

# Castle Hill High School

## Annual Report



2016



8382

## Introduction

The Annual Report for 2016 is provided to the community of Castle Hill 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

Castle Hill High School

Castle St

Castle Hill, 2154

[www.castlehill-h.schools.nsw.edu.au](http://www.castlehill-h.schools.nsw.edu.au)

[castlehill-h.School@det.nsw.edu.au](mailto:castlehill-h.School@det.nsw.edu.au)

9634 4199

### Message from the Principal

It is with pleasure that I introduce Castle Hill High School's annual report for 2016, a year of change to the senior executive and executive of the school and a year that saw Higher School Certificate results at an all-time high.

With a burgeoning and increasing student population, the school has been keen to continue its focus on academic achievement while at the same time maintaining its important support for the creative and performing arts, sport and student leadership programs.

The school believes that "Challenging Minds and Building Character" is its prime purpose, explicitly reflected in its strategic plan and annual directions. All of the school's student enrichment programs, together with the significant funds spent to maintain these programs, are undertaken in the belief that "every student counts", no matter their starting point.

We are determined to plan, implement and evaluate to ensure all student potential is maximised and challenge is seen as a necessary part of every students' work.

Vicki Brewer

Principal

# School background

## School vision statement

Castle Hill High School seeks to build character and challenge the minds of students and staff. We nurture the individual and encourage respectful relationships to inspire lifelong learning in the 21st Century.

## School context

Castle Hill High School is a large, coeducational high school set in leafy surrounds with a population of approximately 1550 students (including over 70 international students) and 100 teaching staff. High expectations are reflected in the fact that academic excellence is prized as a priority, for all. Higher School Certificate results, in particular ATARs over 90 continue to reflect a school direction that places academic learning at the centre of the school's direction. A very strong creative and performing arts program and dynamic sporting tradition complement the school's academic focus in producing well rounded students.

Technology enhancements over the last three years have seen a smart board located in every teaching space, ensuring students have access to contemporary resources to aid learning. Additionally, substantial renovations of student recreation areas – such as improved canteen facilities, paving, modern seating, art gallery, shade areas and toilet upgrades – complement modern and flexible classroom enhancements to ensure that student wellbeing and learning is a priority.

The school has important links with its partner primary schools and P and C in order to ensure that learning is based on a connected continuum. Relationships between students, teachers, parents and the wider community are highly valued by the school, so these partnerships are critical.

Flagship programs to enrich student lives and academic pursuits are important to the school. There is an exemplary boys' and girls' senior mentoring program and tailored literacy and numeracy programs for those in need of further support, all designed to maximise potential and challenge student capacity. These programs have realised significant gains in HSC and NAPLAN results. Additionally, the school's student leadership and well-being programs, including innovative resilience and ethics training, are excellent in providing opportunity for students to learn about themselves, work in teams and take initiative.

The school believes strongly that values underpin all learning and all relationships. Thus, there is a school culture based on respect, cooperation, celebration and personal responsibility.

## Self-assessment and school achievement

### Self-assessment using the School Excellence Framework

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

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

The results of this process indicated that in the Learning Domain, four elements were identified as "sustaining and growing" while one element is "excelling". Within the Teaching Domain all five elements were "sustaining and growing". In the Leading Domain we continue to be "sustaining and growing" with the exception of one element where we are "delivering".

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

For more information about the School Excellence Framework:

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

## Strategic Direction 1

### Challenging Minds – 21ST CENTURY LEARNERS

#### Purpose

To build student capacity that facilitates problem solving, critical thinking and intellectual risk taking in a challenging environment

#### Overall summary of progress

##### ALARM

A Learning And Responding Matrix (ALARM) was actively utilised by all faculties except Mathematics following intensive professional learning involving sustained deconstruction, analysis and sharing of resources amongst faculty and cross faculty teams. To further enhance the effect of ALARM, professional learning focused on John Hattie's "Visible Learning" and writing learning intentions and success criteria as well as the power of effective feedback in developing extended and more sophisticated writing responses in particular in Stage 6.

##### Quicksmart Literacy and Numeracy

Quicksmart Literacy and Numeracy programs have continued to evolve, tailored to the specific needs of students at Castle Hill High School to ensure a personalised approach to learning and improvement.

Quicksmart Literacy in 2016 targeted 30 students in Year 7. Pleasingly, 90% of students improved their vocabulary and comprehension skills by two or more years, with some students improving by more. Three students' attendance prevented meaningful growth in literacy, a factor that continues to require problem – solving if gains are to be made for those falling behind.

