

2020 Annual Report

Cecil Hills High School



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Introduction

The Annual Report for 2020 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.

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Message from the principal

It is my honour to report on the achievements of Cecil Hills High School in 2020. Our school has had another 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 2020. Across the school, 45 x Band 6 results (a mark over 90%) and 179 x Band 5 results (a mark over 80%) were achieved which represents a significant achievement. Our staff are all familiar with the *NESA Results Analysis Package* and this was used extensively at the start of 2020 to deliver professional learning to teachers on methods for analysing HSC performance data. The highest ATAR recorded for 2020 was 97.80 which demonstrates that students who attend Cecil Hills High School are capable of achieving at the highest level and have access to the best educational opportunities.

Our school motto, "we believe in success", is exhibited in our strong academic achievement. Cecil Hills High School is expert at delivering public education and our results demonstrate this fact. We are proud of the holistic and well-rounded education that students receive at this school. Cecil Hills High School will continue to strive for excellence in 2021, as we embark on a new strategic improvement plan for 2021-2024, to ensure that students in this area of Sydney can attend their local public high school and receive the best possible education.

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

There were a number of important milestones in 2020. Over the last few years, we have developed our C.E.C.I.L skills, namely, communication, engagement, collaboration, innovation and leadership, to help students on their way to being 21st century and lifelong learners. These skills were initially developed in relation to our Year 8 innovation electives and were expanded to all Year 7 to Year 10 curriculum areas in 2020 and were a major feature of student reports for parents.

Due to our increasing student enrolments, we expanded our senior executive team from three permanent deputy principals to four permanent deputy principals. In addition, we created an additional Head Teacher - Welfare position and created a new Head Teacher - Literacy position to reflect the importance of these areas in the school. Furthermore, a Head Teacher - Secondary Studies position was created to commence in 2021 to increase our focus on effective classroom practice and high-level support for teachers.

A major focus of the second semester in 2020 was the completion of our situational analysis in accordance with the NSW Department of Education's School Excellence Policy. This involved the school executive team and broader staff analysing a range of school data sources to identify our strengths and areas of focus. A significant amount of work was undertaken in relation to the development of a draft strategic improvement plan for 2021-2024. Cecil Hills High School is expected to undertake its next external validation process in 2023 which will be the next major opportunity for reflection and review.

Almost overnight, all NSW public schools responded effectively to the challenges of the coronavirus pandemic. I was

incredibly proud of the staff of Cecil Hills High School who built on our pre-existing BYOD focus and successfully pivoted to create an online learning environment instantaneously. This required a complete rethink of various aspects of teaching and learning including lesson design and assessment. Our staff worked extremely hard to ensure our students enjoyed a continuity of learning. Our wonderful SASS staff supported our work at all times and also adapted to this change in a positive manner. From my perspective as principal, we were able to deliver professional learning to teachers in new ways and were able to provide more individualised support to teachers. We have been able to capitalise on the significant amount of learning amongst staff which has led to some improvements for our school in a number of areas including online parent meetings, livestreaming of assemblies and a renewed focus on digital technology as a learning tool.

In 2020, despite the challenges of the pandemic, we decided to clearly focus on attendance as the first priority of students and parents. We created an attendance team to focus on lifting our attendance rates which has shown improvement in a short amount of time. Due to the pandemic, we increased the amount of communication with parents which has helped us connect with our community.

Once again, Cecil Hills HS was recognised as a centre of excellence for student wellbeing and a podcast interview with myself as principal, our student leaders and the Secretary of the NSW Department of Education was recorded. This professional learning resource has been made available for other schools to learn from our expertise in student wellbeing.

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 Teachers - Welfare and consists of our four deputy principals, year advisers, senior coordinators, SRC teachers and school counsellors. The welfare team thanks Mr Trent Robinson and Ms Karina Fagan who expertly guided and mentored the Year 12 class of 2020. We welcome Ms Amy Preston and the returning Ms Karina Fagan who are the new year advisers for Year 7 in 2021. As a school, we select our year advisers for the following year very early and Ms Rania Zaidan and Mr Josh Banks will work with Year 6 in 2021 in preparation for Year 7 (2022).

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 into 2021 and beyond.

Mark Sutton

Principal

Cecil Hills High School

School vision

We believe in success and aim for excellence in learning, teaching and leading. Our students achieve at least a year's worth of progress from every year of schooling. Our diverse learners are respectful, responsible and successful and connect with their teachers to succeed and thrive. They focus on positive behaviour for learning principles and form productive relationships to work with their teachers. Our teachers use flexible, future-focused and innovative teaching practices to develop 21st century learners. They differentiate and have a core focus on literacy, numeracy and technology in learning and assessment. Our leaders inspire and influence change as instructional leaders and collaborate with those beyond the classroom wall. They build leadership skills in themselves and others to ensure our school operates in a framework of excellence.

School context

Cecil Hills High School is a comprehensive coeducational high school in a high-growth area in south-west Sydney. Our enrolment of 1450 students (Year 7 to Year 12) includes 85% of students from a non-English speaking background. Our school proudly has a support unit. We are the school of choice in the local community and we foster an excellent reputation for quality teaching and learning, excellent discipline, a productive learning environment and high uniform standards. Our school has a history of outstanding academic success and high expectations in all curriculum areas. Our school has a highly committed staff and an environment where academic success and student wellbeing are at the forefront of decision-making. The school is experiencing significant enrolment growth at present and this is expected to continue into the future. We have written and introduced our own Year 8 electives courses based on project-based learning. The proposed Western Sydney Airport is in the school's drawing area and will provide significant employment and training links for our school when constructed. Our school and its community will proudly celebrate twenty-five years of excellence in public education in 2021.

