions and



we had 12 of our 17 relay teams qualify for the Regional championships.

Congratulations to our Zone Age Champions:

Clare Jackson (13 years Girls), Amanda Pham (16 years Girls), Todor Jovanovic (12 years Boys), Thomas Thai (16 years Boys), Adam Jovanovic (17+ years Boys).





Cross Country

A tremendous team effort saw us retain the cross country championships. We won the Girls Points score, Boys Points score and the Overall Points Score by 200 points.

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

We had three Age Champions, we won seven teams events.

Our outstanding results are listed below:

- Elizabeth Bryce 17 years Girls Age Champion
- Georgia Stjelja 18+ years Girls Age Champion
- Adrian Ferreira 14 years Boys Age Champion

Athletics

Our two days of intense competition we finished second in the Girls Points score and third in the Overall Points score. Individual highlights included:

Bernera Zone Gala Days

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

In the Year 7 competition, we won one pool and were runners-up in one pool.



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

Bernera Zone Grade Sport

In the Winter Grade competition, we achieved considerable success with eight teams qualifying for the finals. Five were premiers and three were runners up.

In the Summer Grade competition, we again performed extremely well with twelve teams qualifying for the finals. Nine were Premiers and three were runners up.



Cecil Hills High School was the Grade Sport Champion in 2014 (15 years in a row).

Regional Carnivals

In Swimming, 34 students represented at Regional Championships.

Thomas Thai qualified for State Championships (16 years Boys 100m backstroke), Adam Jovanovic (17 years Boys 100m Breaststroke) and our 16 years Boys 4 x 50m Relay team (Thomas Thai, Morgan Sillis, Luka Cubrilo, Nathan Walker) finished third and qualified for the CHS State Championships.

In Cross Country, 30 students competed at Regional Championships.

Our standout performers were:

- Tatjana Bozovic (17 years Girls) – 12th
- Elizabeth Bryce (17 years Girls) – 11th
- Georgia Stjelja (18 years Girls) – 5th

In Athletics, 29 students represented Bernera Zone at the Regional Championships. Our standout performers were:

Rebecca Brett	2nd in 15 years Girls 100m 200m High Jump, Long Jump
Samantha Nance-Palmer	2nd in 14 years Girls 400m
Jennifer Hong	3rd in 14 years Girls 200m Long Jump
15 years Girls 4 x 100m Relay	3rd
Jordan Scully	4th in 13yrs Girls Long Jump
Elizabeth Bryce	5th in 17+ Girls 1500m
Lachlan Ringrose	5th in 12 years Boys Shot Put
Kevin Tran	5th in 16 years Boys Discus
Natalija Todorovic	6th in 15 years Girls Shot Put 7th in Discus
Austin Khannara	6th in 16 years Boys High Jump 7th in 400m 8th in Long Jump
Luka Cubrilo	6th in 16 years Boys High Jump
17+ Boys 4 x 100m Relay	6th
Georgia Arena	8th in 16 years Girls 1500m
Morgan Sillis	8th in 16 years Boys 800m
Jordan Grant	8th in Boys Pentathlon

Bernera Zone Representatives

One hundred and sixty six students from our school represented Bernera Zone across 11 different sports in 2014. Many of our students were multiple representatives.

Zone Blues Winners



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

Jessica Doorey	Basketball
Natalija Todorovic	Tennis
Morgan Sillis	Water Polo
Rebecca Brett	Athletics, U16 Touch
Georgia Stjelja	Cross Country Netball 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.

Sydney South West (SSW) Regional Representatives

Seventeen students represented SSW Region in 2014 at NSW Combined High Schools Championships.

Our tennis players were our most successful:

- Tatjana Bozovic won a silver medal in the Opens Girls Doubles event at CHS Individual Tennis Championship. Andre De Oliveira won a silver medal in the U15 Boys Doubles event.
- Alexandra Bozovic and Natalija Todorovic were star members of the silver medal winning Sydney South West Girls Tennis team at the CHS Championships. Alexandra was selected in the CHS merit team.
- Andre De Oliviera was a star member of the silver medal winning Sydney South West Boys Tennis team at the CHS Championships. Andre was selected as player six in the CHS Merit team.