In 2016 the Quicksmart Numeracy program was expanded significantly, as the existing program which targeted only 24 students with low numeracy skills was so successful in improving skills that a more inclusive, larger program was seen to be needed. As a result, Maths Pathways was initiated in 2016 initially with a single year 8 class at the start of the year and after initial positive results was introduced to all of year 7 half way through the year.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<ul style="list-style-type: none"><li>• <b>75% of students will demonstrate value-added improvement in external examinations in Years 7,9 and 12.</b></li><li>• No student enrolled in Castle Hill High School will fall below the national benchmark in literacy and numeracy in Year 9.</li></ul>	<p>The value adding is greatest in the lower and middle range, however is still significant in the higher range of students in 2016. An improvement has been made by higher performing HSC students compared with previous years.</p> <p>65% of students demonstrated value-added improvement across all courses in the HSC.</p> <p>NAPLAN results in numeracy for 2016 indicated that no year 9 student was below the national benchmark compared with 4% of the state.</p> <p>The literacy results in NAPLAN were better than state average with significantly fewer students below the national benchmark than the state.</p>	\$250, 000

#### Next Steps

##### ALARM

In conjunction with Hattie's feedback, the school is looking to embed ALARM strategies in stage 4 and 5 to help build stronger writing skills across the school.

## Quicksmart Literacy and Numeracy

Numeracy in 2017 will be expanded with the Maths Pathway program introduced across all of stage 4. The school will fund this program, at significant cost, entirely from its own resources.

A literacy program, to be called Foundations, will continue to be refined and embedded with a greater emphasis on reading and writing in context. This program will build on the success of Quicksmart Literacy, but will in future have more direct connection to student work in each of the curriculum areas, thus giving relevance to literacy work for students.

In 2017, a whole school approach to NAPLAN will be implemented with a focus on writing to account specifically for the new literacy minimum benchmarks for qualification of the Higher School Certificate.



## Strategic Direction 2

### Challenging Practice – 21ST CENTURY LEADERS

#### Purpose

To continue to build on teacher capacity where personal reflection and feedback on quality teaching practice leads to challenge, engagement and innovation for students.

#### Overall summary of progress

##### Performance Development Framework

2016 saw the successful Implementation of the new Performance Development Framework which focuses on observation and meaningful feedback for teachers in line with school, faculty and individual goals. Evaluation was undertaken in term 4 to refine the process and confirm the importance of critical friends, timely and meaningful feedback. Staff were appreciative of the time allowance given to all to undertake this process to ensure a valuable experience for teachers. Head Teachers were provided with a period allowance to support their staff through this process.

##### Accreditation

New scheme and new teachers to Castle Hill High School continue to undergo a detailed induction program led by the Head Teacher Secondary Studies, John Wright, which focuses on school procedures and policies, as well as effective classroom management and classroom pedagogies.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
100% of teachers will have successfully maintained proficiency in Australian Teaching Standards  100% of staff engage in professional dialogue and implement strategies as outlined in Hattie's Visible learning with a focus on student feedback	CHHS teachers are maintaining proficiency by logging mandatory hours and using the PDP process to collect evidence linked to the Australian Teaching Standards.  External professional learning providers were used on School Development Days in Term 2 & 3 as well as an executive workshop in Term 2 as an introduction to John Hattie's research and the implications on teaching practices. A school Hattie team, led by Ms Lindy Jones, was subsequently established to further lead professional learning into 2017.	\$50 000

#### Next Steps

##### Performance Development Framework

Observation and meaningful feedback to improve teacher capacity will continue to be embedded in the school's professional learning agenda. A related outcome to this could be the use of films of expert teachers targeting specific skills in questioning, problem solving, student reflection and student feedback.

Manageable, agreed upon and realistic non teaching staff performance development plans will be implemented.

##### Accreditation

Interested staff will be encouraged to commence higher accreditation (Highly Accomplished Teacher and Lead). Support for existing staff to maintain proficiency accreditation will continue. The school is investigating the processes required for accreditation of teachers employed pre 2004.

## Strategic Direction 3

### Building Character – 21ST CENTURY CULTURE

#### Purpose

To build character by establishing a culture that:

- Values commitment and work ethic
- Nurtures respectful relationships
- Builds resilience
- Facilitates curiosity
- Promotes collaboration

#### Overall summary of progress

Some aspects of the character building agenda were undertaken for students through a Head Teacher – led resilience program for Year 8 students with a focus on "Care of Self, Care of Others". Students were given real-life scenarios on bullying, cyber-safety, relationships, conflict, stress and emotional intelligence. This program was led by a Head Teacher Resilience, Ms Helen Preketes, who established lesson resources and systems for the future maintenance of the program prior to the establishment of a third deputy principal.