Self-assessment and school achievement

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

This year, our school undertook self-assessment using the School Excellence Framework. The Framework is a statement of what is valued as excellence for NSW public schools, both now and into the future. 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.

Each year, we assess our practice against the Framework to inform our school plan and annual report.

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

For more information about the School Excellence Framework: <https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability>

Self-assessment using the School Excellence Framework

Elements	2020 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Excelling
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Sustaining and Growing
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

Strategic Direction 1

LEARNING: Respectful, responsible and successful learners

Purpose

To empower students to thrive in a safe and inclusive learning environment that promotes the intellectual, physical, social, emotional and moral development and wellbeing of students, ensuring pro-social behaviours and social cohesion of the school community.

Improvement Measures

Increase the amount and frequency of students demonstrating pro-social behaviours.

Increase opportunities for students of all cultures and backgrounds to positively connect with one another.

Increase student ownership, engagement and connection with their learning and wellbeing.

Progress towards achieving improvement measures

Process 1: Implement a whole school integrated approach to encourage pro-social behaviour.

Evaluation	Funds Expended (Resources)
<p>The school's Positive Behaviour for Learning program is FOCUS and it has now been four years since the implementation of FOCUS. Our approach to FOCUS has included:</p> <ul style="list-style-type: none">- embedding our three core values of being respectful, responsible and successful in our language and signage- professional learning for staff on FOCUS strategies and systems, including a greater emphasis on data- modifying our CHAMP point system to reflect our three core values- introducing fast and frequent rewards linked to our three core values- FOCUS raffle each week as a student rewards- including an annual FOCUS assembly on our calendar- explicit teaching of Monday morning mini-FOCUS lessons- use of a FOCUS flowchart to help teachers manage classroom discipline <p>The next steps in this area is to consider how the FOCUS team can continue to work on school data to ensure we remain responsive in this area.</p>	<p>Funding Sources:</p> <ul style="list-style-type: none">• Socio-economic background (\$5000.00)• Professional learning (\$2000.00)• Additional Deputy Principal (across all three strategic directions) (\$135000.00)

Process 2: Design a whole school wellbeing curriculum, providing students with opportunities to exercise choice in the context of self-regulation, self-determination, ethical decision making and responsibility to enable them to connect, succeed and thrive, relevant to their stages of learning and development.

Evaluation	Funds Expended (Resources)
<p>Our welfare team and year advisers have created a scope and sequence for Connect sessions in 2020 which provides Connect teachers with a thematic overview of opportunities to explicitly teach a number of wellbeing and academic topics. The welfare team has also created a whole school welfare scope and sequence to ensure a proactive approach to wellbeing, mental health, police talks, youth issues, study skills and advice on decision-making.</p> <p>Our Connect pastoral care roll call program has been in operation for</p>	<p>Funding Sources:</p> <ul style="list-style-type: none">• Professional learning (\$3000.00)• Socio-economic background (\$10000.00)

Progress towards achieving improvement measures

approximately three years and 2020 saw a major focus on attendance monitoring by Connect teachers, with Connect teachers making one phone call home per week about attendance.

Specialised Connect groups including Yarn for Aboriginal students, STARS for refugee students, SRC for student leaders and the diary program for specific students assisted in providing additional wellbeing support for a variety of students.

Process 3:

Evaluation	Funds Expended (Resources)
n/a	

Strategic Direction 2

TEACHING: Flexible, future-focused and innovative teaching practices

Purpose

To initiate flexible, future-focused and innovative teaching practices for a growing and diverse school, preparing students to keep pace in a competitive, technology-driven future, where accelerating rates of change will be the norm.

Improvement Measures

Increase opportunities for students to connect their learning with real world experiences.

Improve value-added growth of students, particularly in literacy and numeracy.

Improve the proportion of students in the top two NAPLAN bands.

Increase the amount and frequency of students adhering to the BYOD program, as well as the use of Moodle and Turnitin to positively engage in learning.

Progress towards achieving improvement measures

Process 1: Implement innovative Year 8 elective courses and flexible learning spaces which respond to student interest and encourage 21st Century skills.

Evaluation	Funds Expended (Resources)
<p>Year 8 innovation electives were in their third year of operation in 2020 and planning commenced for their fourth iteration in 2021 with some new electives developed. The C.E.C.I.L skills focus on collaboration, engagement, communication, innovation and leadership and were initially designed to form a common focus for the Year 8 innovation electives. In 2020, the C.E.C.I.L skills were expanded into all Year 7-10 curriculum areas and featured on improved students for parents. The teachers of the Year 8 innovation electives regularly met as a part of the school's innovation team to discuss new approaches to the design of these courses.</p> <p>Access to the school's flexible learning spaces remains limited due to our increasing student enrolments and subsequent impacts on our timetable. Ideally, we would like to have more flexibility in our timetable to keep these rooms available for lessons focusing on 21st century learning and new pedagogies. Flexible classrooms including D2, E Flex and the Common Room remain popular classrooms.</p>	<p>Funding Sources:</p> <ul style="list-style-type: none">• Socio-economic background (\$15000.00)

Process 2: Develop a whole school Year 7-12 literacy approach comprising:

- an intensive literacy program for Year 7 English classes
- the QuickSmart program for Stage 4 students requiring concentrated support
- Focus on Reading strategies
- explicit literacy lessons to assist in meeting the minimum literacy/numeracy standard
- ALARM pedagogy

Evaluation	Funds Expended (Resources)
<p>In 2020, the school created a Head Teacher - Literacy position to better align school practices with our school targets and future directions. A number of major areas of focus for literacy in 2020 included:</p> <ul style="list-style-type: none">- 100% of Year 12 students achieved the HSC Minimum Standard for literacy	<p>Funding Sources:</p> <ul style="list-style-type: none">• Head Teacher - Literacy (\$112000.00)• Professional learning (\$10000.00)• QuickSmart SLSO (\$50000.00)

Progress towards achieving improvement measures

and numeracy.

