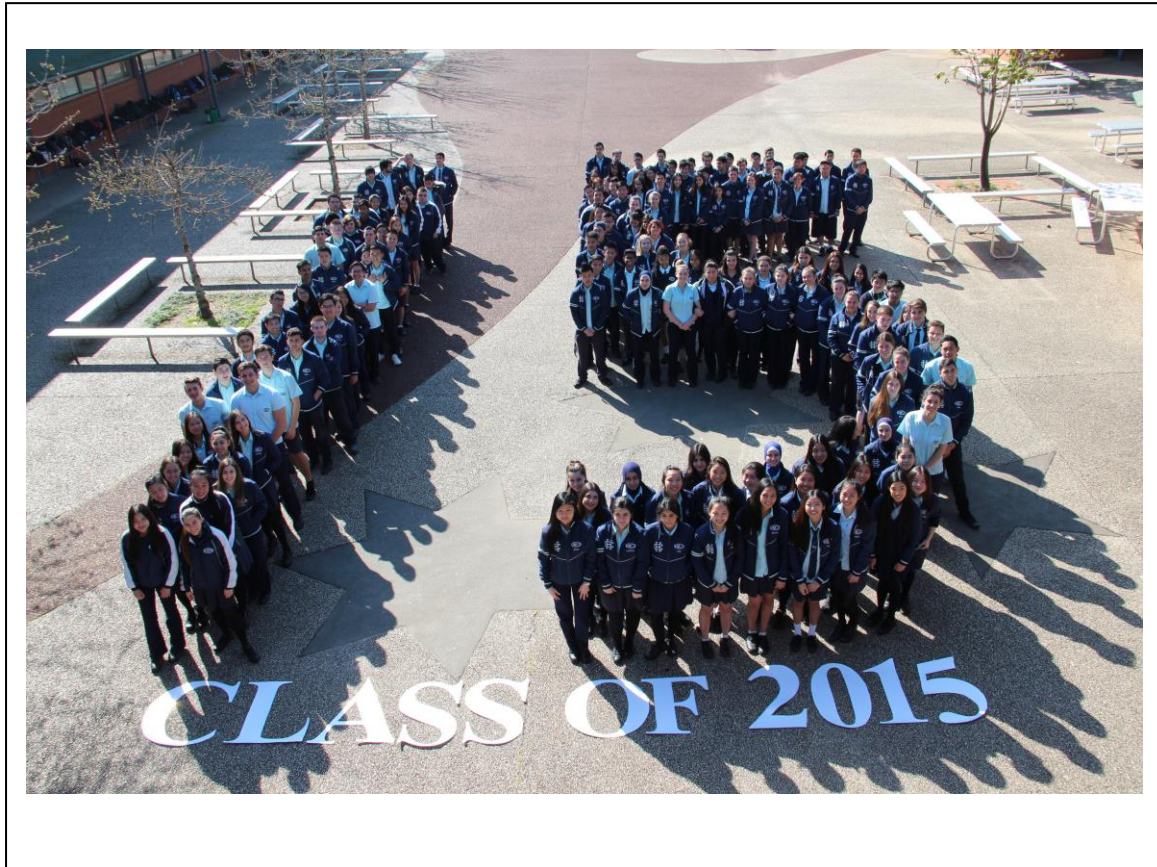
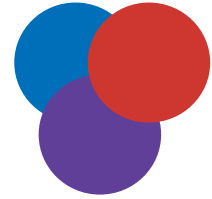


Cecil Hills High School Annual Report



8273

Introduction

The Annual Report for 2015 is provided to the community of Cecil Hills High School as an account of the school's operations and achievements throughout the year.

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

School contact details:

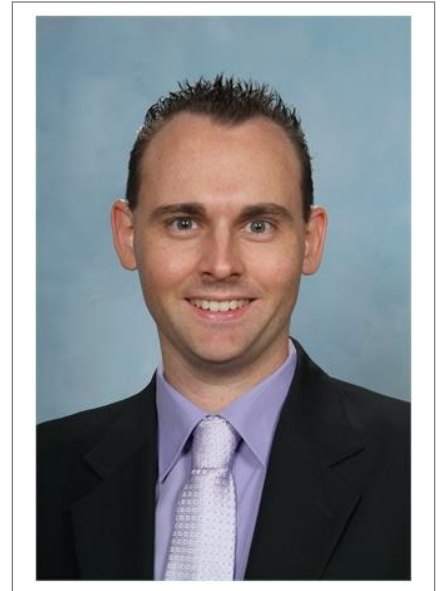
Cecil Hills High School

50 Spencer Road

Cecil Hills, 2171

<http://www.cecilhillshigh.nsw.edu.au/web/>

02 9822 1430



Message from the Principal

It is my honour to report on the achievements of Cecil Hills High School in 2015 for the first time as principal. Our school has had a very successful year. We foster an excellent reputation in the local community and continued our tradition of outstanding academic success in the Higher School Certificate in 2015. Across the school, 56 x Band 6 results (a mark over 90%) were achieved which represents a significant improvement on our HSC results in 2014. In addition, strong value-added results were recorded in other examinations including NAPLAN. Our school motto, "we believe in success", is exhibited in our strong academic achievement. Cecil Hills High School is expert at delivering public education and our results demonstrate this fact. Our HSC ranking improved to 253rd in NSW in 2015 and surpasses all public schools in the area and some private schools such as Thomas Hassall Anglican College (383rd) and St Narsai Assyrian Christian College (436th). In fact, Cecil Hills High School had the best HSC results of all the schools in NSW with the same Index of Community Socio-Educational Advantage (ICSEA), a tool which allows meaningful comparisons to be made between similar schools. Cecil Hills High School will continue to strive for excellence in 2016 to ensure that students in this area of Sydney can attend their local public high school and receive the best possible education.

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

In 2015, there was a significant investment in improving professional learning for staff, with a focus on 21st century learning. This year saw the introduction of the *Bring Your Own Device* program at Cecil Hills High School which encourages students to bring a learning device to school to enhance their learning. Regular sessions were held on Moodle, Google Apps, literacy and project-based learning for all teachers to ensure that our staff are best-placed to deliver high quality learning in a technology-rich environment. In line with our school plan, this will remain a focus in 2016. We will continue our aim of challenging and engaging all students and fostering quality teacher leadership in every classroom.

At the end of 2015, we commenced consultation with our staff and community in relation to 'Strategic Direction #3' from our school plan, which focuses on reshaping the curriculum to enable students to excel in a rapidly changing world. This is an opportunity for Cecil Hills High School to reassess the purpose of education with a blank canvass and I am excited by the opportunities that this initiative will deliver to students, especially in areas

of engagement and connectedness, which are both important elements of the *NSW Quality Teaching Framework*. I expect this reform to open up the curriculum to better cater to all types of students, with an emphasis on student choice through increased elective courses. This is an important part of our school plan and I look forward to the changes it will encompass.

Our school has a highly committed staff and creates a positive learning environment where academic success and student wellbeing are at the forefront of decision-making. We have one of the best student welfare teams in any NSW public school. It is led effectively by our Head Teacher – Welfare and consists of our deputy principals, year advisers, Student Representative Council teachers and school counsellors. Together, they act collectively and collegially to provide extra-curricular opportunities to students, deliver welfare support to individual students and reward positive behaviour and academic achievement, culminating in the *Wet 'n' Wild* excursion, retreat days and other student welfare opportunities. This team thanks Ms Antonella Verter and Ms Celeste Wrona who expertly guided and mentored the Year 12 class of 2015. We welcome Ms Jenny Green and Ms Christina Marks who are the new year advisers for Year 7 in 2016.

I would like to publicly thank Ms Vera Chevell who acted as principal for the first half of 2015. Her leadership of Cecil Hills High School during this time was heavily focused on enhancing professional learning, implementing the new school plan, driving school wide improvement and engaging with a number of reforms from the NSW Department of Education. Ms Chevell will have a lasting legacy at Cecil Hills High School and our school community wishes her all the best for her principalship at Bossley Park High School.

On that note, 2015 was a year of significant change within the executive team at Cecil Hills High School. We farewelled Ms Vera Chevell (Deputy Principal), Mr Stephen Plummer (Head Teacher – English), Ms Rhonda Webster (Head Teacher – History), Ms Linda Chee (Head Teacher – Creative and Performing Arts) and Ms Deb Santucci (Head Teacher – Teaching & Learning). In 2016, we welcome Ms Denise James (Deputy Principal), Mr Mitchell Comans (Head Teacher – English), Ms Stephanie Haskett (Head Teacher – History) and Ms Antonella Verter (Head Teacher – Creative and Performing Arts) to the executive team. We have an incredibly skilled executive team and welcome this opportunity to blend new ideas from our new executive staff with the experience of our current executive teachers.

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

It is a privilege to lead Cecil Hills High School. I certify that the information in this report is the result of a rigorous school self-evaluation process and is a balanced and genuine account of the school's achievements and areas for development. I look forward to building upon our successes from 2015 into 2016 and beyond.

Mark Sutton
Principal

School background

School vision statement

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

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

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

School context

Cecil Hills High School is a large co-educational comprehensive high school. It has an enrolment of approximately 1200 students, from diverse cultural, religious and socio-economic backgrounds, with 78% of the students from a language background other than English, predominantly from South East Asia and China, Eastern and Southern Europe and the Middle East.

The school has an integrated Support Unit catering for students with moderate and severe intellectual and/or physical disability, including autism. The school's NSW FOEI (Family Occupation and Employment Index) for 2015 is 116, which is higher than the average of 100 (higher FOEI values indicate greater disadvantage) and the ICSEA (Australian Index of Community Socio-Educational Advantage) is 985 which is lower than the average of 1000, indicating some socioeconomic disadvantage. The school has a culture of working hard to succeed, reflected in the high expectations that are shared across the school community. An analysis of HSC results indicates a general trend of raising HSC performance over the past six years. Cecil Hills High School, when compared to the Similar School Group, performs at a level that is generally and consistently higher, with many courses impressively high. Positive teacher attitudes are a major feature of the school due to their commitment and professionalism as well as their collaborative and collegial approaches to teaching. The school has also created valuable relationships with parents and this has helped our students to have a positive approach to learning. Students are happy to be at the school and are well supported to develop leadership skills, social and personal responsibility through a comprehensive range of school and extra-curricular initiatives.

Self-assessment and school achievements

Self-assessment using the School Excellence Framework

Cecil Hills High School

School Excellence Framework - 2015 Self-Assessment

This section of the Annual Report outlines the findings from self-assessment using the School Excellence Framework, our school achievements and the next steps to be pursued. The framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

This year, our school undertook self-assessment using the elements of the School Excellence Framework.

Our self-assessment process will further assist the school to refine the strategic priorities in our school plan leading to further improvements in the delivery of education to our students.

LEARNING	TEACHING	LEADING
<p>The journey to excellence for students in NSW public schools begins during the first important weeks of Kindergarten. Every child brings a different set of experiences, knowledge and skills to school with them, and understanding these is essential to planning their individual learning paths. From the earliest school days and throughout their time at school, teachers use information about individual students' capabilities and needs to plan for students' learning so as to engage them in rich learning experiences, developing the vital skills for flourishing – now and in future years. By sharing information about learning development, teachers engage parents as active participants in their children's education. At the other end of schooling, teachers and schools support students to make successful transitions to future learning and employment, with the skills to make informed contributions as citizens and leaders.</p>	<p>Student learning is underpinned in excellent schools by high quality teaching and leadership. Teaching in these schools is distinguished by universally high levels of professionalism and commitment. Lessons and learning opportunities are engaging and teaching strategies are evidence-based. Individually and collaboratively, teachers evaluate the effectiveness of their teaching practices, including sophisticated analysis of student engagement, learning growth and outcomes, to plan for the ongoing learning of each student in their care. Teachers take shared responsibility for student improvement and contribute to a transparent learning culture, including through the observation of each other's practices.</p>	<p>Strong, strategic and effective leadership is the cornerstone of school excellence. Excellent leaders have a commitment to fostering a school-wide culture of high expectations and a shared sense of responsibility for student engagement, learning, development and success. Students benefit from the school's planned and proactive engagement with parents and the broader community. Leaders in excellent schools ensure that operational issues, such as resource allocation and accountability requirements, serve the overarching strategic vision of the school community. Ultimately, leaders in these schools enable a self-sustaining and self-improving community that will continue to support the highest levels of learning as a lasting legacy of their contributions.</p>

DOMAIN 1: EXCELLENCE IN LEARNING

Element	Assessment
learning culture	<i>excelling</i>
wellbeing	<i>sustaining and growing</i>
curriculum and learning	<i>sustaining and growing</i>
assessment and reporting	<i>sustaining and growing</i>
student performance measures	<i>excelling</i>

DOMAIN 2: EXCELLENCE IN TEACHING

Element	Assessment
effective classroom practice	<i>sustaining and growing</i>
data skills and use	<i>delivering</i>
collaborative practice	<i>sustaining and growing</i>
learning and development	<i>excelling</i>
professional standards	<i>delivering</i>

DOMAIN 3: EXCELLENCE IN LEADING

Element	Assessment
leadership	<i>excelling</i>
school planning, implementation and reporting	<i>sustaining and growing</i>
school resources	<i>sustaining and growing</i>
management practices and processes	<i>sustaining and growing</i>

Strategic Direction 1

To challenge and engage all students in learning

Purpose

To challenge and engage students to:

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

Overall summary of progress

1. As per results from NAPLAN 2015, students achieved 58% in the top 4 bands for Writing as opposed to our prediction of 80%.
2. As per results from NAPLAN 2015, students achieved 73% in the top 4 bands for Reading as opposed to our prediction of 90%.
3. Percentage of Year 8 students in levels 4-6 for extended writing in VALID is not above the state average
4. Percentage of Year 8 students in levels 1-3 for extended writing in VALID is not below the state average.
5. Through Quality Teaching Rounds and observations by head teachers, teachers demonstrated differentiated learning experiences that cater for the specific learning needs of students across the full range of abilities.

Progress towards achieving improvement measures			Resources (annual)
	Improvement measure (to be achieved over 3 years)	Progress achieved this year	
1.	80% of Year 9 students in the top 4 bands for writing NAPLAN	58% of students achieved the top 4 bands for Writing NAPLAN.	\$5000
2.	90% of Year 9 students in the top 4 bands for reading NAPLAN	73% in top 4 bands for Reading NAPLAN	\$5000
3.	Percentage of Year 8 students in level 4-6 for extended writing in VALID is above the State percentage	Percentage of Year 8 students in level 4-6 for extended writing in VALID is not above the state average	N/A
4.	Percentage of Year 8 students in level 1-3 for extended writing in VALID is below the State percentage	Percentage of Year 8 students in level 1-3 for extended writing in VALID is not below the state average	N/A
5.	Through classroom observations, all teachers demonstrate differentiated learning experiences that cater for the specific learning needs of students across the full range of abilities	Quality Teaching Rounds observation and feedback Head teacher observations for teachers Professional Development Plans	\$12800 \$49500

Strategic Direction 1

Next steps

Continuation of the following:

- Teaching programs and learning experiences are irresistibly engaging, challenging and relevant for all students, using technology to collaborate, create and communicate, steeped in real life local and global problem solving.
- Teaching practice includes explicit, differentiated and progressive teaching of literacy with high expectations and multiple opportunities to result in growth in learning and achievement for our top, middle and low performing students.
- Faculties include appropriate year (cluster) literacy indicators in the learning intentions. Learning intentions regularly shared with students.
- Teachers analyse and monitor formative and summative assessment outcomes to determine what further teaching needs to occur to better student progress. They use assessment to encourage students to invest further in their learning.