The school also continued to pursue Glasser training for all new staff, designed to give teachers skills in dealing with conflict, establishing purposeful relationships and managing the pressures of work and life. Nurturing respectful relationships for both teachers and students is always a priority of the school.

The Head Teacher Welfare, Ms Debbie Boss, continued to work with the student leadership team to develop well-being programs that build school spirit and support others in need through the school's social justice and charity programs. The school believes that character is built when the culture is based on inclusion, gratitude, fun, kindness to others and tolerance.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Student participation in whole school events will increase by 25%.  Wellbeing, engagement, effective teaching and student performance data in the 'Tell Them From Me Survey' is improved compared to 'replica school'.	Students celebrated cultural and well-being activities throughout 2016, including Spirit Week, International Women's Day, Multicultural day, Rainbow Day, Relay for Life, and more.  Volunteering at local aged-care facilities continued for Year 10 students and charities such as Bear Cottage and local women's refuges were the beneficiaries of significant student fund raising.  As well, attendance at school athletics and swimming carnivals increased to the enormous satisfaction of the school.  The Conviction Group, employed by the school to assist young boys with issues on masculinity, confidence, relationships and resilience, was a highly successful program evaluated enthusiastically by students and teachers.	\$5000 for Conviction Group.

#### Next Steps

##### Resilience

In 2017, the resilience program is timetabled and embedded within the whole curriculum.

In 2017, the Conviction Group will be employed to continue work with an increasing number of boys with filmed evaluations used to determine future directions.

Spirit Week for both students and staff will be used to continue to promote a positive, affirming school culture.





Key Initiatives	Impact achieved this year	Resources (annual)
<b>Aboriginal background loading</b>	Aboriginal students had an individual learning plan (ILP) and made progress with key areas for success, especially attendance.	\$2, 202
<b>English language proficiency</b>	<p>The school continues to fund specialist EAL/D teachers to work with classroom teachers to assist students, or to work with small groups of students in developing more sophisticated English skills.</p> <p>The after school Homework Club continues to provide extra tuition to students needing assistance with English.</p>	\$220, 211
<b>Low level adjustment for disability</b>	<p>The Learning Support Team was a dynamic team involving the Head Teacher Welfare, the LAST, the school counselor, the Careers Adviser and a number of experienced SLSO's who met weekly to determine priorities for students in need and manage effective strategies to improve the learning and engagement of students in their care. They closely worked with teachers from Quicksmart Literacy and Numeracy programs.</p> <p>The majority of money allocated in this area paid for the employment of the LAST and a number of experienced SLSOs who gave personalised service to students.</p>	\$190, 029
<b>Socio-economic background</b>	Students requiring assistance for course fees, uniforms, stationery and excursions were accommodated with this money.	\$35, 195
<b>Support for beginning teachers</b>	<p>Induction</p> <p>In 2016, five members of staff (Ashvin Ashok, Natalie Olivera, Annie Chiv, Ben Tinsley and Clare Murchie) were in their first year as permanent staff and were given a reduced teaching load (from 45 down to 41 sessions a cycle) to support mentoring activities as well as their initial Accreditation at the level of Proficient. One member of staff (Wesley Lee) was in the second year of his first appointment and had a reduction in his allocation of 2 sessions to support mentoring activities as well as his initial Accreditation at the level of Proficient</p> <p>The Induction Program included:</p> <ul style="list-style-type: none"> <li>• Professional Development regarding basic school systems and protocols was provided during the Staff Development Days at the end of Term 4, for all teachers who were new to CHHS in 2016</li> <li>• Three Professional Development Sessions regarding Classroom Management were delivered for beginning teachers in Weeks 2–4 of Term 1, 2016. These were supported by a program of lesson observations regarding Classroom Management throughout Terms 1–2</li> </ul>	\$52, 376