- During the pandemic lockdown, online resources for staff and students were created to support literacy development and learning continuity for students.

- The school utilised the new check-in assessments to provide the school with additional data on student learning performance and help teachers plan for interventions.

- Our Head Teacher - Literacy implemented a team teaching initiative with history and science teachers to embed best practice literacy strategies in teaching programs.

- Our library implemented the Cecil Reads program by creating a book club which involved Year 7 students receiving free books to establish a home library.

- We planned for the creation of a new secondary Head Teacher - Literacy network to provide support for literacy leaders in secondary settings to draw on their collective expertise.

- Continuation of the QuickSmart Literacy program to provide intensive support and individualised intervention for students three times a week.

- Staff members continued to explore ALARM pedagogy as a writing strategy with a view to forming a school team in 2021 to continue our work in this area.

Process 3: Utilise technology to enhance learning including Sentral, the BYOD program, Moodle, Turnitin and a focus on STEAM.

Evaluation	Funds Expended (Resources)
<p>The school was able to use the lockdown period to quickly and effectively pivot to a model of online learning which has since enhanced our ability to embed strong BYOD practices in all classes. Our school remains a strong adopter of BYOD and this was strengthened in the post-lockdown period with staff feeling more confident in using tools such as Google Classroom, MS Teams and technology-based formative assessment tools.</p> <p>From the perspective of parents, a significant amount of information was communicated to parents during the lockdown period to ensure parents had a clear understanding of their role in learning from home and ways to support the learning of their children.</p> <p>The school continued its focus on innovation through our school-written Year 8 innovation electives. In 2020, planning was undertaken in relation to a new STEM course for Year 8. Connections were forged with UTS in this space to provide opportunities for students to plan for future university pathways.</p> <p>Professional learning was delivered to staff on Sentral and the use data to help teachers plan for effective practice. This coincided with a faculty evaluation of learning support and allowed the school to focus on the use of student data.</p>	<p>Funding Sources:</p> <ul style="list-style-type: none"> • Technology programs (\$30000.00)

Process 4: Differentiate effectively for all learners by focusing on quality teaching, formative assessment, summative data analysis, questioning techniques and a review of the selection process for GAT classes.

Evaluation	Funds Expended (Resources)
<p>In 2020, we continued our approach with every assessment task in the school coded by faculties in line with the Quality Teaching Framework and</p>	<p>Funding Sources:</p> <ul style="list-style-type: none"> • Professional learning (Quality)

Progress towards achieving improvement measures

then feedback provided by the senior executive on these tasks. We continued to participate in Quality Teaching Rounds.

The selection process for establishing our gifted and talented classes was reviewed in 2019 and further refinements occurred in 2020 to incorporate a broader range of data from primary schools in the formation of these classes.

Future areas for development are more detailed data analysis to inform teaching practice and more professional learning on classroom teaching practices including questioning techniques.

Teaching Rounds) (\$20000.00)
• Head Teacher - Professional Practice (\$112000.00)

Strategic Direction 3

LEADING: Leaders as community change agents

Purpose

To heighten the significance of community through the development of leaders as change agents who inspire, motivate, affirm and also challenge and extend the practice and pedagogy of both teachers and students, positively impacting the community.

Improvement Measures

Increase the amount and frequency of parents/carers and community members who regularly engage in school events and news.

Increase staff morale and their willingness and ability to take on various leadership roles.

Increase the consistent use of school procedures and processes.

Progress towards achieving improvement measures

Process 1: Promote the school's positive profile in and beyond the classroom walls.

Evaluation	Funds Expended (Resources)
<p>The school's community engagement team continued to build the school's profile in 2020. During the pandemic lockdown period, the community engagement team provided consistent messaging to our school community in terms of timely information, social media posts on online learning and advice on sources of support. In particular, there was a concerted effort to engage with each parent and family via phone calls to make sure students felt supported at this difficult time and had access to technology.</p> <p>More generally, P&C meetings transitioned to an online environment which saw different parents engage with the P&C for the first time. Our school newsletters were issued three times a term. The school added an Instagram page to our suite of social media.</p>	<p>Funding Sources:</p> <ul style="list-style-type: none">• Socio-economic background (\$2000.00)

Process 2: Establish a Community of Schools with Cecil Hills PS, Bonnyrigg Heights PS and Kemps Creek PS to share data and TPL through reciprocal observations.

Evaluation	Funds Expended (Resources)
<p>We have strong transition processes with our three feeder primary schools to support Year 6 students as they enter high school. Future directions involve building strong links with our feeder primary schools beyond the transition space, with a greater focus on teaching, learning, curriculum and assessment.</p>	<p>Funding Sources:</p> <ul style="list-style-type: none">• Socio-economic background (\$3000.00)

Process 3: Deliver leadership opportunities and professional learning experiences to aspiring inspiring's and executive staff to build leadership skills and capacity.