Strategic Direction 2

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

Purpose

To build the capacity of teachers to:

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

Overall summary of progress

1. All teachers participated in discussions and class networking as well as differentiated professional learning to share strategies and learning experiences.
2. Individualised professional development plans for all teachers to achieve goals.
3. There has been an increase in the number of teachers seeking accreditation at higher levels.

Progress towards achieving improvement measures			Resources (annual)
	Improvement measure (to be achieved over three years)	Progress achieved this year	
1.	All teachers taking responsibility for and actively engage in professional learning in order to build their capacity and that of others	Differentiated professional learning for teachers that are most likely to be effective in improving professional practice and student outcomes Teachers regularly participate in discussion and class networking to compare growth, share strategies and learning experiences for individual students/classes	N/A
2.	All staff achieving professional development learning goals that builds on their teaching capabilities, which results in improved learning and leadership outcomes for students and teachers	All teachers have an individualised professional development plan which is designed collaboratively and is appropriately supported to achieve goals.	N/A
3.	More teachers undertaking accreditation at higher levels	There is 6% of staff undertaking accreditation at the Highly Accomplished or Lead level.	N/A

Next steps

Continuation of the following:

- Head teachers and senior executive provide and deliver opportunities for high quality, relevant and differentiated professional learning that are based on the strategic directions of the school plan, DoE system priorities and the teaching standards.
- Teachers are to model the benefit of life-long learning, offer support to change teaching practice through the provision of coaching, mentoring and reflection for staff.
- Provide opportunities for feedback on practice and observe the practice of others.

Strategic Direction 3

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

Purpose

To:

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

Overall summary of progress

1. Facilitation of smooth transition from Year 6-7, establishment of high expectations, development of essential skills and promoting student engagement.
2. Productive community partnerships have been developed through continuous collaboration with feeder schools which meet the diverse needs and aspirations of students.

Progress towards achieving improvement measures			Resources (annual)
	Improvement measure (to be achieved over 3 years)	Progress achieved this year	
1.	The development and implementation of stage and year goals for Years 7-12 that clearly communicate purpose	Stage goals and year goals will be developed in 2017 after the completion of a curriculum review in 2016.	N/A
2.	The implementation of a revised curriculum for Years 7-10	Teachers have facilitated: <ul style="list-style-type: none">• Continued the smooth transition from Years 6-7, building on knowledge, skills and understanding.• Participated in initial consultation in relation to a new curriculum model.	N/A
3.	The development of productive community partnerships	Teachers have fostered community engagement to enrich educational experience through: <ul style="list-style-type: none">• Collaborative partnerships with our community of schools.• Continuing to build research partnerships to enhance quality teaching• Meeting the diverse needs and aspirations of students that will increase their opportunities for further education, training and experience for rewarding and productive employment.	\$10000

Strategic Direction 3

Next steps

Continuation of the following:

- Development of a curriculum for Years 7-10 that is innovative, engaging and sufficiently flexible to meet the diverse needs of all our students in a rapidly changing world.
- Development of stage and year goals for Years 7-12 in 2017 that enable progressive learning and the development of leadership skills and opportunities and promotes personal and social capabilities of students.
- Empower student, staff and parent voice, evaluate practices and shape future direction by implementing recommendations from:
 - ✓ whole school conference,
 - ✓ Tell them from Me surveys
 - ✓ external evaluations
 - ✓ internal and external school data
- Identify potential community partners and establish links to foster productive relationships that enhance student opportunity and development.

Key initiatives and other school focus areas

Key initiatives (annual)	Impact achieved this year	Resources (annual)
Aboriginal background funding	<ul style="list-style-type: none"> Aboriginal students successfully participated in the AIME program. All Aboriginal students utilised Personalised Learning Pathways. 	\$6588
English language proficiency funding	<ul style="list-style-type: none"> Successful EAL/D program in Year 7 to Year 10 with dedicated EAL/D English classes that cater to the needs of these students in a small group environment. Year 11 and Year 12 withdrawal support for specific students. Consideration to be given to an additional EAL/D position beyond 2016. 	\$15996
Targeted students support for refugees and new arrivals	<ul style="list-style-type: none"> Successful induction of refugees and new arrivals, especially those transferring from the Miller IEC. Consideration to be given to a Refugee Transition Coordinator position in 2016 due to expected growth in student enrolments of this nature. 	\$860
Socio-economic funding	<ul style="list-style-type: none"> Additional welfare support provided to students through the employment of an additional (third) deputy principal. Smaller classes established in English in Year 7 and Year 8 for students with more complex learning needs. Employment of a dedicated Technical Support Officer to ensure students have specialist support under the <i>Bring Your Own Device</i> program. 	\$344042
Low level adjustment for disability funding	<ul style="list-style-type: none"> Individualised learning plans developed for students identified by the Learning Support Team. Increased use of SLSOs to support students with low level disabilities. Professional learning developed to teachers on strategies for teaching students with a wide variety of learning needs. 	\$78816
Support for beginning teachers	<ul style="list-style-type: none"> Effective induction program aligned with DoE expectations and policies. Additional release time provided to head teachers to guide, mentor and support new and beginning teachers. 	\$5000

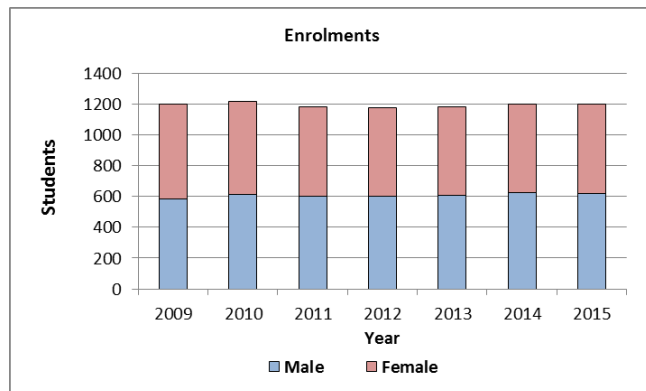
Mandatory and optional reporting requirements

Student information

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

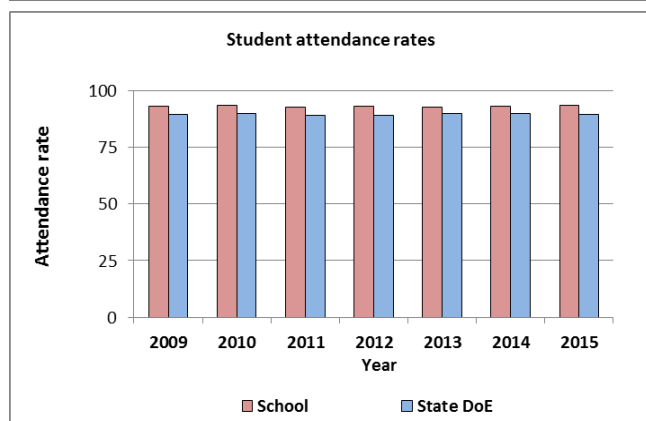
Student enrolment profile

Gender	2009	2010	2011	2012	2013	2014	2015
Male	582	613	604	601	609	624	618
Female	617	606	578	576	573	573	580



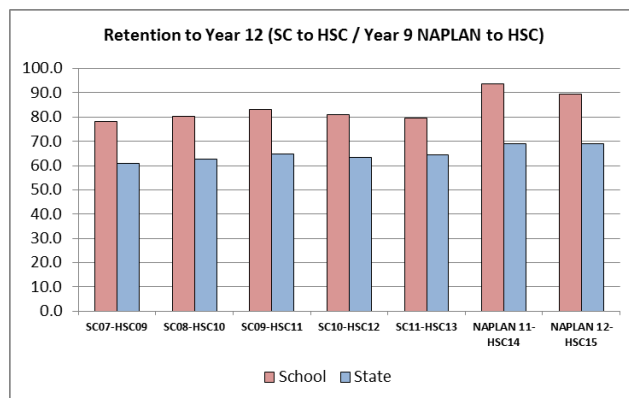
Student attendance profile

	Year	2009	2010	2011	2012	2013	2014	2015
		School						
7	94.8	95.7	95.6	95.5	95.6	94.9	95.0	
8	93.2	94.1	93.9	94.5	93.7	94.9	93.0	
9	92.8	92.1	92.8	93.9	93.8	91.8	94.0	
10	92.8	93.2	90.7	92.3	91.8	92.3	91.6	
11	93.5	92.6	91.6	90.6	91.8	93.2	93.4	
12	91.6	93.6	92.7	93.7	91.2	92.0	93.8	
Total	93.1	93.5	92.8	93.3	93.0	93.2	93.5	
State DoE								
7	92.3	92.6	92.5	92.4	93.2	93.3	92.7	
8	90.0	90.5	90.1	90.1	90.9	91.1	90.6	
9	88.8	89.1	88.8	88.7	89.4	89.7	89.3	
10	88.7	88.3	87.1	87.0	87.7	88.1	87.7	
11	89.4	89.1	87.6	87.6	88.3	88.8	88.2	
12	89.4	89.8	89.2	89.3	90.1	90.3	89.9	
Total	89.7	89.9	89.2	89.1	89.9	90.2	89.7	



Retention Year 10 to Year 12

	SC07-HSC09	SC08-HSC10	SC09-HSC11	SC10-HSC12	SC11-HSC13	NAPLAN 11-HSC14	NAPLAN 12-HSC15
School	78.2	80.4	83.1	81.1	79.5	93.7	89.4
State	61.0	62.7	64.7	63.4	64.5	69.1	68.9



Post-school destinations

The post school destination for students in 2015 withdrawing from Cecil Hills High School to various destinations are listed in the table below.

Proportion of students moving into post-school education, training or employment	Year 10 %	Year 11 %	Year 12 %
seeking employment	0	0	0
employment	9	35	25
TAFE entry	9	0	25
apprenticeship/traineeship	27	18	25
other	18	6	0
unknown	0	12	0

Students undertaking vocational or trade training (VET)

In 2015, 23.81% of Year 12 students and 31.87% of Year 11 students and one Year 10 student had undertaken VET as part of their HSC studies. This was either delivered at school, TAFE or through a Registered Training Organisation (RTO).

A total of 23 x Year 12 and 35 x Year 11 students participated in the school-delivered VET course, Hospitality. Seven staff members are currently trained to deliver school-delivered VET courses at Cecil Hills High School.

Thirty students (13 x Year 12 and 17 x Year 11) attended TVET courses at Miller, Liverpool, Wetherill Park, Macquarie Fields, Mt Druitt, Kingswood and Campbelltown TAFE colleges on Monday, Tuesday, Thursday and Friday afternoons. Two students participated in a TVET SPY course and two students in a discrete course. The range of courses undertaken included Animal Studies, Automotive (Mechanical Light Vehicle), Automotive Mechanical (Heavy Vehicle), Automotive (Body Repair Technology), Automotive (Detailing Dismantling),

Beauty Therapy (Retail, Makeup and Skincare), Community Services (Child Studies), Construction (Carpentry), Early Childhood (Education and Care), Hairdressing, Hospitality Kitchen Operations, Media (Sound), Media (Imaging and Video), Plumbing, Plumbing/Construction (Combo) and Tourism (Events). Four students undertook the Design Fundamentals course (Fashion Visualisation Creation Direction) during school holiday blocks, delivered by the Whitehouse Institute of Design, Australia.

One Year 12 student participated in the Health Services Assistance course delivered by NSW Health (South Western Sydney) at Liverpool Hospital. Two Year 11 students participated in school-based traineeships and five students participated in school-based apprenticeships.

During Term 1, Year 11 students undertaking a VET framework course participated in an online Work Ready Program to prepare them for their mandatory work placements. The program involved a variety of activities related to employer expectations, workplace communication, employee rights and responsibilities, legal issues and WHS requirements.

Students undertaking the school VET course, Hospitality, 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, Cecil Hills Childcare Centre, Prestons Children's Centre, Tornados Smokehouse, D'Roost Kitchen Operations, Sumo Salad, Gemelle Ristorante Italiano and the Liverpool Catholic Club.

Year 10, 11 and 12 students participated in the schools Work Experience Program in a wide range of occupations within the local area and beyond. Students seeking work experience in the building and construction industry completed WHS requirements (white card) by attending a mandatory induction course at a Registered Training Organisation (RTO) prior to their placement.

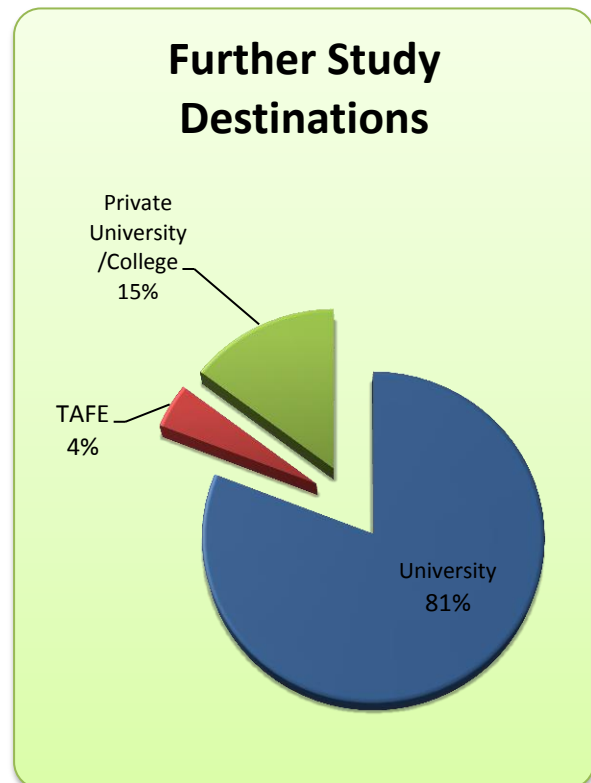
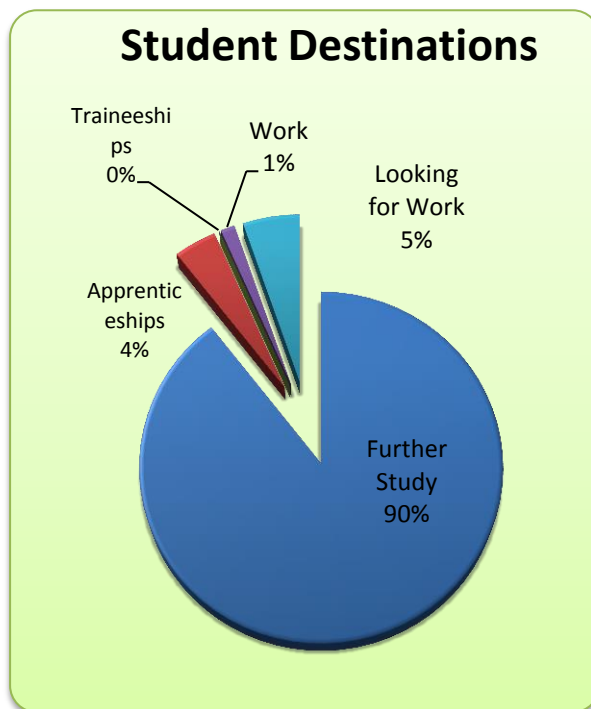
Kristina Cugalj, a Year 12 student, received the Fashion Designer of the Year Award from the Whitehouse on completion of her Certificate II Fashion Visualisation course.