CHS Representatives

Jamie-Lee Worsnop represented NSW CHS in 2014.

NSW Representatives

Jamie-Lee Worsnop represented NSW at National Championships in 2014.

Tyler Aplitt and Daniel Kustec refereed at the U15 National Touch Champs.

Australian Representatives

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

Jamie-Lee Worsnop Gold medal in U18 Australian Opens singles lawn bowls Championship and Gold medal in the Opens Australian Indoor Bowls Championship (the youngest ever winner of the event) - qualifying for World Cup in 2015.

CHS Knockout Competitions

In 2014 we competed in many state-wide knockout competitions and achieved great success.



Our students gained valuable experience by competing in these competitions.

Opens Boys Basketball	Regional Champions
Girls Tennis	Regional Champions
Boys Soccer	Regional finalists
Boys Tennis	Regional finalists
Boys' Water Polo	Third
U1 Boys' Water Polo	Third
Girls Water Polo	Third

CHS Knockout Results

Girls Tennis	Gold Medal
Opens Boys Basketball	Round of 20

Futsal

14 years Boys - Regional Winners

14 years, 16 years, 19 years boys and 16 years girls competed at State Championships. The 14 and 16 years Boys and 16 years Girls teams made the State Quarter-finals.

AFL

Giants Cup – U14, U16 and Opens competitions;
U15 years Girls were Regional Champions.

Oz Tag

Year 7/8 Boys were winners in Greater West Junior Oz Tag Gala Day

Year 7/8 Girls were runners-up in Greater West Junior Oz Tag Gala Day

Western Sydney Wanderers Cup

Girls team made the semi-finals.



Equestrian

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

Support Unit

Huge congratulations to Mr Brookfield and his team of superstars from the Support Unit for their outstanding efforts in participating in many



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

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



NSW Premier's Sporting Challenge Medal

The winner of the 2014 NSW Premier's Sporting Challenge Medal is Natalija Todorovic.

Junior Sportsperson of the Year

Female

Our first Junior Sportswoman of the Year in 2014 is Kristy Bonanno.

Our second Junior Sportswoman of the Year in 2014 is Melissa Acampora.

Our third Junior Sportswoman of the Year in 2014 is Rebecca Brett.

Male

Our Junior Sportsman of the Year in 2014 is Morgan Sillis.

Senior Sportspersons of the Year

Female

Our Senior Sportswoman of the Year in 2014 is Elizabeth Bryce (fifth year in a row).

Male

Our Senior Sportsman of the Year in 2014 is Austin Khannara.

House Challenge

2014 represented the sixth year of our revamped House System that has continued to play a *significant* role in fostering student involvement in all the activities offered around the school, promote school spirit and provide further leadership opportunities for our students.

House elections in December 2014 saw 43 students nominate and present speeches for 16 House Leadership positions, with the successful candidates being:

Chisholm

Anthony Nguyen, Elizabeth Bryce, Danijel Cosic, Kristina Nguyen.

Goolagong

Brandon Voraboud, Aleksandra Damjanovic, Morgan Sillis, Chanice Sairlao.

Hollows

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

Whitlam

Junior Jintanaroj, Natalie Talese, Harley Whales, Annalise Ferreira.

Our 2014 House Challenge winners for each area of competition were:

Academic Area Chisholm Crocs

Sporting Area Chisholm Crocs

Extra-Curricular Area Whitlam Sharks

OVERALL House Champions

Chisholm Crocs



Highlights throughout the year included:

Eight hundred plus students at the Swimming and Athletics Carnivals with good participation in the pool and even better 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. House war cries still remain an entrenched part of our day with Goolagong and Hollows 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 a water balloon relay and tug-of-war in House groups that contributed points towards the challenge.

2014 saw the continuation of the lunchtime competitions. Students competed in a Soccer World Cup, Family Feud, Year 8 Sport and the Premier's Reading Challenge. Students also participated in lunchtime study sessions to prepare for yearly exams with all events well attended.