<p><b>Support for beginning teachers</b></p>	<p>.• Professional Development Workshops about marking, report-writing and parent-teacher interviews were delivered in Term 2 and a third about the accreditation process in Week 3, Term 3.</p> <p>Accreditation</p> <ul style="list-style-type: none"> <li>• Six members of staff (Wesley Lee, Darren Thomas, Ashvin Ashok, Michael Kleinman, Rebecca Kleemeyer and Nick Derricott) completed initial Accreditation at the level of Proficient Teacher in 2016.</li> <li>• 2 members of staff (Michelle Colbert and Peter Minne) completed Maintenance of Accreditation at the level of Proficient in 2016</li> </ul> <p>.• During 2016, CHHS delivered 10 Hours of QTC Registered Professional Learning in-house (through John Hattie's Visible Learning, delivered by Corwin Education) for teachers in the 5-year cycle for Maintenance of Accreditation at the level of Proficient Teacher</p> <p>.• One member of staff (Monique Frangi) has been working toward an application for Accreditation at the level of Highly Accomplished Teacher during 2016.</p> <p>Professional Learning</p> <p>Professional Learning continued to be delivered through the five scheduled Staff Development Days as well as the weekly Professional Learning Meetings scheduled for each Thursday Morning from 8.30–9.30am.</p> <p>Professional Learning Priorities for 2016 saw a pivot from the previous focus upon ALARM to Professor John Hattie's Visible Learning agenda, initially delivered by Corwin Education, before being taken-over by the school's Visible Learning Team under the leadership of Lindy Jones. The Visible Learning agenda is ramping up in 2017 and will continue to be a focus into 2018.</p> <p>Another Professional Learning priority has been to support the introduction of Sentral as the school's new Information and Administration System. Professional Learning to support the functions of rollmarking, timetabling and recording items of wellbeing was delivered across the school by the Sentral Team under the leadership of Lloyd Das. Further functions including, but not limited to, Reporting will be rolled out across 2017.</p> <p>A final Professional Learning priority was to support the initial year of the Department's introduction of a Performance and Development Framework. Whole-School Professional Learning continued to be devoted to understanding, refining and</p>	<p>\$52, 376</p>
--	---	------------------

**Support for beginning teachers**

completing the process. Faculty Head Teachers were provided with a reduced teaching load to support the substantial time—commitment required for close, effective and supportive supervision.

\$52, 376



# Student information

## Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	672	699	733	769
Girls	682	708	752	765

## Student attendance profile

School				
Year	2013	2014	2015	2016
7	96.4	96.5	95.2	95.6
8	93.8	95.8	94.4	95
9	94.2	93.2	93.9	94.2
10	93.3	93	93	93.9
11	92.4	92.7	93.3	93
12	93.9	92.6	94.3	94.7
All Years	94	94	94	94.4
State DoE				
Year	2013	2014	2015	2016
7	93.2	93.3	92.7	92.8
8	90.9	91.1	90.6	90.5
9	89.4	89.7	89.3	89.1
10	87.7	88.1	87.7	87.6
11	88.3	88.8	88.2	88.2
12	90.1	90.3	89.9	90.1
All Years	89.9	90.2	89.7	89.7

## Post-school destinations

Proportion of students moving into post-school education, training or employment	Year 10%	Year 11%	Year 12%
Seeking Employment	0	0	0
Employment	0.71	1.71	0
TAFE entry	0.71	1.71	0.93
University Entry	0	0.34	0
Other	6.71	2.39	0.46
Unknown	0.35	1.71	0

## Year 12 students undertaking vocational or trade training

In 2016, 13 (6%) students were enrolled in vocational training or TAFE courses.

## Year 12 students attaining HSC or equivalent vocational education qualification

In 2016, 99% of students attained HSC or equivalent vocational educational qualifications.

# Workforce information

## Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	3
Head Teacher(s)	15
Classroom Teacher(s)	74.1
Learning and Support Teacher(s)	1
Teacher Librarian	1.4
Teacher of ESL	2
School Counsellor	1
School Administration & Support Staff	16.17
Other Positions	1.6

\*Full Time Equivalent

## Teacher qualifications

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

## Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	17.75

# Financial information (for schools fully deployed to SAP/SALM)

## Financial summary

The information provided in the financial summary includes reporting from 1 January to 31 December 2016.

	2016 <b>Actual</b> (\$)
<b>Opening Balance</b>	1 648 125.49
<b>Revenue</b>	14 548 226.81
(2a) Appropriation	13 097 401.02
(2b) Sale of Goods and Services	287 963.95
(2c) Grants and Contributions	1 128 449.26
(2e) Gain and Loss	0.00
(2f) Other Revenue	0.00
(2d) Investment Income	34 412.58
<b>Expenses</b>	-14 131 677.22
Recurrent Expenses	-14 118 677.22
(3a) Employee Related	-12 180 767.99
(3b) Operating Expenses	-1 937 909.23
Capital Expenses	-13 000.00
(3c) Employee Related	0.00
(3d) Operating Expenses	-13 000.00
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	416 549.59
<b>Balance Carried Forward</b>	2 064 675.08

### Financial summary equity funding

The equity funding data is the main component of the 'Appropriation' section of the financial summary above.