Year 12 students attaining HSC or equivalent vocational educational qualification

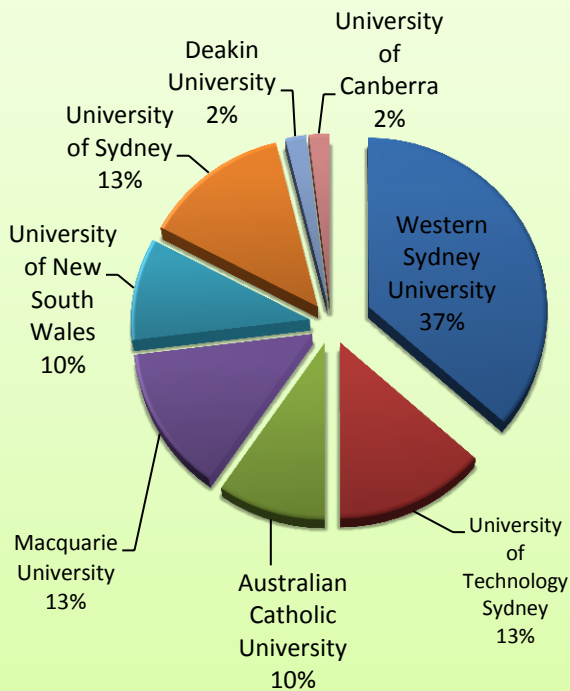
In 2015, 122 out of 168 students (73%) received an offer/s for a place at a university through the Universities Admission Centre (UAC). Please note the UAC offer does not include students who requested that the offer not be released to the school.

Cecil Hills High School received 76 responses (45%) to the Post School Destination Survey of Year 12 2015. Student responses collated from this survey in February, indicate that:

- 90% are undertaking further study
- 5% are looking for work
- 1% are undertaking full-time work
- 4% apprenticeship
- 0% traineeship



University Destinations



Workforce information

Reporting of information for all staff must be consistent with privacy and personal information policies.

Workforce composition

Position	Number
Principal	1
Deputy Principal(s)	3
Assistant Principal(s)	0
Head Teacher(s)	13
Classroom Teacher(s)	69
Teacher of Reading Recovery	0
Learning and Support Teacher(s)	1
Teacher Librarian	1
Teacher of ESL	1
School Counsellor	2
School Administrative & Support Staff	14
Other positions	6
Total	111

The Australian Education Regulation, 2014 requires schools to report on Aboriginal composition of their workforce.

Only 2% of staff employed at Cecil Hills High School are from an Aboriginal and Torres Strait Islander background.

Teacher qualifications

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

Qualifications	% of staff
Undergraduate degree or diploma	51
Postgraduate degree	49

Teacher Professional learning

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

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

All staff were involved in whole school professional learning to deliver on school priority areas that included:

- School Development Days Term 1- 4
- Staff Annual Conference
- Staff TPL Workshops Term 1-4
- Moodle Training Terms 1-4

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

- Network for Secondary Literacy Leaders
- Project Based Learning 360
- Google Apps for Education
- Numeracy Continuum Network
- Most Likely to Succeed
- Inspire Innovate Conference on Curriculum Change
- SWS School Innovation Tours

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

- Achieving Accreditation at Highly Accomplished and Lead
- Supporting Teachers Seeking Accreditation
- Beginning Teachers Network
Liverpool/Macarthur 'Gaining and Maintaining Accreditation at Proficient'

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

- Practical tools for great teaching inspired learning
- Professional growth through classroom observation and feedback
- Nationally consistent collection of data on school students with disability

Teachers were involved in professional learning on specific curriculum areas that included:

- Foundation Netball for NSW Teachers training
- Legal Studies State Conference
- English Teachers Association Conference
- Resistance training workshops
- 3D printing and Designing for the classroom
- VET Coordinators Network meetings
- Face to Face with Hospitality Industry PD
- Writing Revolution
- Languages network meetings
- Science Teachers BEEST Conference
- Science network meetings
- Mathematics Head Teacher Western Network Meeting

Targeted professional learning for student welfare and support included:

- Children and Adolescents with Autism Spectrum Disorder
- Youth Mental First Aid
- School Counsellor Conference 2015

Targeted professional learning for non-teachers included:

- SWSRTLs and Library SAOs Conference
- School Library Association NSW meetings
- Diploma of Management
- SLSO Handbook Teaming Up
- Ultimo SASS Reference group meetings

Teacher accreditation

Level of Accreditation	Percentage (%) of Teachers
Old Scheme teacher (not accredited)	41
New scheme teachers working towards BOSTES accreditation	21
New scheme teachers maintaining accreditation at Proficient	31
Teachers seeking accreditation at High Accomplished or Lead	6
Teachers maintaining accreditation at Highly Accomplished and/or Lead	1



Financial information

Financial summary

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

A full copy of the school's 2015 financial statement is tabled at the annual general meetings of the P&C. Further details concerning the statement can be obtained by contacting the school.

Date of financial summary	30/11/2015
Income	\$
Balance brought forward	470082.97
Global funds	700842.73
Tied funds	708782.53
School & community sources	690081.34
Interest	20255.81
Trust receipts	283298.75
Canteen	0.00
Total income	2873344.13
Expenditure	
Teaching & learning	
Key learning areas	290026.54
Excursions	135299.84
Extracurricular dissections	170596.35
Library	13222.50
Training & development	6552.03
Tied funds	599544.29
Casual relief teachers	171295.69
Administration & office	222377.15
School-operated canteen	0.00
Utilities	127686.00
Maintenance	58816.90
Trust accounts	191132.84
Capital programs	0.00
Total expenditure	1795417.29
Balance carried forward	92165.91

Key Initiatives

Aboriginal Background Funding

- **Strengthened partnerships and promoted genuine collaboration between schools, Aboriginal families and Aboriginal community organisations**

All Aboriginal students have an opportunity to create a personalised learning pathway. These students can focus on developing areas such as literacy and/or numeracy skills or improving their cultural knowledge. These personalised learning goals are constructed collaboratively, as students are assisted by members of the Aboriginal community, parents and teachers.

Aboriginal students were given the opportunity to participate in a variety of Aboriginal community programs, such as:

- A workshop on Acknowledgement of Country and Welcome to Country at Cecil Hills Public School where junior students were able to gain further knowledge about Aboriginal culture from local communities' elders.
 - The Kari Vocal Identification Program – where students are prepared for an onstage performance.
 - Google Robotics Day for indigenous students – where students were involved in robotics making and a racing challenge.
 - Kari and Police Camp which focuses on strengthening the relationship between indigenous youth and police.
 - Australian Indigenous Mentoring Experience (AIME) Program which helps to cement a link between high school students and university and to also encourage students to finish high school and support them in future education and/or employment.
- **Develop and sustain a positive and inclusive school culture**

Cecil Hills High School continues to follow the protocol of ensuring that the Acknowledgement of Country is performed at all formal assemblies and events, as well as all Year assemblies. Acknowledgement of Country 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 Pathways (PLPs) which have strategies to help teachers to cater for these students' needs and goals. Executive staff were taken through an annual review of the progress of all Aboriginal students at Cecil Hills High School. The aim for 2016 is that the progress review would be per term and presented to all staff.

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

The careers adviser worked extensively with some of the Aboriginal students to ensure they had the necessary skills to enter into the workforce and also offered work experience to students at risk to increase employability skills. Both senior Aboriginal students have gained entry into further education, with one studying at university and one studying at TAFE.

- **Increased Aboriginal students' attendance, participation and engagement in learning**

Two 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.

Participation in the AIME program also increased student attendance and engagement at school, as they were inspired by their mentors to believe that Aboriginal students could achieve at school.

The attendance of a majority of 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**

Personalised Learning Pathways 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 through senior afternoon study sessions. 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 and another attending TAFE.

- **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 indicated that there have been improvements in literacy results in the areas of reading and spelling, as well as in numeracy for the Year 7 Aboriginal students. Improvements in the Year 9 Aboriginal students were reading, grammar and punctuation.

English Language Proficiency Funding

Cecil Hills High School situated in a diverse and culturally rich community is a large co-educational comprehensive high school with a culturally inclusive community to approximately 1200 students from all cultures and communities.

In the school's Annual EAL/D Survey 2015, there was a noted increase from 79.8% in 2014 to 81.0% in 2015 in the enrolment of students from language backgrounds other than English (LBOTE). Cecil Hills High School is proud to work with a culturally inclusive community and views the command over the verbal and written English language skills, an essential requirement for all its students. The level of attainment and mastery of these skills strongly determine the success of students at school, higher education, training and employment. Hence the school 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 its students, especially those learning English as an additional language or dialect (EAL/D).

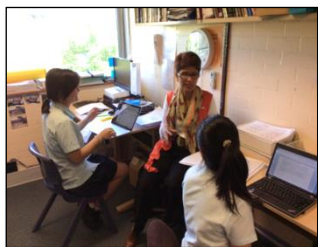
Learning English for EAL/D students that include newly arrived refugees, international students, overseas and Australian-born students whose first language is a language other than English requires encouragement and specific support to build the English language skills needed to access the general curriculum, in addition to learning specific language structures and vocabulary.



The English as an Additional Language/Dialect (EAL/D) program conducted every year 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. This structure enabled targeted EAL/D students from Year 7 to Year 12 to receive direct assistance in English language immersion and explicit language and literacy teaching within the content of their lessons with ongoing individual or group support by the EAL/D teacher in their English language development so that they can access and improve their understanding and participation in the school curriculum.



2015 has seen the introduction of BYOD throughout Years 7 - 10 and this has been enthusiastically embraced by both the students and teachers. The use of their devices as a teaching tool was to provide a 21st learning environment. The staff has participated in professional development programs to enable delivery of this mode of teaching. The



EAL/D program involved the use and development of IT skills, to enhance the learning experience and equip students for the post-school world. However, the

importance of handwriting skills remains important and the EAL/D program still involve the use of exercise book as well as technology.

Cecil Hills High embraces a cyclical process of evaluation that is used to provide a valid and reliable foundation for school planning and improvement. We acknowledge success and use the recommendations that are formulated by evaluations to improve teaching and learning practice in our school.

Targeted students support for refugees and new arrivals

The English as an Additional Language/Dialect (EAL/D) program at the school aims to develop EAL/D students' English language competence and improve their learning outcomes throughout the curriculum to a level where they can fully participate in schooling and independently pursue further education and training. Every year, targeted EAL/D students which include newly arrived refugees, international students, overseas and Australian-born students whose first language is a language other than English are provided with ongoing support by the EAL/D teacher in their English language development so that they can access and improve their understanding and participation in the school curriculum.

The 2015 Annual EAL/D Survey, exhibited enrolments of students from language backgrounds other than English (LBOTE) increase to 81.0%. This increase witnessed a rise in the EAL/D teacher allocation to 1.0. This worked well as it greatly helped in the continued running of EAL/D programs that are tailored to maximise and develop the English Language competence of EAL/D students from Stage 4 to Stage 6 placed at different EAL/D phases.

At the start of this academic year, the primary school data received outlined the different phase levels of our current Year 7 students and the students that were included in the their EAL/D support program. With the aim to maximise learning Stage 4 and Stage 5, targeted EAL/D students were placed in an EAL/D class run by the EAL/D teacher. Stage 6 targeted EAL/D students were withdrawn from some of their classes and were given direct EAL/D support with the aim to build students' knowledge, skills and development of stage and year goals. The EAL/D program and teaching/learning experiences are differentiated, engaging and challenging to cater to result in explicit learning of all students across the different EAL/D phases.

Throughout the year our EAL/D teacher attended regional professional learning networks and provided regular professional development for staff at school. She administers continuous diagnostic tests along with summative and formative assessment using the EAL/D phases to identify EAL/D students and to determine their level of competence in English. The progress in the key learning areas of these targeted EAL/D students are monitored, supported, assessed and reported.



The EAL/D Program incorporated the use of data from NAPLAN and the Annual EAL/D survey to inform planning, programming and differentiation for EAL/D students in teaching programs. The continuous performance assessment data along with NAPLAN data determine the foundation of school planning and improvements in the programming of EAL/D, resulting in continuous work collaboratively with teachers to support the English language and literacy learning of targeted EAL/D students. Continuous collaboration with parents and teachers has supported the English and literacy learning of these targeted students and enhanced student outcomes.

Furthermore, new arrivals, including refugees and international students, are provided with counsellor support where necessary. The progress of new arrivals, including refugees, is closely monitored by

the year adviser, EAL/D teacher and school counsellor. International students are provided with advice and support by the school coordinator of International students. Interpreters are made available at individual parent teacher meetings, parent forums and at parent teacher evenings.



Cecil Hills High School saw a full year of teaching and learning with Bring Your Own Device. The school implemented BYOD for all students in Year 7, Year 8, Year 9 and Year 10 who were required to bring an approved and supported technological device to support their learning. 2015 recognised the benefits of preparing EAL/D students for an ever-changing world that includes the extensive use of technological tools.

In addition the EAL/D students received targeted support from the support team in numeracy and literacy across the different key learning areas in order to enhance their academic, social and emotional development. The outstanding gains made by some students who have accessed EAL/D support are testament to the successful teaching strategies employed by this EAL/D program.

Low level adjustment for disability funding

In 2015, a range of programs were implemented to support students with additional learning support needs including students requiring low-level adjustments for a disability in regular classes. School programs focused on improving students' access to the curriculum, inclusiveness, achievement of subject and personal learning goals, and the development of literacy skills.

Comprehensive Year 6 to 7 transition programs conducted in Term 4 of 2014 assisted the transition of identified students into Cecil Hills High School and development of student learning profiles and adjustments.

Individual Learning Plans were developed for students identified by the Learning Support Team

and reviewed in consultation with parents, students and specialists including speech and occupational therapists, and organisations such as NOVA Employment.

Students were provided with learning adjustments and in-class support by the school learning and support teacher and school learning support officers. Throughout 2015, the learning and support teachers delivered professional learning workshops on Differentiated Instruction which supported teachers in the review of class programs and planning of learning adjustments across the curriculum.

Students in Year 7 and 8 identified in NAPLAN with high literacy support needs participated in an intensive English program that focused on comprehension and writing skills. Students were mapped onto the Literacy Continuum and individual literacy plans were developed and implemented.