Evaluation	Funds Expended (Resources)
<p>The school offers many leadership development opportunities for staff. This includes:</p> <ul style="list-style-type: none">- team leadership roles- relieving head teacher opportunities- year adviser roles	<p>Funding Sources:</p> <ul style="list-style-type: none">• Professional learning (\$5000.00)• Team leader release time (\$10000.00)

Progress towards achieving improvement measures

- other whole school roles in areas including reconnect, senior coordinator, transition, Aboriginal education, refugee support, sport, etc
- opportunities to coordinate other programs such as Connect After the Bell, driver education program, etc
- opportunities to run extracurricular activities
- 2IC roles within faculties

A formal leadership development program entitled 'Inspiring Aspirings' was held in previous years and is expected to run again in 2021 with a more formal leadership development program for team leaders.

The core of our leadership development was focused on developing middle leaders in the school executive at the head teacher level. This consisted of fortnightly executive professional learning aimed at developing head teachers as instructional leaders within their faculties.

Process 4: Update staff processes and procedures to assist in the smooth running of the school.

Evaluation	Funds Expended (Resources)
School procedures and systems in areas including attendance, N-awards, behaviour management, VTRs, staff communication, Sentral roll marking and reporting have regularly been reviewed and updated.	Funding Sources: <ul style="list-style-type: none"> • Executive release time (\$100000.00)

Process 5: Organise activities to improve staff morale and wellbeing.

Evaluation	Funds Expended (Resources)
The pandemic made it difficult to organise all staff wellbeing activities and some staff wellbeing activities were moved to an online environment. Funds were not required to be spent in relation to this process. A new staff social committee has been formed for 2021.	Funding Sources: <ul style="list-style-type: none"> • n/a (\$0.00)

Key Initiatives	Resources (annual)	Impact achieved this year
Integration funding support	Funding Sources: <ul style="list-style-type: none"> Integration funding support (\$141 628.00) 	<p>The school was provided with integration funding support for identified students. In consultation with students and parents, the learning support team created individualised learning plans for these students and provided in-class SLSO support according to need.</p>
Professional learning	Funding Sources: <ul style="list-style-type: none"> Professional learning (\$112 132.00) 	<p>Professional learning on a range of topics related to the school plan were delivered to staff. Due to the coronavirus pandemic and associated restrictions, a large amount of professional experiences were cancelled in 2020 or shifted to online learning systems. Staff meetings were mostly held online and faculty meetings made use of new technology including MS Teams and Zoom. This had the effect of improving professional practice in the area of online learning and providing new opportunities for staff to engage with statewide resources from the NSW Department of Education developed in response to the pandemic.</p>
Aboriginal background loading	Funding Sources: <ul style="list-style-type: none"> Aboriginal background loading (\$6 958.00) 	<p>Cecil Hills HS participated in a number of initiatives in 2020 to provide support to our Aboriginal students. This included:</p> <ul style="list-style-type: none"> - Programs and mentoring: As a part of the Souths Cares Mentoring Program, students met once a week with two Aboriginal support officers and engaged with culture, future pathways and wellbeing. This program also led to our students representing the greater Liverpool region by taking part in the South Sydney Rabbitohs NAIDOC Week celebrations. - Community and connections: Our students participated in a breakfast with a local elder. Students shared stories and learned about their Aboriginal heritage. This assisted with the development of individual personalised learning plans for students. - Education: During NAIDOC Week, Yarn students created Connect lessons that were shared and presented across the school. Students were also presented with their own NAIDOC Week jumpers by a local elder. The 8 Ways of Learning pedagogy was implemented in Yarn Connect lessons. This included story telling (morning Yarn), visual learning (adapting school wide Connect lessons) and making connections with the wider community. - Higher education and pathways: In the My Future Matters program, the school worked with the University of Wollongong to offer students future pathways and academic support. Due to the pandemic, school visits were not carried out, however online meetings and resources were delivered.

<p>Aboriginal background loading</p>	<p>Funding Sources:</p> <ul style="list-style-type: none"> • Aboriginal background loading (\$6 958.00) 	<p>- Professional learning: The school's diversity team implemented the 8 Ways of Learning pedagogy into whole school programs and teaching programs in English, History, Geography and Science.</p>
<p>English language proficiency</p>	<p>Funding Sources:</p> <ul style="list-style-type: none"> • English language proficiency (\$334 930.00) 	<p>LBOTE students comprised approximately 85% of student enrolments in 2020. Due to our increased numbers of identified students, the school established two EAL/D targeted classes in junior grades for the first time. Our identified students were regularly assessed against the EAL/D Progression Scales to ensure information was accurately recorded in relation to student growth.</p> <p>In 2020, the school's EAL/D allocation was 2.6 teachers which was a significant increase on previous years. This funding was used to create specialist classes and allow for more tailored teaching and learning programs for individuals and groups. Our senior students were provided with support in the area of careers, transition and VET.</p> <p>In terms of communication, the school's newsletters were translated into the main school community languages including Arabic, Vietnamese and Serbian.</p> <p>The school conducts regular faculty evaluations and the school's EAL/D programs and processes were evaluated in 2020. This evaluation led to a recommendation in relation to a need for increased professional learning on EAL/D strategies to upskill teachers and their knowledge. There will be an increased focus on EAL/D strategies in the next strategic improvement plan.</p>
<p>Low level adjustment for disability</p>	<p>Funding Sources:</p> <ul style="list-style-type: none"> • Low level adjustment for disability (\$397 938.00) 	<p>In 2020, our school was entitled to 2.2 Learning and Support Teachers (LASTs). For the first time, we recruited a trained primary school teacher as a LAST who was able to provide a new dimension to the school's learning support team. A faculty evaluation was carried out in relation to learning support which identified a need to streamline a number of school processes.</p> <p>Identified students were supported through the use of personalised learning and support plans and these were completed in consultation with parents and students.</p> <p>Part-way through 2020, the school recruited an additional Head Teacher - Welfare to oversee learning support which was a welcome staffing resource for our school.</p> <p>Our School Learning Support Officers (SLSOs) provided students with in-class support across subject areas which increased student engagement, participation and achievement of syllabus outcomes. Additional SLSOs were used to coordinate QuickSmart Literacy and QuickSmart Numeracy.</p>