	2016 <b>Actual</b> (\$)
<b>Base Total</b>	12 331 309.54
Base Per Capita	101 206.61
Base Location	0.00
Other Base	12 230 102.93
<b>Equity Total</b>	452 136.71
Equity Aboriginal	6 701.92
Equity Socio economic	35 194.93
Equity Language	220 211.34
Equity Disability	190 028.52
<b>Targeted Total</b>	55 028.02
<b>Other Total</b>	147 826.23
<b>Grand Total</b>	12 986 300.50

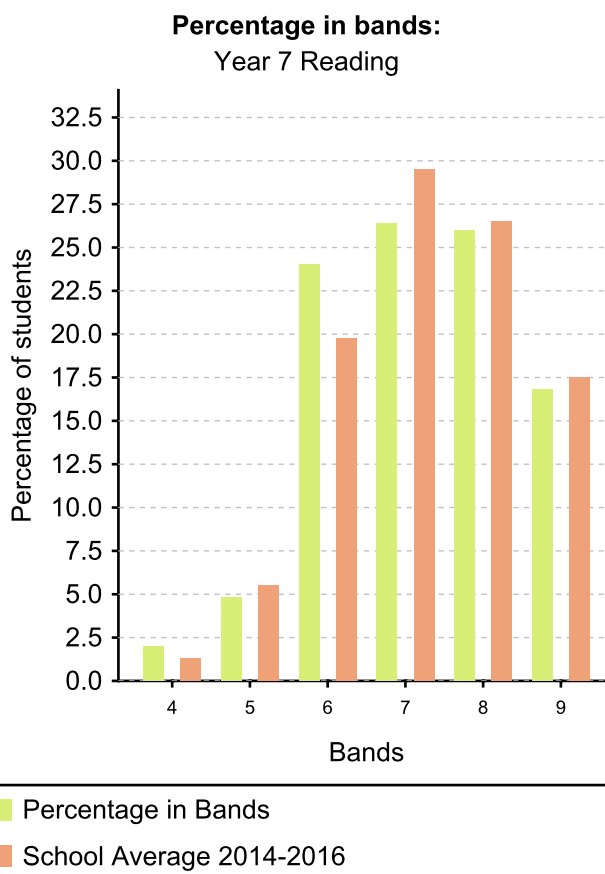
A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or

community groups. Further details concerning the statement can be obtained by contacting the school.

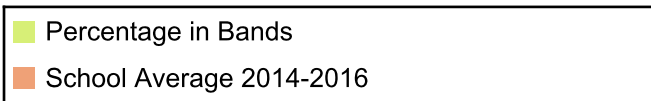
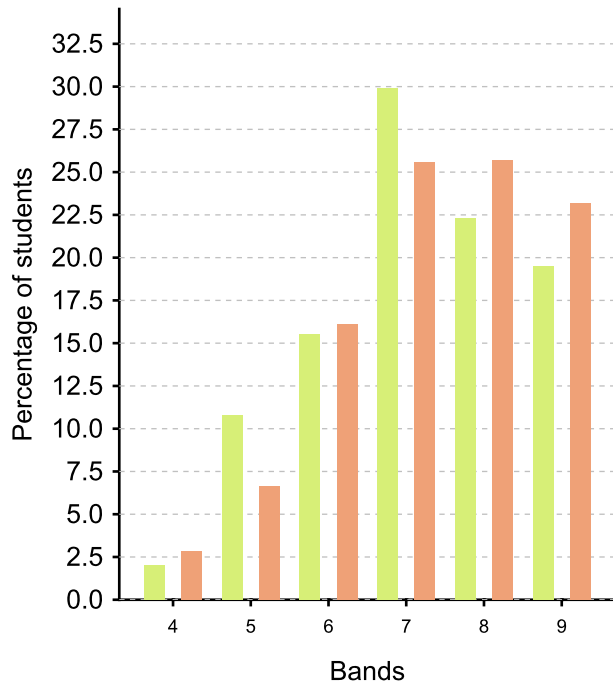
## School performance