A 'School to Work' program developed for students with mild intellectual disabilities and autism in Year 12 assisted students in their transition into further education and the workforce.

Support for beginning teachers

This year saw the arrival of more early career teachers into the Cecil Hills High School community. Various training programs and induction sessions were undertaken by each new staff member. Head Teachers and various staff assisted in the role of mentoring each of the early career teachers. Allocated funding was utilised to allow early career teacher professional development in working towards accreditation at the proficient teacher level in accordance with the NSW Teaching Standards.

In collaboration with our school's Beginning Teacher Mentor, professional development was achieved through programming, lesson observations, aligning assessment tasks with syllabus outcomes, Quality Teaching Framework, personal and professional evaluations and online professional learning.

There was also an explicit mentoring focus on the understanding of school processes such as reporting student welfare, staff roles and responsibilities and student management. Our beginning teachers this year enjoyed an increase in mentoring opportunities and access to beginning teachers networking opportunities. As a result, all beginning teachers are well supported in the accreditation process through mentoring with specific assistance on completing accreditation documentation.

School performance

NAPLAN

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

- Year 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)

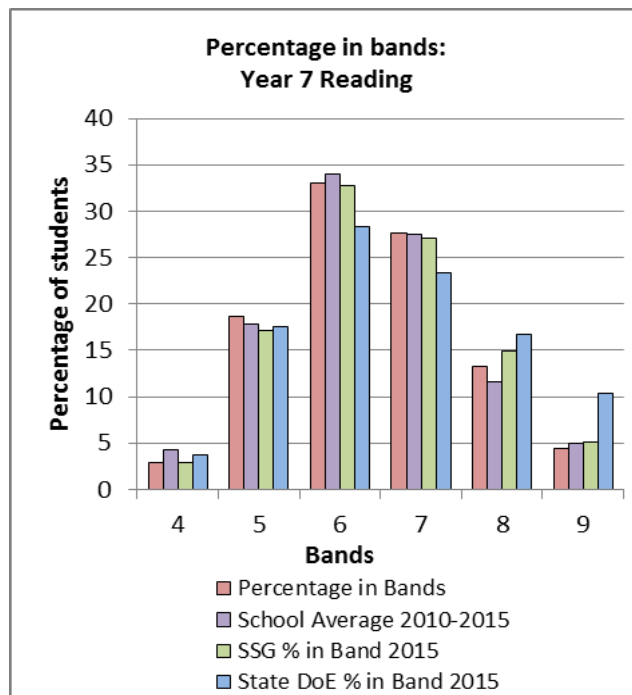
The *My School* website provides detailed information and data for national literacy and numeracy testing. Click on the link [My School](#) and insert *Cecil Hills High School* in the *Find a school* and select *GO* to access the school data.

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

Year 7 Literacy

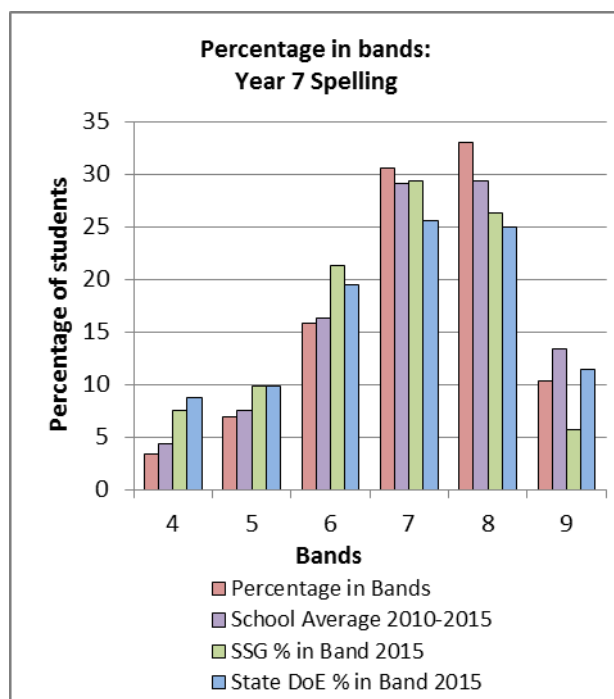
Year 7 NAPLAN Reading

	School	SSG	State DoE			
Average score, 2015	526.5	530.1	538.9			
Skill Band Distribution						
Band	4	5	6	7	8	9
Number in Band	6	38	67	56	27	9
Percentage in Bands	3.0	18.7	33.0	27.6	13.3	4.4
School Average 2010-2015	4.2	17.8	34.0	27.4	11.7	4.9
SSG % in Band 2015	2.9	17.2	32.8	27.0	14.9	5.1
State DoE % in Band 2015	3.7	17.5	28.3	23.4	16.7	10.4



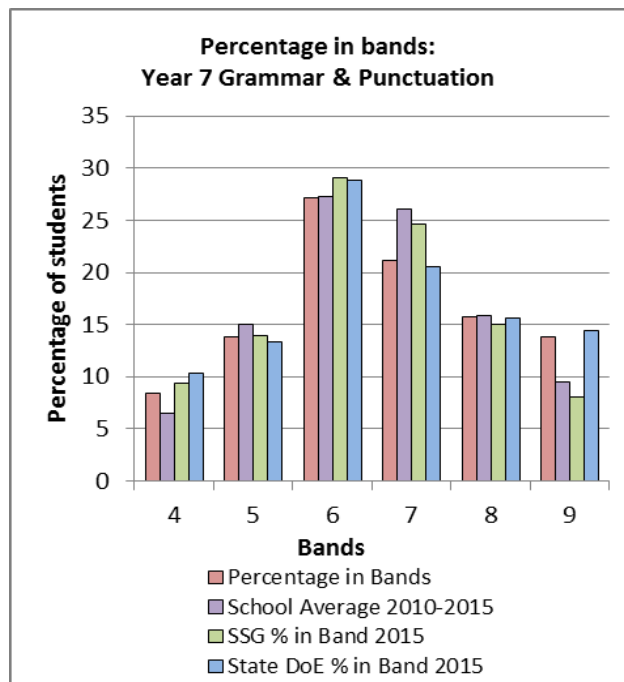
Year 7 NAPLAN Spelling

	School	SSG	State DoE			
Average score, 2015	562.7	541.3	547.3			
Skill Band Distribution						
Band	4	5	6	7	8	9
Number in Band	7	14	32	62	67	21
Percentage in Bands	3.4	6.9	15.8	30.5	33.0	10.3
School Average 2010-2015	4.3	7.6	16.3	29.1	29.3	13.4
SSG % in Band 2015	7.6	9.8	21.3	29.4	26.3	5.7
State DoE % in Band 2015	8.7	9.8	19.5	25.6	25.0	11.4



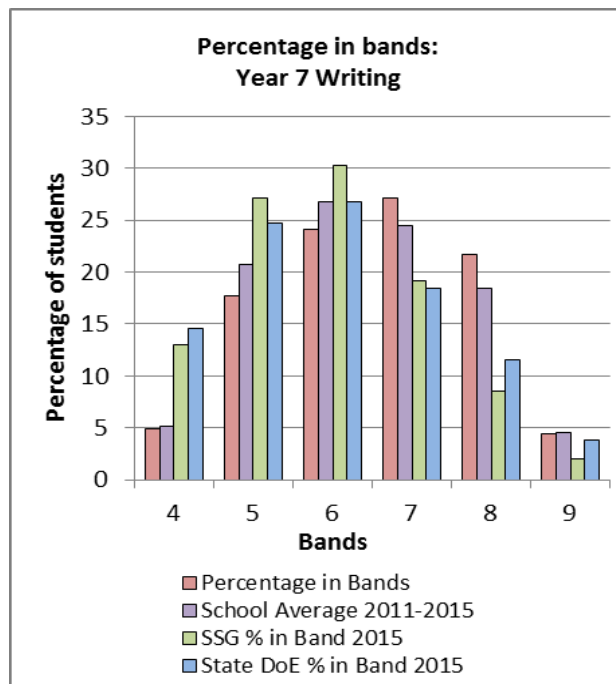
Year 7 NAPLAN Grammar & Punctuation

	School	SSG	State DoE			
Average score, 2015	535.4	525.5	535.0			
Skill Band Distribution						
Band	4	5	6	7	8	9
Number in Band	17	28	55	43	32	28
Percentage in Bands	8.4	13.8	27.1	21.2	15.8	13.8
School Average 2010-2015	6.4	15.0	27.3	26.0	15.8	9.5
SSG % in Band 2015	9.3	13.9	29.1	24.7	15.0	8.0
State DoE % in Band 2015	10.3	13.3	28.8	20.6	15.6	14.4



Year 7 NAPLAN Writing

	School	SSG	State DoE			
Average score, 2015	531.9	493.6	497.3			
Skill Band Distribution						
Band	4	5	6	7	8	9
Number in Band	10	36	49	55	44	9
Percentage in Bands	4.9	17.7	24.1	27.1	21.7	4.4
School Average 2011-2015	5.2	20.7	26.7	24.5	18.4	4.5
SSG % in Band 2015	13.0	27.1	30.3	19.1	8.5	2.0
State DoE % in Band 2015	14.6	24.7	26.8	18.4	11.6	3.8



Year 7 performed best in the spelling test, showing an average growth of 53 points compared to the state average growth of 50.7 points. 61.4% of our students are achieving at or above expected growth in spelling, with 43.3% achieving proficiency standard (top two bands 8 & 9).

In the reading test (comprehension), Year 7 had an average growth of 40.3 points compared to the state growth of 42.5 points. Almost 42% of our students are achieving at or above expected growth in Reading, including 17.7% achieving proficiency standard (top two bands 8 & 9).

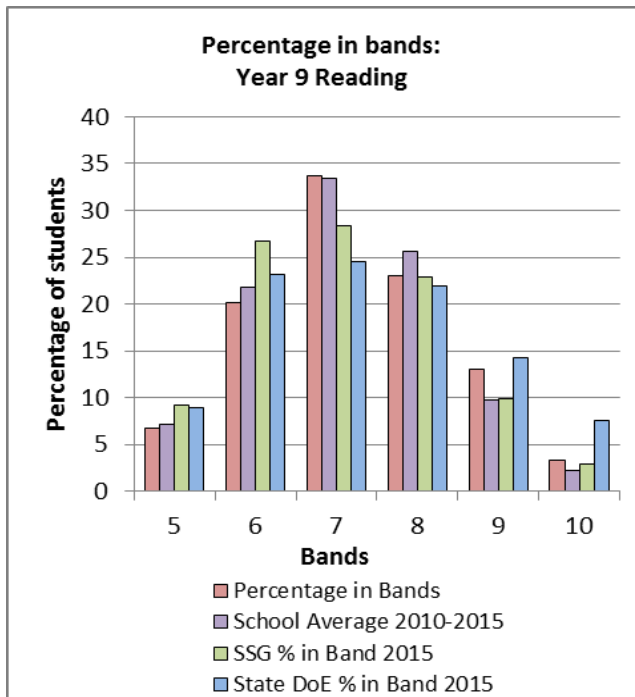
In the writing test, Year 7 had an average growth of 40 points compared to the State average growth of 24.6 points. 53.2% of students achieved writing results in the top three bands.

In the grammar and punctuation test, Year 7 had an average growth of 39.5 points compared to the state growth of 38.2 points. 50.8% of students achieved results in the top three bands in this area.

Year 9 Literacy

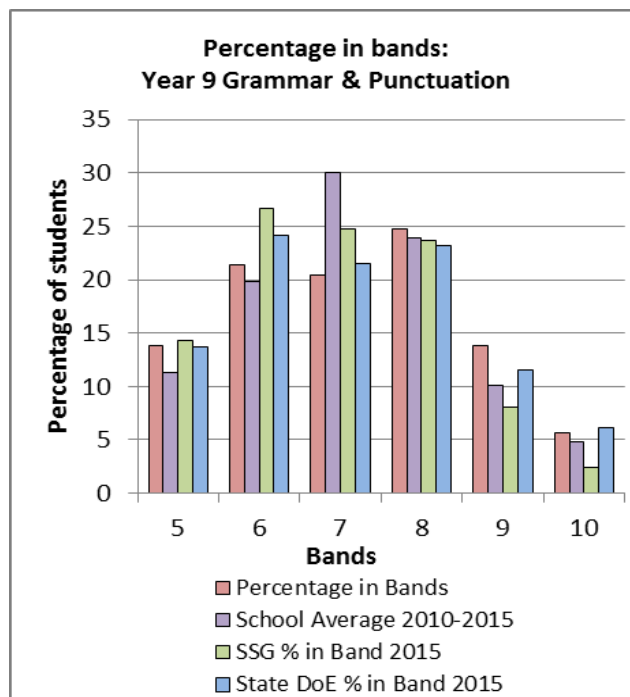
Year 9 NAPLAN Reading

	School	SSG	State DoE			
Average score, 2015	567.7	559.3	573.1			
Skill Band Distribution						
Band	5	6	7	8	9	10
Number in Band	14	42	70	48	27	7
Percentage in Bands	6.7	20.2	33.7	23.1	13.0	3.4
School Average 2010-2015	7.1	21.8	33.4	25.6	9.7	2.3
SSG % in Band 2015	9.2	26.7	28.4	22.8	9.9	2.9
State DoE % in Band 2015	8.9	23.1	24.5	21.9	14.2	7.5



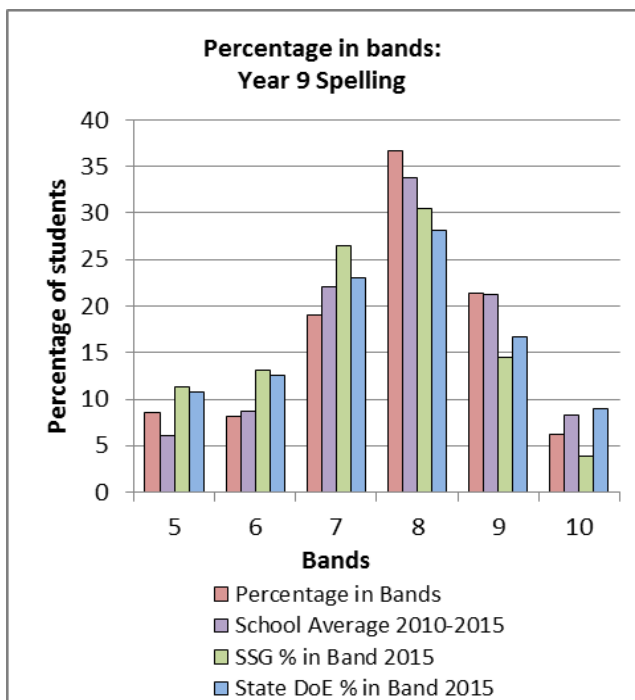
Year 9 NAPLAN Grammar & Punctuation

	School	SSG	State DoE			
Average score, 2015	564.1	548.9	561.5			
Skill Band Distribution						
Band	5	6	7	8	9	10
Number in Band	29	45	43	52	29	12
Percentage in Bands	13.8	21.4	20.5	24.8	13.8	5.7
School Average 2010-2015	11.3	19.9	30.0	23.9	10.1	4.8
SSG % in Band 2015	14.4	26.6	24.8	23.7	8.0	2.5
State DoE % in Band 2015	13.7	24.1	21.5	23.2	11.5	6.1