<p>Socio-economic background</p>	<p>Funding Sources:</p> <ul style="list-style-type: none"> • Socio-economic background (\$796 798.00) 	<p>English and Mathematics Fundamentals programs operate in Year 7 and Year 8. Students identified as requiring additional learning support are taught the English and Mathematics curriculum in small groups with an intensive focus on literacy and numeracy skills. The school has witnessed a reduction in the number of D and E grades in Year 7 and Year 8 as a result of this program. Students 'graduate' from this program when specific levels of achievement are met and then return to their mainstream class.</p> <p>Technology continued to be a key focus with the installation of interactive whiteboards and professional learning on Moodle, Google Classroom and Edrolo for staff members. The importance of our BYOD approach was illustrated in the pandemic lockdown period. Due to our increased numbers, the school decided to employ a second Technical Support Officer to manage our technology, programs and infrastructure.</p> <p>The school is utilising QuickSmart, Mathletics and WordFlyers to improve literacy and numeracy skills in junior students. During the pandemic lockdown period, faculties experimented with new resources including Education Perfect, which has now become embedded in faculty programs. 2020 saw the implementation of the Quicksmart Numeracy program which was coordinated by both SLSOs and mathematics teachers.</p> <p>Year-on-year increases to faculty budgets ensure best possible resources are available to students and that faculties are given additional funds to make decisions directly related to teaching and learning in their KLAs.</p> <p>The school has been able to continue to provide extensive executive release time to all head teachers to enable them to conduct a thorough PDP and lesson observation process, with a focus on improving teacher quality.</p> <p>Based on student numbers, the school is entitled to three permanent deputy principal positions. An additional (4th) permanent deputy principal has been employed to ensure that strong approaches to student welfare and discipline are utilised and that students have a better opportunity to be known, valued and cared for.</p>
<p>Support for beginning teachers</p>	<p>Funding Sources:</p> <ul style="list-style-type: none"> • Support for beginning teachers (\$268 052.00) 	<p>Our beginning teacher program supports teachers in the first two years of their career. The Australian Professional Standards for Teachers, Quality Teaching Framework and the Strong Start, Great Teachers resource underpin this program.</p> <p>The school has two Head Teacher - Mentors who undertake lesson observations and provide feedback accordingly. Staff frequently meet with their mentors to discuss feedback</p>

<p>Support for beginning teachers</p>	<p>Funding Sources:</p> <ul style="list-style-type: none"> • Support for beginning teachers (\$268 052.00) 	<p>and set goals. Reflection on professional practice is a vital element of the initiative. An intensive program is provided for those identified as needing additional support.</p> <p>The annual Beginning Teacher Conference provided staff with a whole day professional learning event customised to the specific needs of the beginning teacher group. The beginning teacher team meets multiple times throughout each term to provide further professional learning and offer staff the chance to network and participate in professional dialogue.</p> <p>The beginning teacher funding program is used to provide identified teachers with a reduced face-to-face teaching load to enable them to seek additional support, observe lessons and obtain advice from their faculty head teacher and mentor.</p>
<p>Targeted student support for refugees and new arrivals</p>	<p>Funding Sources:</p> <ul style="list-style-type: none"> • Targeted support for refugees and new arrivals (\$11 987.00) 	<p>Two staff members have been appointed as our refugee coordinators. Their role is to raise awareness of refugee students within the school and promote a safe and supportive school environment for students and families. Counselling services are also available to meet the complex needs of refugees.</p> <p>The S.T.A.R.S Connect class, made up of refugees and new arrivals, is a valuable source of support and information for students. The coordinators encourage positive, supportive and respectful relationships. The class facilitates academic and social learning to make school life a positive experience for our refugees. In addition, EAL/D support classes run throughout Year 7 to Year 12 English. These classes offer a differentiated and scaffolded English curriculum to stimulate confidence and motivate students to maximise their potential.</p> <p>A homework program runs weekly and develops the study and organisational skills of students through supporting them with homework and assessment tasks. The school utilises professional interpreters when conducting meetings with parents and carers who do not speak English.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2017	2018	2019	2020
Boys	677	692	712	744
Girls	642	651	688	714

Student attendance profile

School				
Year	2017	2018	2019	2020
7	93.6	93	93.4	93.8
8	92.9	92	89.2	92.9
9	92.5	91.4	89.5	89
10	86.9	90	89.3	88.8
11	91.8	87.3	90.6	91.1
12	92.3	92.8	89.4	92.7
All Years	91.7	91.1	90.3	91.4
State DoE				
Year	2017	2018	2019	2020
7	92.7	91.8	91.2	92.1
8	90.5	89.3	88.6	90.1
9	89.1	87.7	87.2	89
10	87.3	86.1	85.5	87.7
11	88.2	86.6	86.6	88.2
12	90.1	89	88.6	90.4
All Years	89.6	88.4	88	89.6

NSW student attendance data in 2020 is not comparable to previous years due to the effects of the COVID-19 pandemic. The NSW Government encouraged students to learn from home, where possible, for a seven week period from 24 March to 22 May. During this period, schools monitored engagement with learning to determine whether students were marked present. This changed the attendance measure. There was also some evidence of varied marking practices as schools adjusted to the learning from home period, with some schools recording higher attendance rates while others recording markedly lower rates.