### NAPLAN

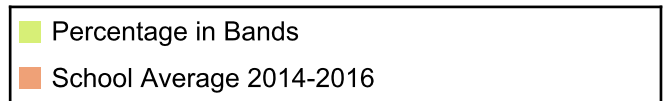
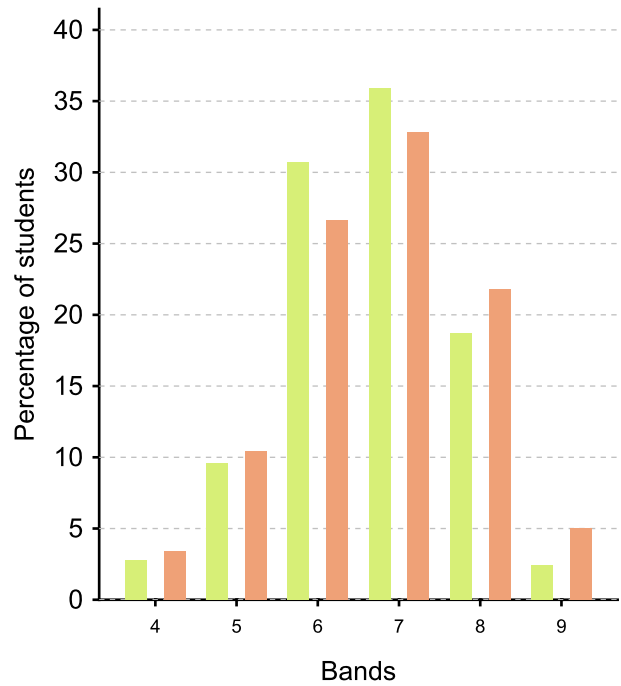
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.



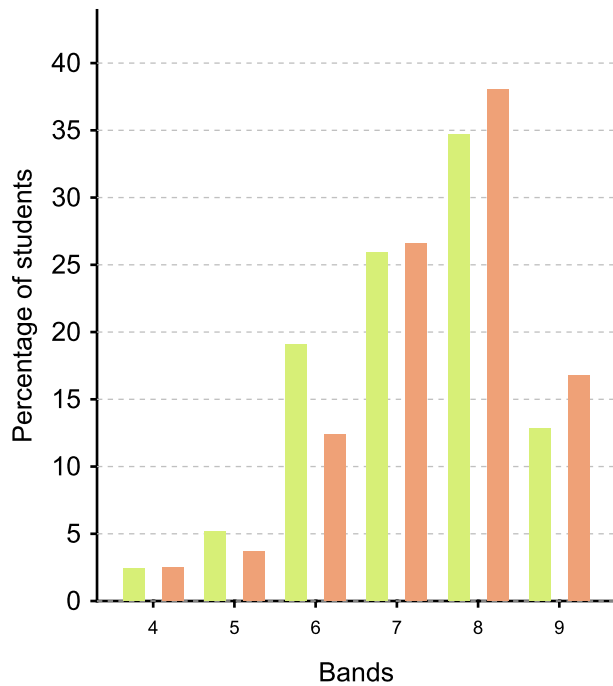
**Percentage in bands:**  
Year 7 Grammar & Punctuation



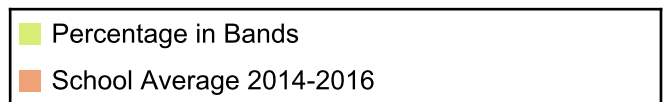
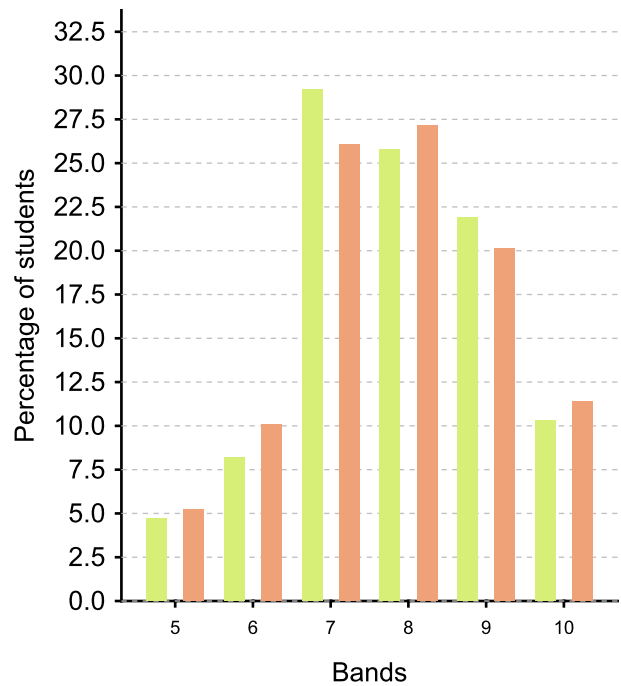
**Percentage in bands:**  
Year 7 Writing