Year 9 NAPLAN Spelling

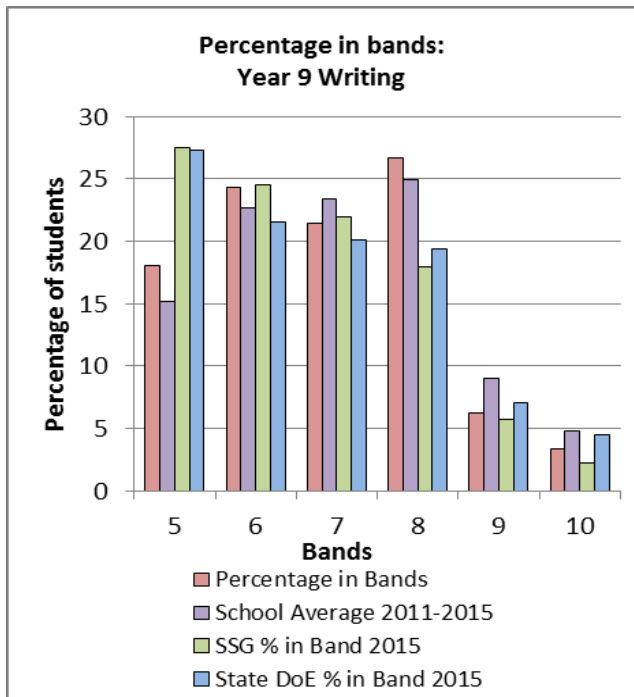
	School	SSG	State DoE			
Average score, 2015	593.1	572.1	583.6			
Skill Band Distribution						
Band	5	6	7	8	9	10
Number in Band	18	17	40	77	45	13
Percentage in Bands	8.6	8.1	19.0	36.7	21.4	6.2
School Average 2010-2015	6.1	8.6	22.0	33.7	21.3	8.2
SSG % in Band 2015	11.4	13.1	26.5	30.5	14.6	3.9
State DoE % in Band 2015	10.8	12.5	23.0	28.1	16.7	9.0



Year 9 NAPLAN Writing

	School	SSG	State DoE			
Average score, 2015	543.1	520.5	526.3			
Skill Band Distribution						
Band	5	6	7	8	9	10
Number in Band	38	51	45	56	13	7
Percentage in Bands	18.1	24.3	21.4	26.7	6.2	3.3
School Average 2011-2015	15.2	22.6	23.4	24.9	9.1	4.8
SSG % in Band 2015	27.5	24.5	22.0	18.0	5.8	2.2
State DoE % in Band 2015	27.3	21.6	20.1	19.4	7.1	4.5





Year 9 performed best in the writing test, with 52.5% reaching expected growth. 36.2% of students in Year 9 achieved results in the top three bands standard for writing. This is a very pleasing result and a good improvement on 2014.

In the spelling test 52% of our students reached expected growth with 27.8% achieving proficiency standard (top two bands 9 and 10). This is a very pleasing result.

In the reading test (comprehension), Year 9 showed an average growth of 41.9 points compared to the state average growth of 37.7 points with 16.4% achieving proficiency standard (top two Bands 9 & 10).

In the grammar and punctuation results, students had an average growth of 28.5 points compared to the state average of 29.5 points. 19.5% of students achieved proficiency standard (top two Bands 9 & 10) in grammar and punctuation, an improved result from 2014.

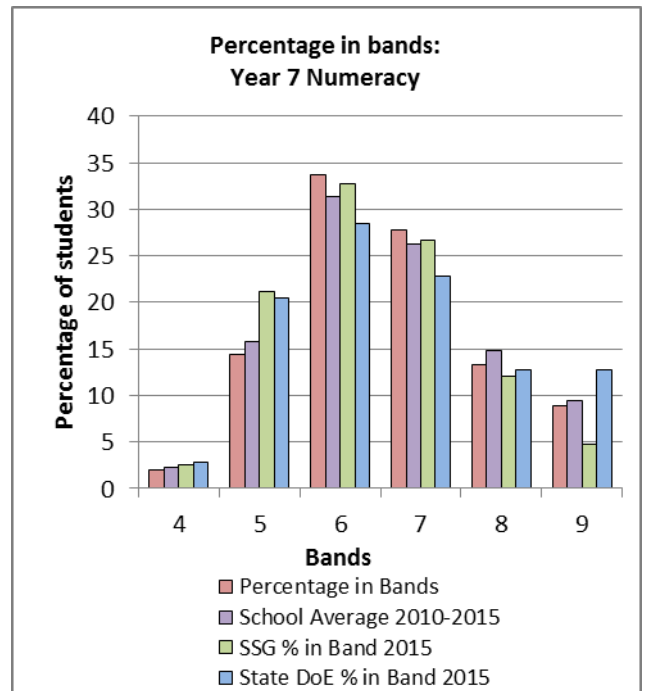
NAPLAN - Numeracy

Year 7 Numeracy

Year 7 performed exceptionally well in the Numeracy tests, showing an average growth of 58.9 points compared to the state average growth of 52.8 points. 22.3% of students in Year 7 achieved proficiency standard (top two bands 8 & 9).

Year 7 NAPLAN Numeracy

	School	SSG	State DoE			
Average score, 2015	537.4	524.8	540.4			
Skill Band Distribution						
Band	4	5	6	7	8	9
Number in Band	4	29	68	56	27	18
Percentage in Bands	2.0	14.4	33.7	27.7	13.4	8.9
School Average 2010-2015	2.3	15.8	31.4	26.3	14.8	9.4
SSG % in Band 2015	2.5	21.2	32.8	26.6	12.1	4.8
State DoE % in Band 2015	2.8	20.5	28.4	22.8	12.7	12.8



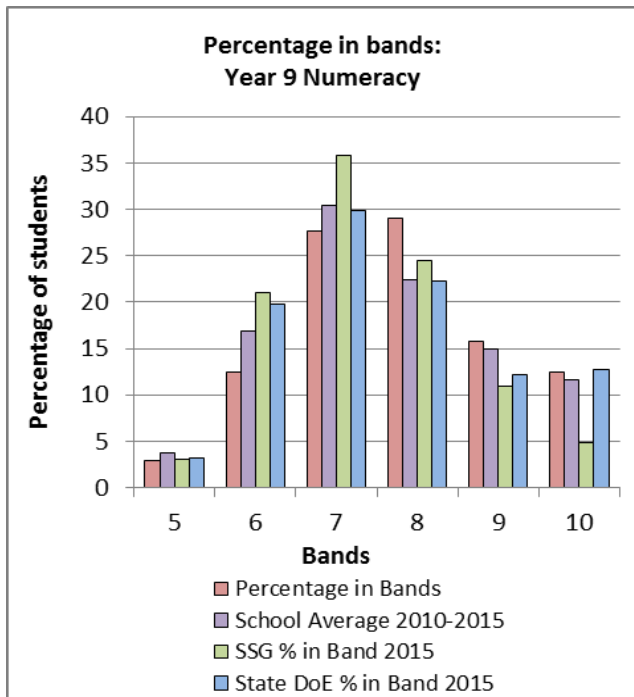
Year 9 Numeracy

Year 9 performed well in the numeracy tests, showing an average growth of 46.9 points compared to the state average growth of 46.8 points and with 27.3% of students achieving proficiency standard (top two Bands 9 & 10).

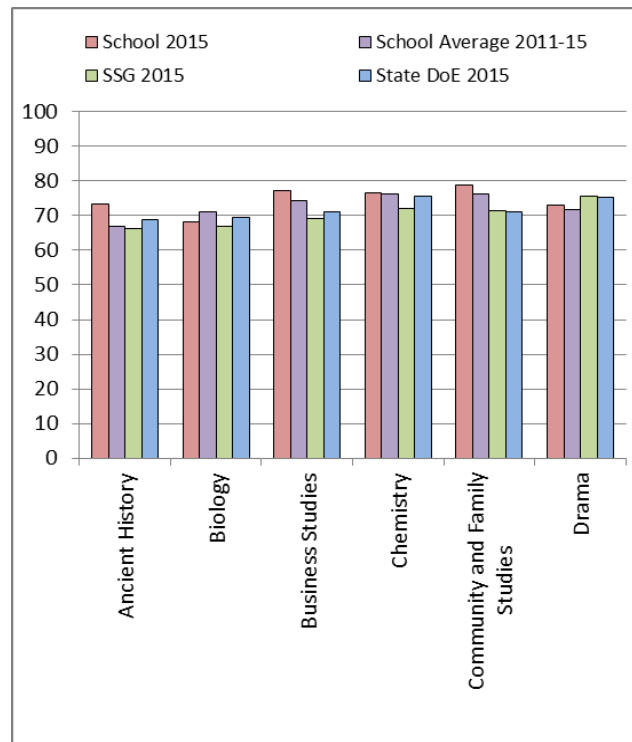
Overall, across years 7 and 9 achievements in literacy and numeracy, there is a continued trend of outstanding numeracy results and improved results for writing, spelling, reading and grammar and punctuation.

Year 9 NAPLAN Numeracy

	School	SSG	State DoE			
Average score, 2015	597.6	572.6	590.6			
Skill Band Distribution						
Band	5	6	7	8	9	10
Number in Band	6	26	58	61	33	26
Percentage in Bands	2.9	12.4	27.6	29.0	15.7	12.4
School Average 2010-2015	3.7	16.9	30.5	22.3	14.9	11.6
SSG % in Band 2015	3.1	21.0	35.7	24.5	10.9	4.8
State DoE % in Band 2015	3.2	19.8	29.9	22.2	12.2	12.7



HSC Course Summary Graphs

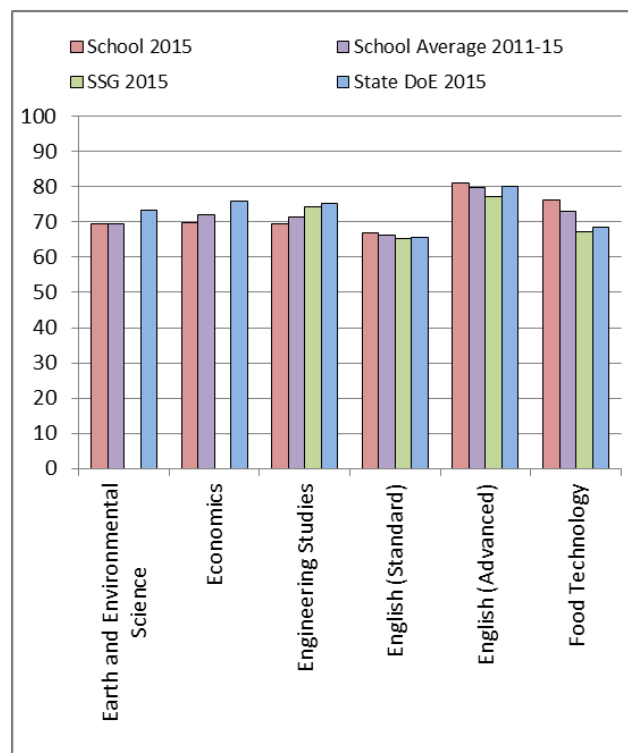


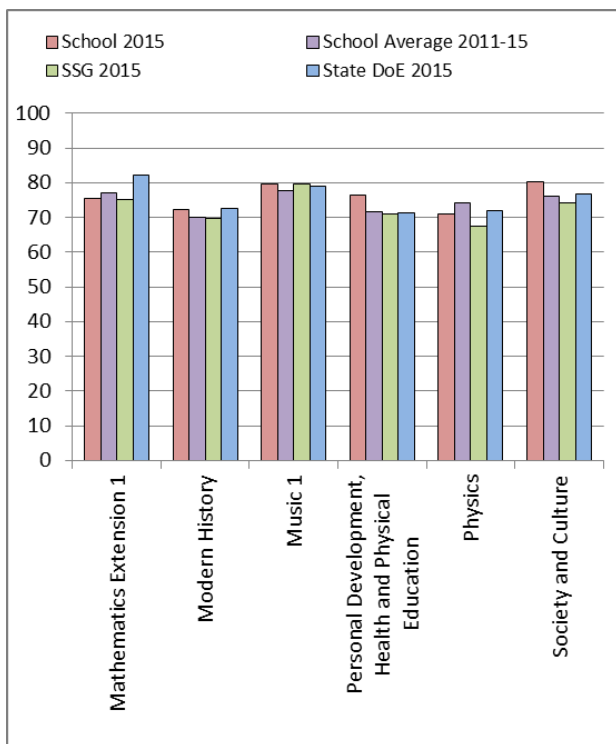
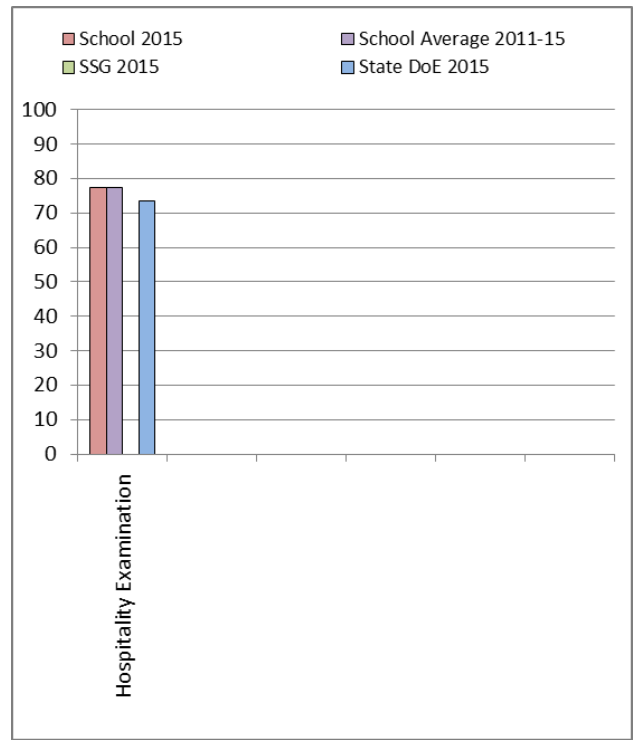
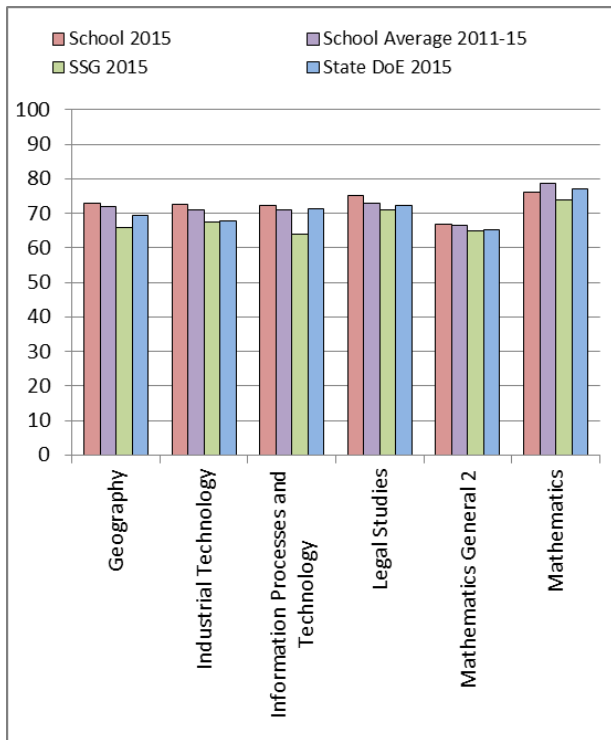
Higher School Certificate (HSC)