Management of non-attendance

Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non-attendance.

Post school destinations

Proportion of students moving into post-school education, training or employment	Year 10 %	Year 11 %	Year 12 %
Seeking Employment	n/a	n/a	n/a
Employment	2	3	7
TAFE entry	3	3	7
University Entry	n/a	n/a	77
Other	n/a	n/a	9
Unknown	n/a	n/a	n/a

Year 12 students undertaking vocational or trade training

28.44% of Year 12 students at Cecil Hills High School undertook vocational education and training in 2020.

Year 12 students attaining HSC or equivalent vocational education qualification

95.9% of all Year 12 students at Cecil Hills High School expected to complete Year 12 in 2020 received a Higher School Certificate or equivalent vocational education and training qualification.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	3
Head Teacher(s)	15
Classroom Teacher(s)	74.9
Learning and Support Teacher(s)	2.2
Teacher Librarian	1.4
Teacher ESL	2.6
School Counsellor	2
School Administration and Support Staff	20.37
Other Positions	1.2

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2020, 3.7% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

Workforce ATSI

Staff type	Benchmark ¹	2020 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	6.30%
Teachers	3.30%	2.80%

Note 1 - The NSW Public Sector Aboriginal Employment Strategy 2014-17 introduced an aspirational target of 1.8% by 2021 for each of the sector's salary bands. If the aspirational target of 1.8% is achieved in salary bands not currently at or above 1.8%, the cumulative representation of Aboriginal employees in the sector is expected to reach 3.3%.

Note 2 - Representation of diversity groups are calculated as the estimated number of staff in each group divided by the total number of staff. These statistics have been weighted to estimate the representation of diversity groups in the workforce, where diversity survey response rates were less than 100 per cent. The total number of staff is based on a headcount of permanent and temporary employees.

Teacher qualifications

All casual, temporary and permanent teachers in NSW public schools must hold a NSW Department of Education approval to teach. Teachers with approval to teach must be accredited with the NSW Education Standards Authority, and hold a recognised teaching degree. All NSW teachers must hold a valid NSW Working With Children Check clearance.

Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice. Professional learning includes five student-free School Development Days and induction programs for staff new to our school and/or system. These days are used to improve the capacity of teaching and non-teaching staff in line with school and Departmental priorities.

In 2020, an additional School Development Day was included at the start of Term 2 to assist school leaders, teachers

and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2020 to 31 December 2020. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2020 Actual (\$)
Opening Balance	2,833,551
Revenue	17,292,429
Appropriation	16,649,038
Sale of Goods and Services	115,998
Grants and contributions	476,653
Investment income	6,868
Other revenue	43,872
Expenses	-17,522,102
Employee related	-16,079,587
Operating expenses	-1,442,515
Surplus / deficit for the year	-229,672
Closing Balance	2,603,878

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

Financial summary - Equity loadings

The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

	2020 Approved SBA (\$)
Targeted Total	153,615
Equity Total	1,536,623
Equity - Aboriginal	6,958
Equity - Socio-economic	796,798
Equity - Language	334,930
Equity - Disability	397,938
Base Total	13,868,657
Base - Per Capita	344,565
Base - Location	0
Base - Other	13,524,092
Other Total	643,064
Grand Total	16,201,959

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

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.

The My School website provides detailed information and data for national literacy and numeracy testing. Go to myschool.edu.au to access the school data.