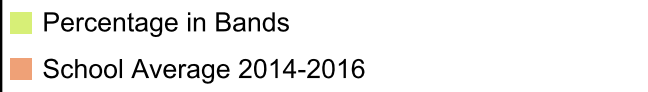
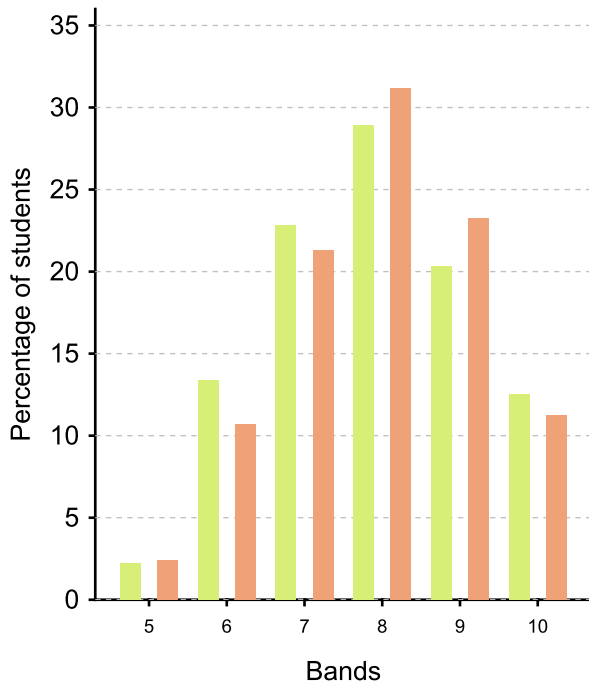
**Percentage in bands:**  
Year 7 Spelling



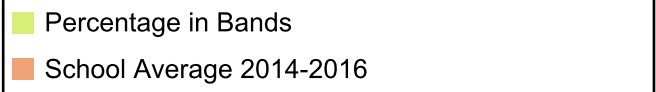
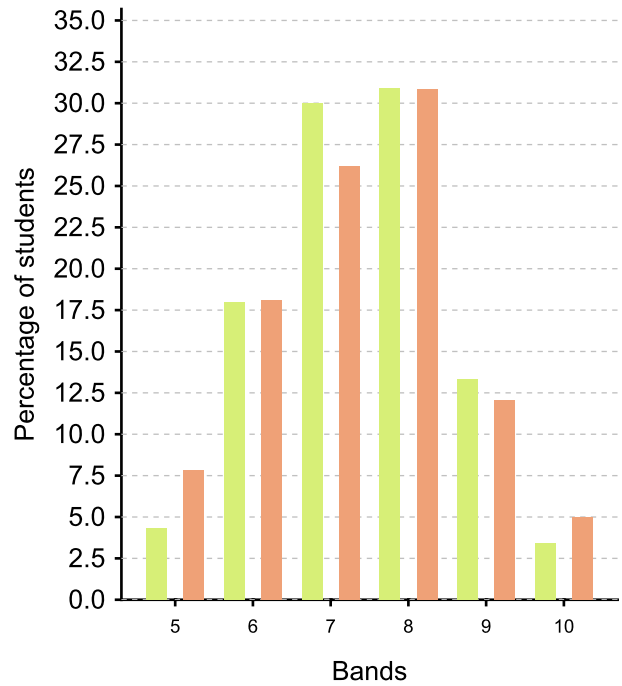
**Percentage in bands:**  
Year 9 Grammar & Punctuation



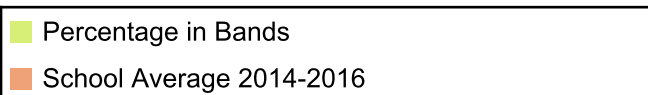
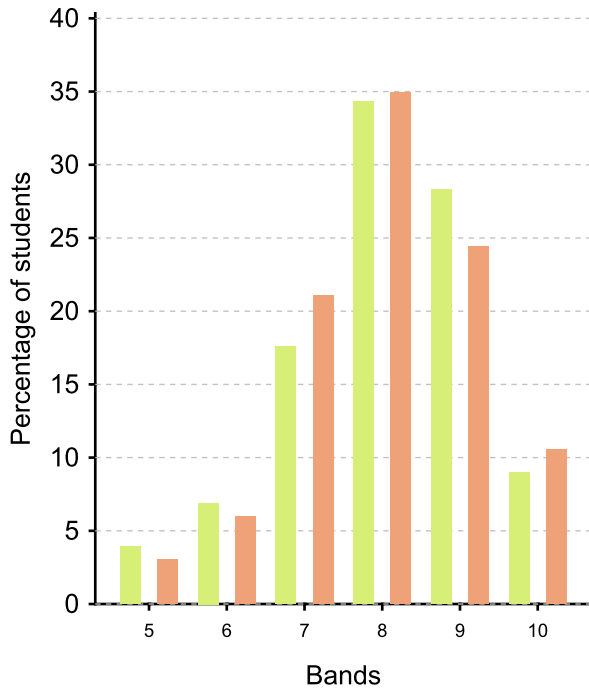
**Percentage in bands:**  
Year 9 Reading