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

HSC Course Summary Table

Course	School 2015	School Average 2011-2015	SSG 2015	State DoE 2015
Ancient History	73.4	66.8	66.2	68.8
Biology	68.3	71.1	66.9	69.5
Business Studies	77.3	74.3	69.1	71.1
Chemistry	76.4	76.1	72.1	75.5
Community and Family Studies	78.6	76.3	71.4	70.9
Drama	72.9	71.6	75.5	75.2
Earth and Environmental Science	69.4	69.4	-	73.4
Economics	69.9	72.0	-	76.0
Engineering Studies	69.5	71.4	74.4	75.2
English (Standard)	66.8	66.3	65.3	65.7
English (Advanced)	80.9	79.8	77.3	80.1
Food Technology	76.1	73.0	67.3	68.4
Geography	73.1	71.9	65.9	69.6
Industrial Technology	72.5	71.0	67.5	67.7
Information Processes and Technology	72.3	71.2	64.0	71.2
Legal Studies	75.3	73.0	71.1	72.3
Mathematics General 2	66.8	66.5	64.9	65.4
Mathematics	76.3	78.6	73.8	77.1
Mathematics Extension 1	75.5	77.2	75.3	82.3
Modern History	72.4	70.0	69.7	72.5
Music 1	79.7	77.8	79.7	79.0
PD/H/PE	76.6	71.7	71.2	71.3
Physics	71.1	74.2	67.5	72.1
Society and Culture	80.4	76.1	74.3	76.8
Hospitality Examination	77.5	77.5	-	73.6

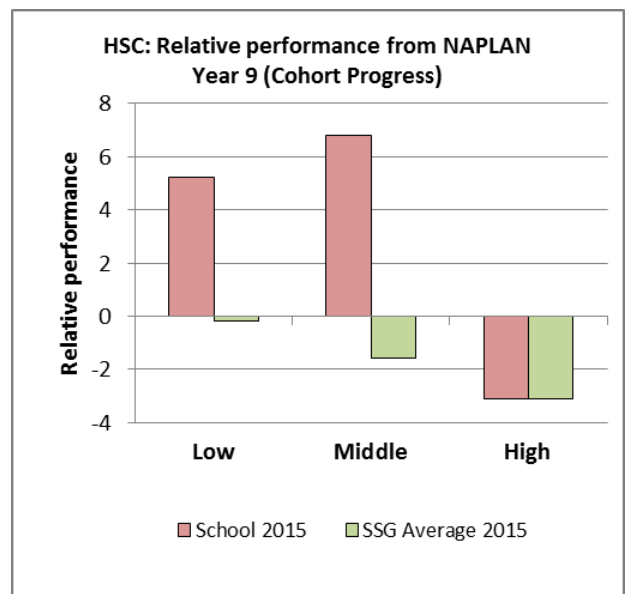




HSC: Relative performance from NAPLAN Year 9 (Cohort Progress)

Performance Band	Low	Middle	High
School 2015	5.2	6.8	-3.1
SSG Average 2015	-0.2	-1.6	-3.1

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



Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek the opinions of parents, students and teachers about the school. Their responses are presented below.

Parents/Caregivers

Some of the strengths which were highlighted by the Parent and Citizens Association included:

- A good reputation of the school in the community of academic and sporting excellence, great office communication and beautiful office staff, school is welcoming, great programs for overall student development and well-being, teachers are working hard to help students in their own time, strict uniform policy and an excellent BYOD policy.

Some of the areas for development which were highlighted by the Parent and Citizens Association included:

- Drop offs/pickup need to be better implemented as sometimes parents get stuck at the roundabout due to traffic buildup, parent information evenings and parent/teacher interviews are too short, parent involvement with Year 8 and Year 10 subject selections, information on HSC and how it works (does my child need an ATAR?) and parent workshops.

Students

The 'Tell them from Me' survey data below outlines student satisfaction at Cecil Hills High School.

Students with a positive sense of belonging

- Students feel accepted and valued by their peers and by others at their school.
- 76% of students in this school had a high sense of belonging. The NSW pilot norm for these years is 63%.
- 74% of the girls and 77% of the boys in this school had a high sense of belonging. The NSW pilot norm for girls is 58% and for boys is 68%.

Students with positive relationships

- Students have friends at school they can trust and who encourage them to make positive choices.
- In this school, 83% of students had positive relationships. The NSW pilot norm for these years is 77%.
- 83% of the girls and 82% of the boys in this school had positive relationships. The NSW pilot norm for girls is 78% and for boys is 76%.

Students that value schooling outcomes

- Students believe that education will benefit them personally and economically, and will have a strong bearing on their future.
- 79% of students in this school valued school outcomes. The NSW pilot norm for these years is 71%.

- 77% of the girls and 81% of the boys in this school valued school outcomes. The NSW pilot norm for girls is 70% and for boys is 72%.

Teachers

Some of the strengths of Cecil Hills High School which were highlighted by *staff* included:

- caring and supportive environment keeping students engaged which develops staff/student rapport, teachers put in effort into making effective and engaging learning programs which cater to all student needs, teachers are supported in their role by all executive staff with the aim to improve student achievement, all staff work collaboratively to achieve common goals in an effort to improve student learning outcomes, excellent welfare system that caters for all students including "at risk students".

Some of the areas for development which were highlighted by staff included:

- more professional learning days aimed at improving teaching and learning practices, evaluating behaviour management practices via the welfare system to improve discipline, installation of interactive whiteboards in classrooms to improve teaching and learning, providing individualised support for students outside of the classroom, prioritise certain programs, implement and evaluate them effectively before establishing new programs, achievement of teachers needs to be celebrated in an effort to maintain staff morale and promote a positive workforce and improved communication and support on the implementation of new programs.

Policy requirements

Aboriginal Education

Aboriginal Education programs continued to grow at Cecil Hills High School in 2015 with the continuation and introduction of a range of initiatives. Cecil Hills High School had 13 indigenous students identified for 2015. Two students in Year 7, two students in Year 8, five student in Year 9, one student in Year 10 and two students in Year 12 and one student from the support unit.

Cecil Hills High School continues to recognise Aboriginal people as the traditional custodians of the land through the inclusion of Acknowledgement of Country in all assemblies and formal settings.

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

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



Cecil Hills High School has recently become involved in the Australian Indigenous Mentoring Experience (AIME). This program helps to strengthen the links between high school students and universities. The aim of the program is to offer Aboriginal students the opportunity to finish high school and support them to be successful in the future, either through university, TAFE, apprenticeships, etc. Each program focussed on areas more pertinent to that particular year group. The Year 9 program concentrated on stepping out of their comfort zone. The Year 10 program focused on leadership and where to in the senior years of school. The senior program looked at

the transition and connection to the next chapter of their life. Our two senior Aboriginal students graduated from the AIME program and were able to be supported by AIME by encouraging them to apply for scholarships for university or TAFE. The AIME program has introduced the notion of nominating AIME ambassadors from each school who will be a leader to other Aboriginal students within each school and will liaise with students about AIME days and goals. Cecil Hills High School's AIME ambassador for 2015/2016 is Kiara Rodriguez-Hextall.

Aboriginal students were offered and attended a number of initiatives and programs. Four junior students attended a workshop on Acknowledgement of Country and Welcome to Country at Cecil Hills Public School. One of the Year 10 students attended a Google Robotics Day for indigenous students and won the robotics making and racing challenge. Four indigenous students attended a combined Kari and Police Camp which focuses on strengthening the relationship between indigenous youth and police. Students were nominated due to excellent attendance and consistent good behaviour at school. One of the Year 12 students gained a Kari scholarship to the value of \$500 to further learning.



Any correspondence appropriate for opportunities for further education and careers were given to and discussed with the Careers Advisor by the Aboriginal Education Coordinator. 2015 saw one Year 12 student gain early entrance into a tertiary course at university and one placement into TAFE.

Multicultural Education and Anti-racism

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

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

We maintain up to date student data to complete reporting requirements and provide learning programs that meet the needs of our students who come from a wide range of backgrounds, including language backgrounds other than English. Every academic year, the school's Annual EAL/D Survey, exhibits a rise in the percentage of students from language backgrounds other than English (LBOTE) enrolled at the school: 79.3% (2013), 79.8% (2014) and this year 2015 there was a noted rise to 81.0%.



These rising LBOTE figures of the school are indicative for the need of programs for its students, such as the English as an Additional Language or Dialect (EAL/D) program. This program aims to develop our EAL/D students for the future as successful global citizens by equipping them with the

skills to be confident, critical and creative individuals who strive for academic excellence. Areas such as anti-bullying, self-esteem, goal setting, team work, respecting others etc. are all part of the program which will continue to foster tolerance and understanding within our culturally diverse learning community.



Other significant programs and initiatives

Bring Your Own Device (BYOD)

Technology is playing a big part in today's world. This has extended into the education of our students. 2015 saw Cecil Hills High School implement Bring Your Own Device (BYOD) for all year groups. The junior years use iPads, tablets and laptops while the senior students are advised to bring a laptop for their senior studies. A bank of laptops was also set up for any students who do not have a device on a regular basis to ensure that all students are provided with the same learning opportunities in the classroom. To further enhance the BYOD policy at Cecil Hills High School, upgrades of interactive white boards have been installed in classrooms. Furthermore, the aim is to have every classroom equipped with an interactive display for staff to use as well as a computer to utilise the facilities by the end of 2016.



BYOD has been implemented in its initial stages ensuring all staff are trained in implementing the policy into teaching programs and the classroom to enhance learning opportunities of all students. This lends itself to differentiated learning across the

school. Second stage implementation for the following year looks at streamlining devices further, along with students participating in developing critical thinking skills, collaboration and manipulation of information to engage in higher order thinking in the classroom whilst catering for the learning needs of all students.

We would like to thank all staff in their ongoing efforts and support of student learning across the school; if it was not for our fantastic teachers this initiative would not have been possible.

Moodle

Cecil Hills High School has implemented a new Virtual Learning Environment (VLE) called Moodle which is an open based learning system allowing for staff to support students learning in a variety of ways. At this stage, Moodle implementation is streamlined with the BYOD process and, to implement both at their full potential; this initiative will take three years with staff and students working in collaboration. Both staff and students have embraced Moodle with consistent use and also as a means of communication during weekends and school holidays. We are able to see the improved usage of the system already which shows the devotion to learning that our students have at Cecil Hills High School.



Implementation has involved staff training which needs to occur on a consistent basis so that all staff are supported throughout this time of change, which will lead to a consistent application of the program in classrooms. Moodle faculty representatives have been trained at different stages of implementation so that they can employ their skills in further training all faculty members and provide continued support where needed.

A new initiative linked with Moodle is the integration of 'Turn-it-in' which will run with Years 7 and 11 in 2016. This program looks at monitoring student assessments in regards to plagiarism to identify the percentage of work which has been written in their own words. This will help provide constant assessment on student understanding of course work across the school, increase students'

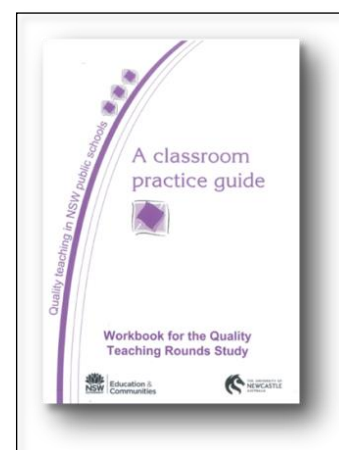
understanding of the plagiarism policy, in turn, minimising the rate of plagiarism across the school.



Both BYOD and Moodle simultaneously provide staff and students a platform to enhance the teaching and learning cycle. Staff are able to provide students with information; students apply this information through a variety of activities. Staff review and provide feedback consistently which allows students to further develop self-regulation abilities. These skills enhance students' learning experiences ensuring they have the vital tools necessary when they leave school.

Quality Teaching Rounds at Cecil Hills High School

In 2014, Cecil Hills High School was selected by the University of Newcastle to be one of 24 schools to participate in a study conducted by the School of Education. The study was on 'Improving teaching quality through peer observation and feedback; 'An investigation of the impact of Quality Teaching Rounds'. This study was run over a period of two years with eight teachers from the school being involved. These teachers were asked to complete surveys, be interviewed, attend workshops and have their lessons observed by academics from the university.



The study conducted revolved around the Quality Teaching model which comprises of three domains: Intellectual Quality, Quality Learning Environment and Significance. Within each domain there are six different elements. Teachers involved in this study

were divided into two Professional Learning Communities (PLCs) and implemented a round of observations to code one another based on each element in the model.

During this time, participating teachers benefited from an enhanced understanding of the practical implications of the quality teaching model and worked collaboratively with peers in an inquiry process to inform the evaluation and re-design of teaching practices.

As a result, teachers became more confident in their practice, were more comfortable to have their lessons observed by peers and took more risks in the classroom to deliver challenging and engaging lessons.

The success of these rounds and the enthusiasm of the staff involved led to the expansion of QTR in 2015. The PLCs were split in half and each pair began a new PLC with two new members. After training in the QTR process, rounds took place throughout Terms 1 to 3. The results of a survey conducted at the conclusion of the rounds identified that 100% of teachers involved found QTR to be a valuable process in the advancement of teaching and learning and also the opportunity to conduct professional dialogue with members of other faculties to be very enjoyable.

With QTR being such a viable form of teacher professional learning, CECIL HILLS HIGH SCHOOL will continue to expand the process in 2016. New Professional Learning Community groups will be formed and more staff will be involved in the training and implementation of Quality Teaching Rounds.

Student Representative Council (SRC)

The Student Representative Council (SRC) of 2015 consisted of four Year 12 School Captains, Vice Captains and 20 other members from Years 7 to 12. The SRC has again proven to be an active unit in the school community which was demonstrated through many successful events organised throughout the year.

The SRC provides leadership opportunities and avenues for students to make suggestions and direct the use of SRC funds. This year the SRC held a number of charity fundraisers including Jeans for Genes Day, 40 Hour Famine, and Dress Red for Red Cross Day. Other regular events included selling items for Valentine's Day as well as students and

staff participating in Shave for a Cure. The SRC have achieved success in increasing their presence within the school and the wider community.