From the **House Challenge Scoreboard** we have seen:

Academically:

- Over 3800 awards were issued as part of the *school merit system*.
- 126 students earned the *Cecil Medal* for participation across the school.
- Over 10 000 *Letters of Recognition* sent home praising student effort in the classroom.
- 445 awards earned at *Presentation Evening*.

Sporting:

- 1060 students selected in various *school, grade* and *gala day* sport teams to represent our school.



- 166 students represented the school at *zone level* in various sports.
- 19 students represented the school at *regional level* in various sports.

Extra Curricula:

- 363 students involved in *leadership* roles throughout the school.
- 188 students participated in *school courses* or *cultural activities* such as the senior driving program, street art, musical performances and work experience.

The Cecil Hills House Challenge continues to provide leadership opportunities for our Year 10 and 11 students and again in 2014 has brought all school activities together and turned them into a friendly competition to enhance team and school spirit.

Significant programs and initiatives – policy

Aboriginal education

Cecil Hills High School had thirteen indigenous students identified for 2014. Two students in Year 7, five students in Year 8, one student in Year 9, one student in Year 10, two students in Year 11,



two students in Year 12 and one student from the Special Education unit.

Personalised Learning Plans (PLPs) were developed for majority of Aboriginal students in Years 7-12. These plans were designed in consultation with students, parents, the Learning and Support Teacher and the Aboriginal Education Coordinator (AEC). 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 classroom teachers and used in collaborative discussions with students to reflect on their progress.

The Norta Norta funding allowed specialised support for junior Aboriginal students in the English Enrichment 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.

Aboriginal students were offered and attended a number of initiatives and programs. Such programs and initiatives included:

- Three senior students attended the South Western Sydney Local Health District Healthwise event where they were able to get more information about careers in the Health industry.
- Three junior students attended the UWS Koori Education Carnival where they learnt about some of the courses available as well as increasing their knowledge about Aboriginal culture.
- One of the Year 8 students auditioned for the Vocal Identification Program.
- One of the Year 9 students attended the UWS Walking Tall Together Camp during the Christmas holidays. She was able to build on her knowledge, skills and confidence as well as increase her awareness of higher education.
- One Year 11 student gained a Kari Scholarship to the value of \$500 to support his learning.

Any correspondence appropriate for opportunities for further education and careers were given to and discussed with the Careers Adviser by the Aboriginal Education Coordinator. 2014 saw one Year 12 student gain entrance into a tertiary course at the University of Western Sydney.

Newly appointed teachers were inserviced on ***The 8 Ways of Aboriginal Learning***. This enabled them to get a better understanding of how Aboriginal students learn and how to

differentiate their teaching to suit these eight ways.

Multicultural education and anti-racism

The NSW Department of Education and Communities (DEC) 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 2014, enrolments of students from language backgrounds other than English (LBOTE) increased from 79.6% in 2013 to 79.8% in 2014. Every year, targeted English as an Additional Language or Dialect (EAL/D) students are provided with ongoing support by the EAL/D teacher in their language development so that they can access and improve their understanding and participation in the school curriculum. Our EAL/D teacher has attended regional professional learning networks and provided regular professional development for staff at school. One of our EAL/D aims has been to develop more leadership roles and opportunities for students from diverse cultures.

Peer Mathematics Tutoring Program

A successful Peer Mathematics Tutoring Program is operating at Cecil Hills High School and continues to expand every year with over 50

students involved in 2014. It is a student centred program, whereby the Mathematics tutors are Year 9 students from the accelerated Mathematics class and they provide one on one tutoring to students in Years 7-9 who may be experiencing difficulty in Mathematics.

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 their skills of explanation. In other words, they really become good teachers!

Peer Support Program

The Peer Support program at Cecil Hills High School provides students with a supportive learning environment in which to develop skills, understanding attitudes and strategies to improve mental wellbeing. Over 50 trained Year 10 peer support leaders ran weekly peer support



group sessions with all Year 7 students during Term One. The Peer Support Program helps in the development of key skills such as resilience, decision-making, problem solving and leadership.