2020 NAPLAN

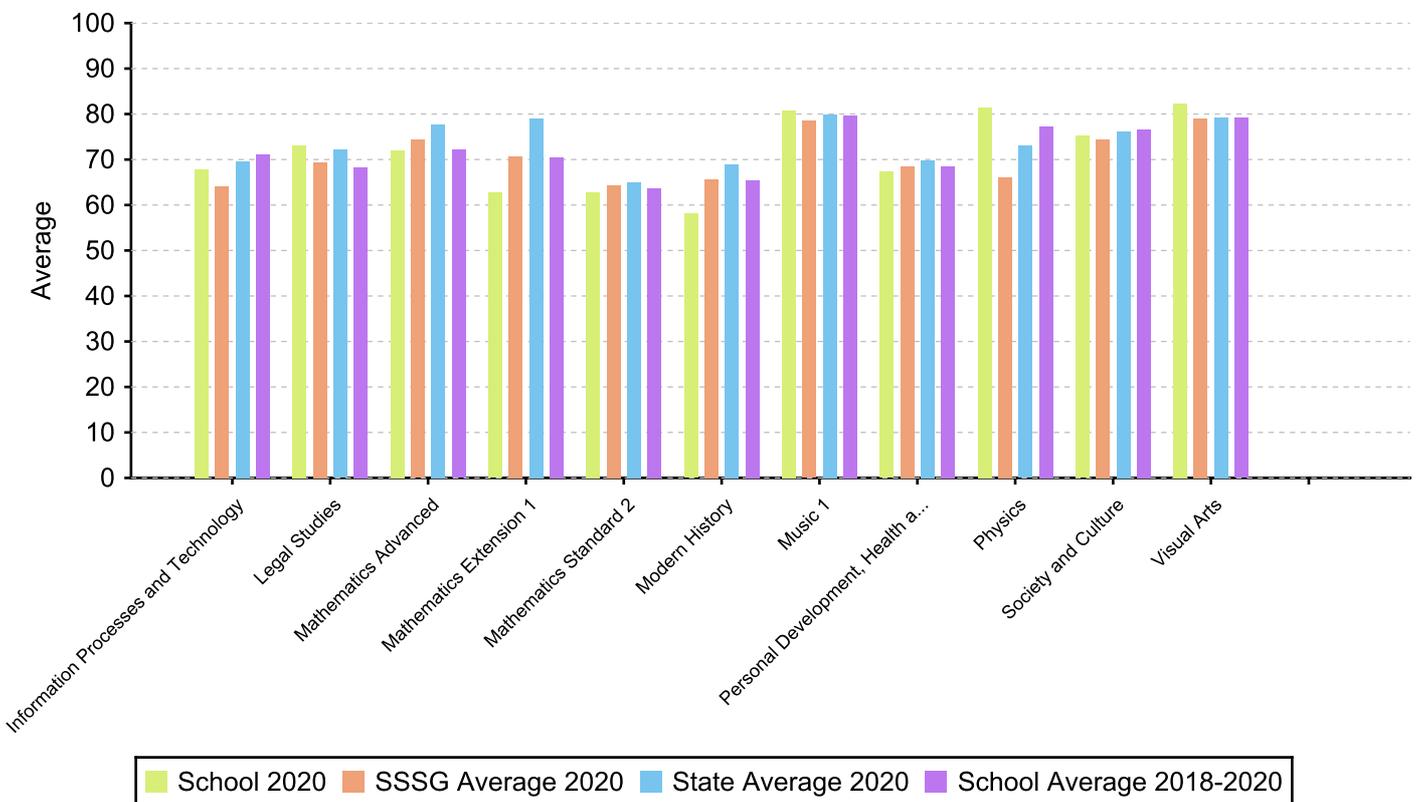
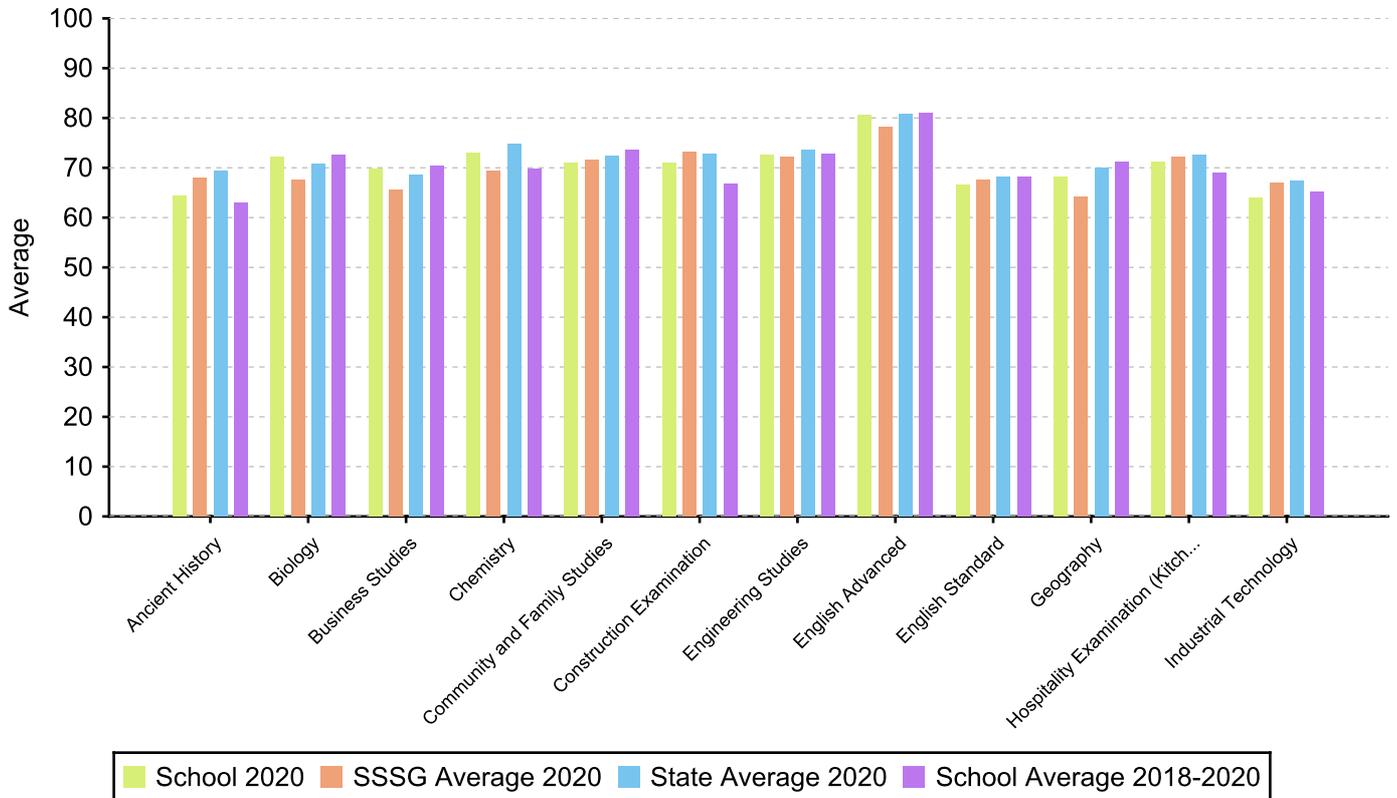
As agreed by the Education Council, the National Assessment Program (or NAPLAN) did not proceed in 2020 due to the COVID-19 pandemic. This was to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

The Education Council also agreed to defer the full transition to NAPLAN Online from 2021 to 2022 and the continuation of current NAPLAN governance arrangements through 2021.