Towards the second half of the year, the SRC aimed at assisting various social justice initiatives. These included working with Cecil Hills Public School with Clean Up Australia Day, which involved cleaning up the local parklands and lake areas. The student representative council also pledged their support for White Ribbon Day, which aimed to raise awareness for women who have been affected by domestic violence. The SRC organised a banner and allowed students from the school to place white hand prints to show their support for the cause. Finally, the SRC launched the Youth for Troops initiative. This successful campaign involved students and parents donating non-perishable food items to Australian soldiers within Australia and overseas.



The SRC received a grant from the Cancer Council and EFTPOS to build a shade structure. The grant application was successful through the efforts of Cathy Diep and past SRC member Michael Tien. The shade structure was completed by Term 3 and the SRC officially launched it with the help of Ms Tanya Davies, State member for Mulgoa. The shade structure serves as a permanent reminder for future SRC members of the amazing leadership efforts to work towards.

In 2015 our senior SRC were given a chance to attend a leadership conference at Ashcroft High School, where they worked collaboratively with other students from different schools on initiatives aimed at the school and local communities. This has proven to be an invaluable experience for our students. The SRC look forward to working closely with the staff and students of Cecil Hills High School in 2016.



Management of Learning (MOL)

Years 7 and 9

The Management of Learning (MOL) program for Year 7 and 9 has two purposes. Firstly, it aims to provide Year 7 students with the opportunity to develop a system for becoming organised, independent and self-regulated learners. The program serves to ease the transition from primary to secondary school. This transition is a period of immense change for students and it is hoped that any stress associated with this can be alleviated through becoming organised. Secondly, for the Year 9 students, the program aims to provide an opportunity for students to take a leadership role and mentor a Year 7 student and pass on the skills they have gained in Years 7 and 8.

Conducted during roll call, effective communication is promoted as students work through workbooks which introduce and reinforce the core concepts of the MOL program. Managing and prioritising school workloads, setting goals and planning steps to achieve them are central to MOL program ideas of "Organise", "Prioritise" and "Do". It is hoped a resilient and positive attitude to school will be developed and students will learn strategies to make productive use of their study and learning time.

Research shows that teaching metacognitive skills results in positive learning outcomes. Allowing students to reflect on their individual



learning styles and behaviours in order to become more effective learners, as is done in the MOL program, promotes this. Research also shows that metacognitive skills can be taught explicitly, and that early adolescence is an optimal developmental stage for this to occur. This further supports the rationale for the value of the MOL program. Students at Cecil Hills High School report increased motivation to attempt tasks, increased confidence in their capacity to perform well and complete tasks on time, as a result of the skills learned in MOL. Many students also report valuing a trusted mentor who is interested in them personally, and who they can go to for help. Having a trusted mentor, setting goals, and experiencing success are factors that research has shown to build resilience.

Years 8 and 10

The Management of Learning program for Years 8 and 10 evolved online this year into a digital format. After careful evaluation of past programs, this year's program was revitalised to include resilience topics and strategies to further comprehensively support our students. In support with our BYOD policy and implementation of Moodle, students were able to complete their Management of Learning course online while in roll call each Monday and Friday morning.

The online benefits have proven to be more engaging for a wider variety of students, as they can now watch relevant videos, participate in interactive activities and also access visual infographics. Furthermore, online completion tracking has ensured that students were being accountable for their work and this feature also enabled students to be rewarded in MOL Merit Week. A targeted priority for the staff has been to encourage students to develop independence in their learning and promote the ideology that they have a responsibility to learn to achieve success. In Week 5 of each term, successful students received merits in roll call for their consistent effort and leadership skills.

Both Management of Learning programs were active in supporting staff and students throughout the year in order to successfully complete the programs. Weekly focus topics with key classroom strategies for each program were available to all staff on our "Hills Hotline", as well as briefing sessions at the start of each term.

Students were provided with intensive mentoring support through leadership workshops in conjunction with the assistance of Careers Adviser Ms Reid. This provided the students with the

confidence and capability to be an effective peer leader in our Management of Learning Programs, and developed key communication, time management and leadership skills for future employment.

Learning Support

In 2015, the Learning Support Team implemented individual and whole school programs from Year 7 to Year 12 to support students with learning and support needs in regular classes. Learning support was provided to students and teachers through in-class support and collaborative planning of learning adjustments and programs.

Additionally, there was a focus on Stage 4 literacy and numeracy programs. Students in Year 7 and 8 identified with literacy needs participated in an English program which provided intensive literacy instruction in the areas of comprehension, writing and spelling. Students were mapped onto the Literacy Continuum and individual literacy plans were developed and implemented.

This year, the school implemented the Year 10 Peer Literacy Tutoring Program for the first time. This program was developed to encourage Year 10 students to participate in the voluntary tutoring of Year 7 students with a specific focus on developing language and literacy skills. Year 10 students attended theory lessons at Miller TAFE and were also observed during roll call, working closely with their Year 7 tutees to complete the practical component of the course. Year 10 tutors were able to attain a TAFE qualification at the completion of the course and were presented with certificates as well as an academic transcript from Miller TAFE.

Throughout 2015, the learning and support teacher delivered professional learning workshops on differentiated instruction and supporting students with additional learning and support needs. This professional learning has supported teachers in the review of class programs, student learning adjustments and assessment.

Peer Maths Tutoring Program

During roll call fifteen Year 7 students participated in a Maths Peer Tutoring Program in which students received one to one support by Accelerated Year 9 students. The program co-ordinated by Ms Kalinski and school learning support officers focused on the

practice and consolidation of topics covered in Year 7 Maths classes and exam revision.

Diary Program

The Diary Program, now in its seventh year, was established to manage the learning of students requiring guidance in Stages 4 and 5. The program saw new management and coordination this year with Mrs Havas joining Mrs Gianni in the leadership of this program.

The program consisted of a total of 17 students ranging from Years 7-10 completing the program during 2015. These students were referred by deputy principals, head teacher welfare and year advisers.

These students required necessary improvements in organisation for school life and advice on how to become more independent in applying themselves to their studies.

The program focused on making students aware of some habits that may need adjusting to better cope with the expectations at Cecil Hills High School.

This year, our focus was on the following areas:

- Arriving to school on time.
- Students 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 etc.)
- Bringing their diary to school every day and using it every lesson.
- Having their books covered, stencils glued in and relevant materials organised in the appropriate books.
- Bringing practical equipment for PE or TAS lessons.
- Monitoring that students have a healthy breakfast, eat properly and ensuring that sufficient food is brought from home. This year, we have also implemented a mentoring program for these students, as it has been a significant and common issue. Senior students who have improved their learning by changing their eating habits, volunteered to speak to the students about the benefits of nutrition on academic success.
- Pre-planning their afternoon or evening activities to prioritise what needs to be completed in order of importance, in accordance with their study guides.

- 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: small achievable targets along the way were also discussed and established.
- Improving sleep routines as these impacts on organisation and the students' ability to arrive on time and be prepared to learn.
- Students were encouraged to focus on positive achievements made both inside and outside of the classroom.
- With management of learning programs being run in roll calls around the school, we have provided these students with leadership qualities and self-confidence to mentor junior students as of next year, by transferring their knowledge and skills in proper diary use.
- Contact with parents by phone often occurred, discussing the child's progress and any strategies which have supported the child in making school life easier and more enjoyable.
- Opportunities are always provided at Cecil Hills High School and we have encouraged our students to consider the ways in which they can become more actively involved in extracurricular activities offered around the school.


In essence, these students have strived to achieve their personal best in all aspects of school life and ultimately have become more organised and independent learners.


Cecil Hills High School House Challenge


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


Our House leaders from Year 10 and 11 form the backbone of our team and were elected in Term 4 - 2014 after delivering speeches to their respective house groups followed by a preferential voting system.

The House leaders for 2015 were as follows:

		Chisholm 
Captains (Year 11)	Male	Jesse Chounlamountry
	Female	Kristina Nguyen
Vice Captains (Year 10)	Male	Andrew Bonanno
	Female	Emma Bissett

		Goolagong 
Captains (Year 11)	Male	Nikodin Kosic
	Female	Shanice Sairlao
Vice Captains (Year 10)	Male	Abhnit Kumar
	Female	Victoria Voraboud

		Hollows 
Captains (Year 11)	Male	Ferdy Lay
	Female	Angie Pradachith
Vice Captains (Year 10)	Male	Ibrahim Hawa
	Female	Angela Yi

		Whitlam 
Captains (Year 11)	Male	Harley Whales
	Female	Leanne Tran
Vice Captains (Year 10)	Male	Jamey Tran
	Female	Monica Riccio

Highlights throughout this year included:

- 800 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 also creates a carnival atmosphere. House war cries still remain an entrenched part of our day with Chisholm and Whitlam winners at each carnival.

- Familiarising Year 7 with 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 students to understand the challenge and how to earn house points. The session also included water balloon relays and Tug-of-War activities in house groups that contributed points towards the challenge.

- Continuation of the lunchtime and house competitions. Students competed in Year 7 and 8 mixed sports events, Minute to Win It activities involving, bouncing a ping-pong ball into a cup, cup flipping, nut stacking and throwing a playing card in to a watermelon, and finally free throw basketball shots. We also got students involved in lunchtime study sessions to prepare for yearly exams.
- More fundraising ventures that included: Scarf for Sillis day and a Cycle Competition that raised over \$650 for Morgan Sillis of Year 11 to compete in the World Duathlon Championships this year. We also continued our Woolies Stickers venture that saw our school community collect over 31,300 stickers for our Support Unit bringing the total teaching equipment purchased through this program to over \$12 000 over the last five years.

House Challenge Scoreboard

Academically:

- Over 3500 awards were issued as part of the *school merit system*.
- 99 students earned the *Cecil Medal* for participation across the school.
- 354 awards were earned at *Presentation Evening* for *first* in class or course.

Sporting:

- 1454 students participated in various *school, grade and gala day* sporting teams.
- 129 students represented the school at *zone level* in various sports.
- 54 students represented the school at *regional level* in various sports.

Extra-Curricular:

- 659 students were involved in *leadership* roles throughout the school, including the Student Representative Council, House Leadership Teams and peer mentors or leaders.
- 220 students participated in *school courses, cultural activities or school service*, such as: the flying squad, drama, street art, musical performances, student guides, work experience and many more.

Our 2015 House Challenge winners for each area of competition were:

<i>Academic Area</i>	- <i>Chisholm Crocs</i>
<i>Sporting Area</i>	- <i>Chisholm Crocs</i>
<i>Extra-Curricular Area</i>	- <i>Chisholm Crocs</i>

OVERALL

House Champions	- <i>Chisholm Crocs</i>
-----------------	-------------------------

The Cecil Hills House Challenge continues to support student leadership opportunities and has again in 2015 amalgamated academic, sporting and extra-curricular activities across the school and turned them into a friendly competition to enhance team and school spirit.



Sporting Achievements

Cecil Hills High School encountered a very hectic, though highly rewarding year in 2015 on the sporting fields.

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

In 2015, we can boast ten Zone Age Champions, three Zone Blues Award winners, a Regional KO Champion winning team, a State Championship silver medallist, a State Champion and two National Championships referees.

Lachlan Ringrose won a gold medal in the 14 years Boys Hammer Throw at the NSW All Schools Athletics Championships. Lachlan finished 7th in the 14 years Boys Hammer Throw at the Australian All Schools Athletics Championships.

A big congratulation to our girls tennis team for being crowned Regional Champions once again. They won against Westfield Sports High School for the second year in a row.

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 house war cries added to the exhilarating atmosphere at these events. Many records were broken in both the swimming and athletics carnivals.

Our house champions in 2015 were:

- Swimming Carnival – Hollows
- Cross Country – Chisholm
- Athletics Carnival – Chisholm
- Sporting House Champion – Chisholm

Swimming carnival

A tremendous team effort saw Cecil Hills High School retain the trophy. Our students won the girls points score, boys points score and the overall points score. The win can be attributed to outstanding individual efforts as well as strong team participation. An outstanding effort was made by all team members. We had two age champions and eleven of our seventeen relay teams qualified for the Regional championships. Congratulations to our Zone age champions Clare Jackson (14 years girls) and Adam Jovanovic (17+ years boys).

Athletics carnival

With two days of intense competition we were able to regain the Zone Athletics Trophy after an absence of a year. Our students won the girls points score, boys points score and the Overall Points score by 160 points.

We acquired four Age Champions:

Aleksia Sivic	12 years Girls
Sonya Cardillo	13 years Girls
Samantha Nance-Palmer	15 years Girls
Adrian Ferreira	15 years Boys

We had nine relay teams qualify for the Regional Athletics Championships.



Cross Country

An incredible team effort saw Cecil Hills High School maintain the cross country championships. Our students won the girls points score, boys points score and the Overall Points Score by 253 points.

Our training base around the lakes of Cecil Hills is the envy of all our competitors. We had four Age Champions and we won six team events. Our outstanding results are listed below:

Elizabeth Bryce	18+ years Girls Age champion
Sonya Cardillo	13 years Girls Age Champion
Luca Silvera	16 years Boys Age Champion
Adrian Ferreira	15 years Boys Age Champion

Zone carnivals

In 2015, Cecil Hills High School won the Zone Swimming, Cross Country and Athletics trophies. We won the Boys, Girls and Overall points score in all three carnivals.

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

Bernera Zone Grade Sport

In the Winter grade competition, we achieved considerable success with ten teams qualifying for the finals. Six were Premiers and four were Runners-Up. In the Summer grade competition, we again performed extremely well with eleven teams qualifying for the finals. Five were Premiers and six were runners-up.

Cecil Hills High School was the Grade Sport Champion in 2015, an astounding sixteen years in a row!

Regional Carnivals

In Swimming, thirty two students represented Cecil Hills High School at the Regional Championships.

Our 12 years Girls 4 x 50m Relay team (Katherine Le, Jessica Stanley, Jessica Csillag and Tahlia Febbo) placed 2nd and our 17+ years Boys 4 x 50m Relay team (Adam Jovanovic, Morgan Sillis, Luka Cubrilo and Shanin Ratanavong) won their event. Both relay teams qualified for the CHS State Championships.

In Cross Country, 30 students competed at the Regional Championships. Our standout performers were:

- Adrian Ferreira (15 years Boys) – 4th
- Luca Silvera (16 years Boys) – 4th
- Elizabeth Bryce (17 years Girls) – 7th
- Vanessa Parada (14 years Girls) – 11th

In Athletics, forty five students represented Bernera Zone at the regional championships. Our standout performers are listed below:

Victoria Faaolatane	3rd in 12 yrs Girls Discus
Adrian Ferreira	3rd in 15 yrs Boys 1500m, 4th in 800m, 6th in 3000m
16 yrs Girls 4 x 100m Relay	4th
Luca Silvera	4th in 16 yrs Boys 1500m, 6th in 800m
15 yrs Girls 4 x 100m Relay	5th
Elizabeth Bryce	5th in 17+ yrs Girls 1500m
Alessio Giandomenico	5th in 12 yrs Boys Shot Put
Brandon Voraboud	5th in 17+ yrs Boys Javelin
Morgan Sillis	6th in 17+ yrs Boys 800m, 1500m
Brandon Sutherland	6th in 17+ yrs Boys High Jump, 8th in 400m
Aleksandar Grujic	6th in 17+ yrs Boys Shot Put
Olivia Macmillan	7th in 15 yrs Girls 1500m
Georgia Bajic	7th in 13 yrs Girls Long Jump
Zac Hanson	7th in 16 yrs Boys Javelin
17+ Boys 4 x 100m Relay	8th

Bernera Zone Representatives

One hundred and forty one students from our school represented Bernera Zone across ten different sports in 2015. Many of our students were multiple representatives.