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

Learning Support

The Learning Support Program implemented in 2014 reflected a multifaceted approach involving the support of students with a diverse range of learning needs in the classroom and the implementation of intensive literacy and numeracy support programs in Stages 4 and 5. The Learning Support Team worked collaboratively with class teachers on adjusting learning programs and learning strategies for students receiving Integration Funding Support and students requiring low and supplementary levels of adjustment. Individual Education Plans for targeted students were completed in consultation with parents and students. In 2014, sixteen Year 7 and twenty Year 8 students identified by the Learning Support Team with substantial literacy needs completed the English Fundamentals Program which focused on the development of reading and writing skills. A Mathematics Peer Tutoring program implemented twice a week during roll provided one to one support of Year 7 and 8 students by accelerated mathematics students. Students who participated in the tutoring program were referred by class teachers and students. Learning Support Programs were also implemented to support students in Stage 6. Small group tutorial sessions were held weekly in the school Library to assist with assessments and study skills. Stage 6 School to work transition programs for students with a disability were implemented in collaboration with Nova Employment. During 2014 the school participated in NCCD (Nationally Consistent Collection of Data on school students with disability) and PLASST (Personalising Learning and Support Signposting Tool).

Significant programs and initiatives – equity funding

Aboriginal background - Goals

Develop and sustain a positive and inclusive school culture

Cecil Hills High School follows the protocol of ensuring that the Acknowledgement of Country is performed at all formal assemblies. This year has also seen the inclusion of this protocol at all Year assemblies and is performed by both Indigenous and non-Indigenous students.

Improved quality of teaching and learning for Aboriginal students

All staff are issued with copies of the Aboriginal students' Personalised Learning Plans (PLPs) which have strategies to help teachers to cater for these students' needs and goals.

Newly appointed teachers were inserviced on *The 8 Ways of Aboriginal Learning*. This enabled them to get a better understanding of how Aboriginal students learn and how to differentiate their teaching to suit these eight ways.

Improved quality of leadership and workforce development for improved outcomes for Aboriginal students and families

The careers adviser worked extensively with some of the senior Aboriginal students to ensure they had the necessary skills to enter into the workforce. One Aboriginal student was given the opportunity to be a part of the *Nova* program where students learn on the job training and skills.

Increased Aboriginal students' attendance, participation and engagement in learning

Some Aboriginal students were targeted to attend an English Fundamental program. The focus of this program was to provide learning assistance in literacy to improve students' reading, writing, comprehension and spelling skills. The students involved showed remarkable improvement by moving up at least one cluster on the Literacy Continuum. Students also showed an improvement in their confidence in and out of the classroom, as well as showing greater engagement within the classroom.

The attendance of majority of the Aboriginal students at Cecil Hills High School is quite high, recording at 85% or higher.

Improved outcomes of programs and strategies designed to ensure Aboriginal students achieve educational outcomes that match or better the outcomes of all students

PLPs are used by all staff to differentiate their teaching, strategies or content to suit the needs

of the Aboriginal students' needs within the classroom.

Junior students who were below the educational outcomes were given specialised support in literacy through the English Fundamental Program.

Senior students were offered specialised support on a one on one basis with their classroom teachers. This enabled greater understanding of course content and the skills required to be successful within these courses. Year 12 Aboriginal students attained their Higher School Certificate, with one student continuing to University.



Strengthened support for Aboriginal students at key transition points

Senior students were guided by the Careers Adviser and the Aboriginal Education Coordinator on post school opportunities, scholarships and pathways to University admission.

Improved learning outcomes for Aboriginal students

NAPLAN results have indicated that there has been improvement in the literacy results in writing for the Year 7 Aboriginal students. Improvements in the Year 9 Aboriginal students were writing, numeracy and number, patterns and algebra. These students also achieved higher than the expected growth since Year 5 and Year 7.