School performance - HSC

The performance of students in the HSC is reported in bands ranging from Band 1 (lowest) to Band 6 (highest).

The information in this report must be consistent with privacy and personal information policies. Where there are fewer than 10 students in a course or subject, summary statistics or graphical representation of student performance is not available.



Subject	School 2020	SSSG	State	School Average 2018-2020
Ancient History	64.3	67.9	69.4	63.1
Biology	72.2	67.5	70.8	72.6
Business Studies	69.8	65.6	68.6	70.4
Chemistry	72.9	69.4	74.8	69.9
Community and Family Studies	71.0	71.7	72.4	73.5
Construction Examination	71.0	73.2	72.8	66.8
Engineering Studies	72.6	72.2	73.6	72.9
English Advanced	80.6	78.2	80.8	81.0
English Standard	66.5	67.6	68.1	68.1
Geography	68.1	64.2	70.1	71.2
Hospitality Examination (Kitchen Operations and Cookery)	71.2	72.2	72.5	69.1
Industrial Technology	64.0	67.0	67.5	65.3
Information Processes and Technology	67.8	64.0	69.6	71.1
Legal Studies	73.2	69.4	72.1	68.2
Mathematics Advanced	72.1	74.3	77.7	72.1
Mathematics Extension 1	62.7	70.6	79.1	70.5
Mathematics Standard 2	62.8	64.3	64.9	63.8
Modern History	58.1	65.7	68.9	65.5
Music 1	80.8	78.5	79.8	79.7
Personal Development, Health and Physical Education	67.3	68.5	69.9	68.6
Physics	81.5	66.1	73.0	77.3
Society and Culture	75.2	74.4	76.2	76.7
Visual Arts	82.4	79.0	79.2	79.2

Parent/caregiver, student, teacher satisfaction

Cecil Hills High School conducted the Tell Them From Me (TTFM) survey in 2020 in order to gather information about our students, parents and teaching staff. The survey provides the opportunity for our school community to voice their opinions on a range of topics, including engagement, wellbeing and learning. This survey is important in terms of providing valuable data indicating areas of strength as well as areas targeted for improvement. On a positive note, the number of parent respondents rose from 59 in 2019 to 196 in 2020, providing us with a more accurate set of data.

Within our school, 83% of students reported that they have developed positive friendships and relationships within the school. This is higher than the state average at 79%, showing that teaching staff and the school community foster a sense of pride and connection within the school. In terms of behaviour at school, both in the classroom and in the playground, 91% of students noted that behaviour was positive, compared with the state average of 86%. This shows that students pride themselves on their excellent behaviour and value their learning at school. Overall, students feel a sense of belonging at Cecil Hills High School with 71% noting a feeling of belonging to the community, 5% above the state average. This can be attributed to the range of welfare activities in place for students at Cecil Hills High School, including Breakfast Club, Rock and Water and Peer Mentoring which are run by our strong welfare team. One noted area for improvement is student engagement in extra-curricular activities where our school is 10% below the state average of 24%. This indicates that respondents would like to have opportunities to participate in these activities, providing a holistic educational program. Another area for improvement is students valuing their learning and connecting their lessons to the outside world. Although we are only 1% below the state average of 72%, this is an important data set that can be worked on to improve student understanding.

The parent survey results are presented as a score out of 10. The improvement in parent engagement in the survey was exceptional in 2020 and we hope to continue this high rate of participation. Overall, our parent community feel that they are well-informed by the school with a score of 6.8 compared to the state at 6.6. This can be attributed to our many channels of communication with parents and detailed newsletters. Parents also noted that they feel welcome when visiting the school with a score of 7.4 out of 10. The score for parents indicating they support their child in their learning was 6.6 compared to the state mean of 6.3, showing that parents generally support the school and the learning of their children. One main area for improvement would be the encouragement for parent participation in the school community through the P&C, with only 9% of respondents indicating they were involved. Another noted area of improvement would be parents understanding of the inclusive measures in place for students to help them succeed. A more transparent system may allow this to become evident, shown with the score of 6.6 for Cecil Hills High School compared to the state at 6.7.

The teacher survey was completed by 100 members of staff in 2020. The data shows that staff have a strong sense that the executive staff support them with a score of 7.8 out of 10. A score of 8.3 was indicated for staff feeling like they can collaborate with others in terms of teaching resources and technology. The school was above the state in the areas of data informing practice and the use of technology across the school.

Overall, in a year that was affected by COVID-19, staff, students and the school community have indicated that Cecil Hills High School is a positive place to teach, learn and grow. By further utilising data in the future, the school community will continue to develop and meet new goals.

Policy requirements

Aboriginal Education Policy

The responsibility for enacting the Aboriginal Education Policy rests with all Departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings.

Evidence of effective implementation of the policy included:

- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
- Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.

Anti-Racism Policy

All teachers are responsible for supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. Principals are responsible for examining school practices and procedures to ensure they are consistent with the policy. All schools have an Anti-Racism Contact Officer who is trained to respond to concerns in relation to racism.

Multicultural Education Policy

Teachers address the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. Principals are responsible for ensuring that school policies, programs and practices respond to the cultural, linguistic and religious diversity of the school community, and provide opportunities that enable all students to achieve equitable education and social outcomes.