Zone Blues Winners

Three of our students received Blues Awards at the annual Bernera Zone Blues Awards ceremony. These were:

- Adam Jovanovic - Swimming
- Andre De Oliveira - Tennis
- Elizabeth Bryce - Football/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 Regional Representatives

Nineteen students represented the Sydney South West Region in 2015 at NSW Combined High Schools Championships.

Andre De Oliviera was a star member of the silver medal winning Sydney South West Boys Tennis team at the CHS Championships.

Student	Event
Rebecca Brett	1st in 16 yrs Girls 100m, 200m, Triple Jump; 2nd in 400m, High Jump, Long Jump Regional Age Champion
Clayton Elasi	1st in 13 yrs Boys Discus, 3rd in Shot Put, Javelin
Jordan Scully	2nd in 14yrs Girls Hurdles, 3rd in Triple Jump
12 yrs Girls 4 x 100m Relay	2nd
Luka Cubrilo	2nd in Boys Pentathlon
Samantha Nance-Palmer	3rd in 15 yrs Girls 100m, 4th in 200m, 8th in 400m
Aleksia Sivac	3rd in 12 yrs Girls Long Jump, 4th in 100m
Jasmine Scully	3rd in 12 yrs Girls High Jump

NSW Representatives

Tyler Aplitt and Daniel Kustec refereed at the Pacific Schools Games. Lachlan Ringrose competed at the Australian All Schools Athletics Championships.

Combined High Schools Knockout Competitions

In 2015 we competed in many statewide knockout competitions and achieved great success. Our students gained valuable experience by competing in these competitions.

- Girls Tennis: regional champions
- Girls Soccer: regional finalists
- Boys Touch: regional semi finalists
- Boys Basketball: regional semi finalists
- Boys Water Polo: fourth
- Girls Water Polo: fourth

CHS Knockout Results

- Boys Touch: final 16

Futsal

- 14 years Girls and 16 years Girls - regional winners
- 14 years, 16 years Boys and Girls competed at State championships. The 16 years Girls team made the State quarter-finals.

Western Sydney Wanderers Cup

The girls' team made the semi-finals for the Wanderers cup.

Equestrian

A number of students competed at inter-schools competitions and performed well. A number of students have also excelled in sport outside of school including:

- Jarrod Carluccio represented NSW at National Football championships.
- Morgan Sillis represented Australia at the World Duathlon championships in Adelaide.
- Antonio Labbozzetta represented Australia in martial arts.

Junior Sportsperson of the Year

Female

Our Junior Sportswoman of the Year in 2015 is Sonya Cardillo.

Male

Our Junior Sportsman of the Year in 2015 is Adrian Ferreira.

Senior Sportsperson of the Year

Female

Our Senior Sportswoman of the Year in 2015 is Elizabeth Bryce (her sixth year in a row).

Male

Our joint Senior Sportsmen of the Year in 2015 are Morgan Sillis and Shanin Ratanavong.

Creative and Performing Arts

Cecil Hills High School enjoyed another exciting and busy year in the creative and performing arts. Various courses continued to develop and provided excellent learning opportunities for all students.



Music

2015 was a big year for Music at Cecil Hills High School. Stage 4, 5 and 6 programs in Music continued to enhance and develop student's music skills, by giving them opportunities to perform in front of audiences and be involved in ensemble work. Students performed at Year/CHAMP assemblies, presentation events, regional festivals and school concerts which built up student confidence and self-esteem.



HSC Music 1

The talented and passionate HSC Music 1 students showcased their skills through various performance, composition and listening tasks.

- **Live at the Lounge:** This year Cecil Hills High School introduced the first ever '*Live @ the Lounge*' event being held during lunch times. The concerts were held throughout Term 2 and involved a number of Year 12 students performing in front of their peers. This gave Year 12s more performance experience and prepared them for their HSC exams.



- **HSC Music 1 Study Day:** In Term 2 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.

Along with Cecil Hills High School, other schools attended, including Bonnyrigg High School, Cabramatta High School, Fairvale High School, Hurlstone Agricultural High School and Macquarie Fields High School and many other schools within our region.

A number of lectures were held throughout the day, including composition and Viva Voce sessions. The study day concluded with a concert in front of the entire audience of approximately 200 HSC Music students and staff members. The performances varied in genre, from rock, to swing, to Indian cultural music, to DJ-ing! HSC students nominated themselves to be part of the concert. Luka Cubrilo and Cathy Diep took this chance to represent our school, with Luka's vocal and guitar performance of '*My False*' (Matt Corby) and Cathy's vocal performance of '*Candyman*' (Christina Aguilera). They were given feedback from Music markers, making the session very worthwhile. Overall it was a very successful day and helped prepare students for the music examination.



High achievement was made in the HSC Musicology elective where Elizabeth Bryce's Viva Voce was identified as exemplary. The 2016 ENCORE concert will acknowledge her achievement in an honour list

of students. ENCORE is a prestigious event held annually in the Concert Hall of the Sydney Opera House that showcases a small selection of outstanding Higher School Certificate (HSC) Music students from New South Wales for their outstanding performances and compositions.



Bring it on! Festival – School Challenge 2015

At the beginning of Term 1, Year 11 music students participated in the Bring It On! Festival – School Challenge at Fairfield Showground. For some of these students it was their second time participating in the event. The members of the band included Berkan Yuksel, Harley Whales and Griffith Yan. The boys were given the opportunity to perform on stage alongside high schools from around the region. The boys also known as 'Berk-G-Harley' performed the popular rock song 'Give It Away' by Red Hot Chilli Peppers. They wowed the audience and the judges with their personal expression, stage presence and professional attitude. 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 large audience.

Cecil Hills High School Showcase

At the end of 2015 our school held its annual Cecil Hills High School Showcase. The event showcased the many talents of our students in the performing arts, with over 100 students participating. It involved many months of planning and rehearsing during and after school hours. The students were very enthusiastic, highly motivated and worked extremely hard on their performance items. These items included both dance and music. The show was presented over two days. The first show was held at night for families of the students involved. The following day the students were given another opportunity to perform in front of the whole school and teachers.

2015 was also a successful year for our dance students. Ms Gianni continued running the dance group during sport. In turn, both junior and senior dance groups performed their own items. The music and dance items included:

Item	Year/Students
<i>A collection of Piano pieces</i>	Michael Phu
<i>Colour my world – Dance</i>	Special Education Unit
<i>Heroes – Alesso</i>	Year 9 Music
<i>Suzuki Piano Piece</i>	Scott Hoang – Year 7
<i>Turning Tables - Dance</i>	Shanelle Pizzaro – Year 8
<i>Drops of Jupiter - Train</i>	Year 8 Music
<i>My Immortal – Evanescence</i>	Year 10 Music
<i>Dance Item</i>	CHHS Senior Dance Crew
<i>Black Magic – Little Mix</i>	Year 9 Music
<i>Raise the bars – Student Composition</i>	Year 10 and Year 9 Music Students
<i>Dance duo – Happy (Pharrell Williams)</i>	Kiara Hawkins (7) and dance partner
<i>Hotel Ceiling – Rixton</i>	Year 10 Music
<i>Tattoo – Jordan Sparks</i>	Year 11/12 Music
<i>Writing's on the Wall – Sam Smith</i>	Year 11/12 Music
<i>Song 2 - Blur</i>	Year 11/12 Music
<i>Latch - Dance</i>	CHHS Junior Dance Crew
<i>She's always a woman to me – Billy Joel</i>	Barbara Arsola – 9 Music
<i>Set fire to the rain - Adele</i>	Year 8 Music
<i>I see fire – Ed Sheeran</i>	Year 10 Music
<i>Lay me down – Sam Smith</i>	Year 11/12 Music
<i>Let it go – James Bay</i>	Year 11/12 Music
<i>Feeling Sorry - Paramore</i>	Year 11/12 Music
<i>Layla – Eric Clapton</i>	Year 11/12 Music
<i>What do you mean? Justin Bieber</i>	Year 11/12 Music
<i>I'm so sorry – Imagine Dragons</i>	Year 11/12 Music
<i>On my mind - Powderfinger</i>	Staff Band

It was a very successful year for Cecil Hills High School – Music. We are looking forward to 2016.

Visual Arts

Programs throughout Visual Arts have continued to reflect quality teaching. During 2015, the creative works of year 7-12 students were displayed in our school exhibition. Works were inspired by pop Art, the landscape, the human body, animals, still life, the history of art, the natural environment and the frames. In the planning and creation of these works, students demonstrated both engagement and high levels of critical and higher order thinking. The classroom environment continued to encourage and engage students to develop literacy, numeracy and ICT skills which are integral parts of the Visual Arts programs and are embedded into both making and studying tasks.



Trips to the Art Gallery of NSW inspired and broadened knowledge and understanding of the arts for Year 7, and gave Years 10-11 an insight into HSC concepts in the creation of a 'Body of Work'. Students attended the dynamic and popular ArtExpress exhibition which featured a selection of outstanding student artworks, developed for the art-making component of the HSC examination in Visual Arts. Students had the opportunity to view a broad range of approaches and expressive forms, including ceramics, collection of works, documented forms, drawing, graphic design, painting, photomedia, printmaking,



sculpture, textiles and fibre, and time-based forms. Students also attended a study session where presentations by exhibiting students of ArtExpress discussed and explained their work. Students also gained knowledge on what happens 'behind-the-scenes' for the selection and exhibition process for ArtExpress. This was an excellent day out and students walked away feeling more informed and inspired.



Our extracurricular Street Art course, which was run at lunch times by Ms Marks, provided extra opportunities for Years 8-12 students, to extend and further explore their creative talents, skills and interests in graffiti and stencil art. Students created works for rooms around the school, their own personal artworks and also for the International Paste Modern exhibition at Ambush Gallery, Chippendale. Students further explored the contemporary practices of artists with an excursion to Ambush gallery, White Rabbit gallery and a street art tour of Chippendale.



2015 also provided many opportunities for individual students, where their works were selected for:

- **Operation Art:** This exhibition is an initiative of The Children's Hospital at Westmead in

association with the New South Wales Department of Education. Year 7 students; Isabella Rizos, Micaela Bonnar, Olivia Tu and Year 9 student Kevin Lui, artworks were exhibited at the Armory Gallery, Sydney Olympic Park.



- **Nagoya Sister City Art Exchange:** This exhibition features outstanding art works from NSW Public schools. Our successful and talented students in Year 10 Matthew Capulong, Georgia Macmillan and Year 7 students Chloe Viengkham and Anastasia Mijakovac had their artworks selected and are exhibited in Nagoya, Japan.
- **Casula Powerhouse *NEXT* exhibition:** Ryan Multari's artwork of Year 12 2015, was selected for the annual Casula Powerhouse *exhibition NEXT*. Ryan's HSC work will be exhibited with other works from local high schools from the City of Liverpool, in early 2016.



High achievement was made in the HSC Visual Arts course with students achieving marks 9.79% above state average.

Our ongoing gifted and talented art primary school links program has seen some enthusiastic and talented students this year. The program has proved a valuable experience for both the professional development of visiting primary staff as well as the many students who have participated throughout the program. 2016 should see another partner primary school join the program.



Year 6 Transition

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 Public School, Cecil Hills Public School and Kemps Creek Public School) 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 1 included:

- An address on the social and personal aspects of transition by year advisers, members of the executive 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 literacy and numeracy.
- Screening of the transition DVD to extend students' understanding of high school at Cecil Hills High.

Orientation

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.

Literacy

This session involves an introduction to the importance of literacy as a means of improving individual results. Perception of their level of reading skill, then the Moodle reading test, explained as the way we ensure they are in the best class for them to achieve in Year 7. We anticipate the reading test (barring technology issues) should take approximately 45 minutes to complete.

Numeracy

These sessions begin with an introduction to the Mathematics Faculty, followed by an overview on the equipment needed for Year 7 Mathematics. Working in groups and independently, students will be building their numeracy and problem solving skills through games and activities; and will be given a demonstration on working effectively from a textbook.



Transition Visit – Day 2

Activities on Day 2 were divided into two parts:

- Management of Learning and Science lesson
- TAS elective lesson

The first part of the day allowed primary school students to participate in a Management of Learning

lesson with Year 11 mentors. These sessions are aimed at preparing the students for high school expectations and establishing effective study habits.

Science

In this session students learned about lab safety and lab equipment that they will use in Year 7. They identified different scientific equipment, explained its purpose and inferred the possible dangers and safety procedures when using equipment during experiments. Students applied their knowledge by completing a science experiment using the equipment they have learned about during that session.

The latter part of the day allowed students to participate in a TAS elective – Cooking, Wood or Plastics. In all the elective lessons, students were taken through the crucial Work Health and Safety rules of the subject and working areas.

Cooking

Students were taken through general safety in the kitchen before starting on a cooking demonstration where all students came to the front to observe, after which they were given the recipe for the Mini Pizza. The teacher instructed students about knife safety and cutting techniques. Students observed the demonstration then were instructed to work with their partners to follow the procedure. Once the food was cooked they were required to wash up, dry and clean up their workspaces.

Plastics and Woodwork

Students designed and created their own item. This process involved cutting a shape out on the scroll saw machine, sanding the shape to remove all scratches and polishing the plastic to make it look like glass. More advanced students heated the shape with assistance and bent it to present a 3D-looking ornament.

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.

Staff Contributions to the Annual Report

Mr M Sutton, Principal

Ms D Kalinski, Learning and Support Teacher

Mr D Dawkins, Head Teacher Industrial Arts

Mrs A Verter, Head Teacher Creative and Performing Arts

Mrs M Haskett, Head Teacher Teaching and Learning

Mrs M Camilleri, School Administrative Officer

Mrs E Crowe, School Administrative Officer

Mrs L Dunn, School Administrative Manager

Mrs M Reid, Careers Adviser

Mrs J Green, Teacher Librarian

Mrs M Rattos, EAL/D Teacher

Ms M Scott, Aboriginal Education Coordinator

Mr G Alfonsi, House Coordinator

Mr T Cordin, Head Teacher Mathematics

Mr M Lane, PD/H/PE teacher

Ms B Vidot, PD/H/PE teacher

Mr B Condon, Sports Coordinator

Mrs K Gianni, Mathematics Teacher

Mrs R Havas, English Teacher

Ms J Carter, English Teacher

Ms C Nona, Music Teacher

Ms A Sahid, SRC Coordinator

Ms M Mukkattu, SRC Coordinator

Ms K Sharma, Science Teacher

Mr S Krishan, TAS Teacher