English language proficiency

Cecil Hills High School is a large co-educational comprehensive high school committed to upholding the principles of multiculturalism to build a harmonious and productive learning environment that delivers high quality education to approximately 1200 students from all cultures and communities.

Cecil Hills High School is proud to work with a culturally inclusive community and takes great pride to target resources effectively to



overcome aspects of disadvantage, such as English language proficiency, to improve both the quality and equality of education outcomes of students learning English as an additional language or dialect (EAL/D). In 2014, there was a noted increase in the enrolment of students from language backgrounds other than English (LBOTE) from 79.6% in 2013 to 79.8%.

The English as an Additional Language/Dialect (EAL/D) program conducted in the school by the EAL/D teacher is designed as an alternative to English for students who speak a language or dialect other than English as their first or home language. It is delivered in a variety of ways to meet the different needs of EAL/D students at different stages of learning English. Every year, targeted EAL/D students from Year 7 to Year 12 including newly arrived EAL/D students and EAL/D students born in Australia, whose home language or dialect is one other than Standard Australian English are provided with ongoing individual or group support by the EAL/D teacher in their language development so that they can access and improve their understanding and participation in the school curriculum.

Throughout the year, the EAL/D teacher administers continuous diagnostic tests using the EAL/D phases to identify EAL/D students and to determine their level of competence in English. The diagnostic tests data, along with the summative and formative assessment data across all subjects determine the planning, programming and prioritising of EAL/D support programs. Every semester the progress in the key learning areas of these targeted EAL/D students are monitored, supported, assessed and reported. Continuous collaboration with parents and teachers has supported the English and literacy learning of these targeted EAL/D students and enhanced student outcomes.

Low level adjustment for disability

In 2014 students with a disability requiring low level adjustments were supported through differentiated learning programs in key learning areas and personalised student learning plans. Students' needs were identified and learning programs adjusted to support a diverse range of needs including cognitive, physical, sensory, medical, language, social skills and Autism Spectrum Disorders. Personalised learning plans focused on the development of student needs and goals while supporting student's access to the regular curriculum, inclusiveness and independence. Personalised student learning plans were collaboratively planned and reviewed with parents, students, teachers and specialist personnel. Specialist personnel included Itinerant hearing & vision teachers, psychologists, doctors, speech and occupational therapists. Learning plans were regularly reviewed and adjustments made to reflect student needs such as transition, school to work and special programs of study such as Life Skills. Students were encouraged to take part in a variety of quality learning experiences, which has resulted in increased student engagement,

improved attendance and achievement of personalised learning goals and subject outcomes.



During 2014, differentiated learning programs were continually developed and supported through the ongoing professional development of classroom teachers by the school learning support team and the development of strategies and resources on learning adjustments and differentiation.

Other significant programs and initiatives

Focus on Reading (FoR)

The FoR program resulted from our successful Transition program and several network meetings with our partner primary schools. A clear consensus was received from staff to focus on the reading and writing skills of students in Years 7, 8 and 9. It was also decided that as all four

partner primary schools were implementing the FoR program, we would provide a continuum of the program within the high school setting.

The (FoR) program encourages reading opportunities in the classroom as well as discussion about the reading to enhance understanding. It assists learners in processing text beyond word-level to get to the big picture.

The exciting aspect of FoR is that it focuses on the cognitive and metacognitive strategies that readers use to accomplish the goal of comprehension across all KLAs. What's more is that it is not a stand-alone program, it encompasses the DEC Literacy continuum and the process of explicit and systematic teaching which looks at assessment for learning (formative assessment), assessment of learning (summative assessment), planning and instruction (modelled, guided and independent). The FoR program offers numerous references to aspects of the DEC Literacy Policy: An Introduction to quality literacy teaching.



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

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

As a result, all Year 7 programs have FoR strategies embedded within the teaching and learning programs, all staff are aware and have had exposure to the strategies at staff meeting showcases and at school development day workshop sessions. By the end of 2013 all

executive staff and 70% of teaching staff have been provided with time allocation with a facilitator which has not only developed capacity within staff but provided opportunities which has built trust and created a safe and positive environment allowing for a supportive implementation of the program. Feedback from the students showed that by the end of Term 3, most Year 7 students knew the Super Six strategies, knew their purpose and were able to use the strategies when understanding was hindered.

In 2014, FoR remained a school priority with a similar approach, however, with a move towards four facilitators with a weekly period allowance working with Stage 4 teachers. By the end of 2014, all Year 7 and 8 programs have embedded strategies within their programs across all key learning areas (KLAs) as well as 100% of staff were trained on utilising the FoR strategies within the classroom.

2015 will see each faculty having FoR coordinators which will continue to review strategies within their faculty programs and maintain Reading comprehension at the forefront of the faculty's focus. In 2015, the move is also to review faculty programs so that greater and richer writing opportunities are provided within every classroom.



Management of Learning

'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.

Teachers provided a notification of explicit expectations for half-yearly examinations including content and skills and what is crucial within their subject area.

All Year 12 students were interviewed by expert staff during Term two after their half-yearly examinations and school report. These were conducted in small groups chosen by the students themselves. The interviews included discussions on their study habits and study notes



across key learning areas (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 prior preparation to examinations can lead to improvement in results.

Students were also offered discussion about ATAR estimate based on their results for the first half of the year.

The initiative received positive feedback from students demonstrating that they appreciated and valued the personalised

small group approach and that they recognised that the advice for study that was given was achievable. Year 12 students were



more aware of what they could do to improve their study techniques and achieve one or two extra marks. The process promoted a climate of collegiality and enhanced motivation.

During 2014 a Stage 6 MoL initiative was introduced. This program involved roll call teachers facilitating a range of lessons that

focused on organisation, prioritisation, healthy eating and encouraging a healthy head space.

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.

MoL 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 (Gifted and Talented) 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.

In 2014 small group interviews were conducted for each year group where year advisers were able to monitor students' progress through an

informal discussion. These discussions placed a focus on what each year group required. For example, Year 7 focused on organisation strategies.

This whole school program has successfully set clear expectations in every classroom and improved the learning outcomes of students by promoting positive MoL 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 MoL as a priority area for all students of all years for 2012 - 2015.

Diary Program

The Diary Program, now in its sixth year, was established to manage the learning of students requiring guidance in Stages 4 and 5.

A total of 10 students completed the program during 2014. These students were referred by Deputy Principals, Head Teacher Welfare and Year Advisers.

Students required necessary improvements in organisation for school life and advice on how to become more independent in applying themselves to their studies. Furthermore, students were encouraged to become actively involved in all aspects of school by participating in sporting and various other activities within the school.

The program focused on making students aware of some habits that may need adjusting to better cope with the 'Cecil way' of school and meeting expectations. This includes some or all of the following:

- Arriving to school on time.
- Packing their school bag the night before and avoiding the rush of the morning.
- Replacing any equipment necessary for learning (for example: glue, pens, books)
- Monitoring that students have a healthy breakfast, eat properly and ensure that sufficient food brought from home.
- Bringing their diary to school every day and using it every lesson.

- Having their books covered, all stencils are glued in and relevant materials organized in the appropriate books.
- Bringing practical equipment for physical education or technology classes.
- Pre-planning their afternoon or evening activities whereby students are able to prioritise what needs to be completed in order of importance.
- Producing quality work at all times and not being satisfied with bare minimum effort.
- Clearing outstanding N-Awards and supporting students in completing set tasks.
- Goal setting: Little achievable targets along the way were also discussed and established.
- Poor sleeping routines impacting on organisation and the student's ability to arrive on time and being prepared to learn.



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 realising 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.

Students were also encouraged, on a weekly basis, to discuss positive things that were happening for them at school inside and outside of the classroom. We even had previous students who had successfully completed the program talk with the students about the benefits of the Diary Program for themselves, in getting them organised and developing positive work habits as they progress through to senior years.

We have found that contacting students' parents by telephone to discuss the child's progress and strategies, has supported the child to make schooling life easier and enjoyable.

Transition – middle years

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

The aim of the initiative was to extend the long history of collaboration and communal goals with our community of 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 and Sequence reflecting the New Curriculum and targeting

inferential understanding as well as an extension of our transition visits with a focus in specialised subjects such as Science and 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, who 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.

And in Metal, the students designed and created their own item.

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

School planning and evaluation 2012—2014

School evaluation processes

In 2014 school conducted an external whole school evaluation process to evaluate school performance over the past six years. This involved an analysis of internal and external school data, identification of key issues raised by

the Principal, focus group interviews and surveys with all year groups of students, staff (teaching and administration) and parents to determine future directions and to affirm good practices that would further support the enhancement of teaching and learning at Cecil Hills High School.

School planning 2012-2014:

School priority 1

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

Outcomes from 2012-2014

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

Evidence of achievement outcomes in 2014

Our achievements include:

- Continued growth for students in the ESSA.
- Higher School Certificate results included:
 - 45 band 6 results;
 - 251 band 5/6 results;
 - 29 Distinguished Achievers;
 - One student in top 10 of State for their subject;
- improvement in the number of students achieving band 4, 5 or 6 in the Higher School Certificate
- Improvements in value added compared to previous school averages and like school group averages, especially for lower and middle band students.

- School data showing increases in positive contact and decreases in negative student contacts.
- Successful transition programs with our community of schools where learning is the transition tool.



School priority 2

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

Outcomes from 2012–2014

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

2013 targets to achieve this outcome include:

- 5% improvement in relative growth for top band HSC students.
- 5% improvement in relative growth for middle band HSC students.
- 5% improvement in number of students in years 7 and 9 who achieve in the top two NAPLAN bands.
- 10% improvement in number of students in years 7 and 9 moving into higher bands in NAPLAN.
- 95% of students receiving commendation letters.



- Junior attendance to improve 4% and snr 3%.

Our achievements include:

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



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

- Attendance in all year cohorts continues to improve and is above Region and State levels.



- A continued improvement in the number of Year 7 and Year 9 students moving into higher achievement bands.

School Priority 3

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

Outcomes from 2012–2014

- Focus on reading leadership group with faculty representatives.
- Nine program leaders to be trained in Focus on Reading delivery and implementation.
- Stage 4 staff to be active participants in implementing the program in classrooms over 2013.
- Focus on reading to be explicitly



programmed.

- Focus on reading to be linked with the National Curriculum literacy continuum.
- Focus on reading strategies to be progressively applied in stages 5 and 6 as teacher training and programming allows.

Evidence of Progress towards outcomes

Our achievements include:

- Increased student engagement through explicit links between teaching programs,

assessment, explicit criteria and formative feedback.

- Application of the Quality Teaching Framework as the foundation for student achievement and teacher professional learning.



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

School Priority 4

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

Our achievements include:

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

- Majority of staff and students and teachers use Studywiz as an integrated e-learning platform.
- All students actively using technology in areas programmed for individual subjects.
- Continued focus by staff and students on the use of Mathletics.
- All staff having access to smartboards and data projectors.
- Assessment Leadership group with faculty representatives.
- Review of Welfare/Discipline Policy in its supporting of curriculum.
- Staged development of national curriculum introduction.
- Extend all students to allow movement into higher bands through high expectations, explicit feedback, explicit criteria and self-responsibility.
- Active engagement in learning habits and learning skills across the school in a consistent and explicit manner.
- Promote student leadership and responsibility through engagement strategies in the classroom and across the school as extra-curricular activities.



Strategies to achieve priority outcomes in 2014

- Programming of e-learning and Management of Learning strategies to effectively engage students in learning across all stages.

- Target teacher professional learning to develop teacher quality, increase student engagement and attainment through explicit links between teaching programs, assessment, explicit criteria, formative assessment feedback and management of learning.
- Integrate management of learning and focus on reading strategies in teaching programs, assessment and feedback to improve student self-regulation and engagement, develop teacher professional knowledge and practice, and cater for a range of learning needs across stages 4, 5 and 6.
- Integrate literacy and numeracy strategies, particularly strategies linked to developing inferential understanding and writing skills, in teaching programs, assessment and feedback.
- All faculties differentiating their curriculum for all students levels in learning and assessment. Support targeted from EAL/D (English as an additional dialect) and Learning and Support team to be focused on those students in years 7 and 8 requiring intensive support.
- Establish professional learning groups as forums for sharing good teaching practice across the whole school in the areas of classroom learning, e-learning, management of learning, Focus on reading / writing and assessment /curriculum. These groups will provide continuous feedback to staff through a range of Teacher Professional Learning forums.
- Develop and report growth in student leadership and welfare, through engagement in social and academic support activities such as volunteering, house system, mentoring, tutoring, SRC, St John.
- Assessment of and for learning implemented across all stages to have Staged development in terms of skills, and verbs with marking criteria reflective of programs and syllabus.

- all faculties to be utilizing appropriate **feedback** procedures, including explicit improvement strategies, in assessment tasks for stages 4,5 and 6 students.
- All faculties and staff engaging in Professional Development activities that support the school plan in the classroom and this be reflected in **EARS and TARS** processes as development strategies.
- Encourage, enrich and extend all students in low, middle and high performance bands to increase movement into higher bands through high expectations, focus on inferential understanding, Management of Learning, meaningful feedback, engagement and explicit quality criteria.
- Achieve equity in growth through higher expectations and focused positive welfare/support programs for targeted groups in the areas of literacy, numeracy, student engagement and attainment and Aboriginal education.
- Develop community transition programs between different stages of learning (1-6) by providing quality learning opportunities and professional development in the areas of management of learning, e-learning, assessment and curriculum.



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

Parent/caregiver, student and teacher satisfaction

In 2014, the school sought the opinions of parents, students and teachers about the school through the external whole school evaluation. This included the completion of questionnaires and focus group interviews. Additionally, parent opinion was sought at regular P&C meetings. These opinions from parents, students and teachers have informed our strategic directions for our School Plan 2015-2017. In summary, there is strong and favourable support for the school from its community.

Future Directions 2015-2017 School Plan



NSW DEC is implementing a new school planning process for 2015-17. The new plan will be published on the school's website from the beginning of Term 2 2015.

Our future directions in 2015-2017 school plan include:

Strategic Direction 1 – To challenge and engage all students in learning

Our purpose is 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.

Strategic Direction 2 - To have a quality teacher leader in every classroom, in every lesson

Our purpose is build teacher capacity 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 professional practice and student outcomes.
- Achieve professional leadership at all levels of accreditation.

Strategic Direction 3 – To shape the curriculum to enable students to excel in a rapidly changing world

Our purpose is to:

- Provide a curriculum that sets high expectations and builds students' knowledge, skills and understanding through innovative, engaging and sufficiently flexible programs 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 in learning.



About this report

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

Mrs V Chevell, Acting Principal
Mr G Alfonsi, House Coordinator
Mrs M Camilleri, School Administrative Officer
Ms L Chee, Head Teacher Creative and Performing Arts
Mr B Condon, Sports Coordinator
Mrs E Crowe, School Administrative Officer
Mrs L Dunn, School Administrative Manager
Ms M Haskett, Teacher
Ms D Kalinski, Learning Support
Mrs J King, School Administrative Officer
Ms C Nona, Music teacher
Ms M Mukkattu and Ms S Waters, SRC Coordinators
Mrs A Randall, Head Teacher Welfare
Mrs M Rattos, EAL/D, Multicultural Education
Mrs M Reid, Careers Adviser
Mrs D Santucci, Head Teacher Teaching and Learning
Mrs J Tyson, Head Teacher Home Economics

School contact information

Cecil Hills High School

50 Spencer Road

Cecil Hills NSW 2171

Ph.: [02] 9822-1430

Fax: [02] 9822-1436

Email: cecilhills-h.school@det.nsw.edu.au

Web: www.cecillhigh.nsw.edu.au

School Code: 8273

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

<http://www.schools.nsw.edu.au/learning/emsad/asr/index.php>