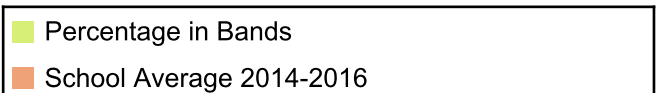
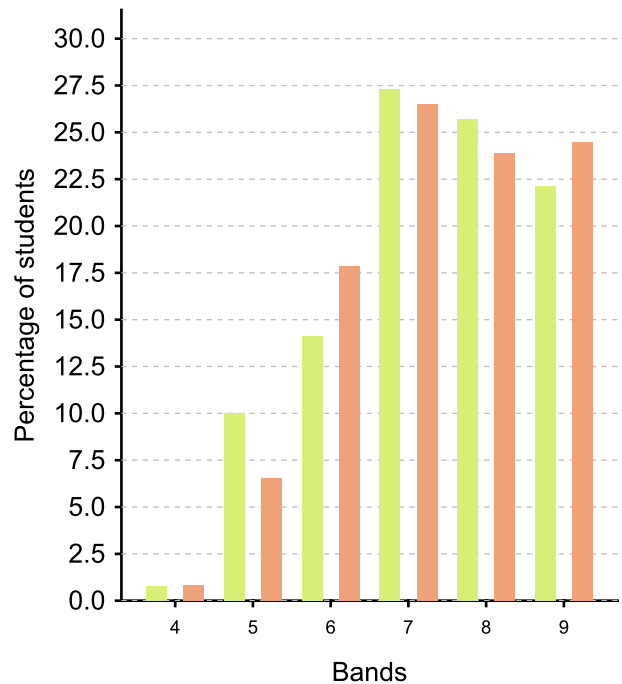
**Percentage in bands:**  
Year 9 Writing



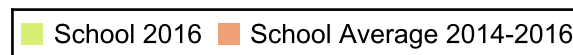
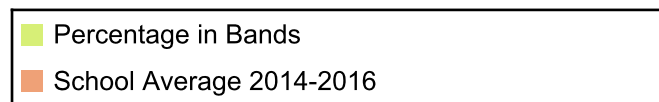
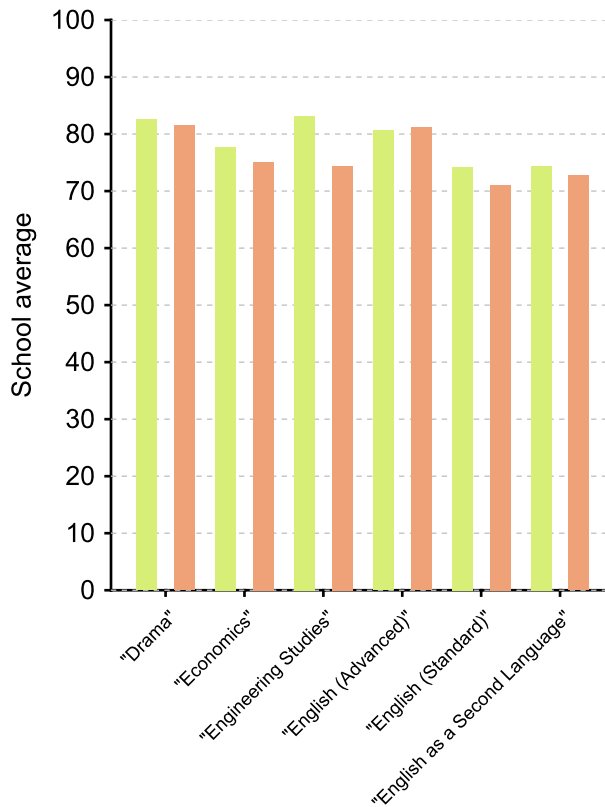
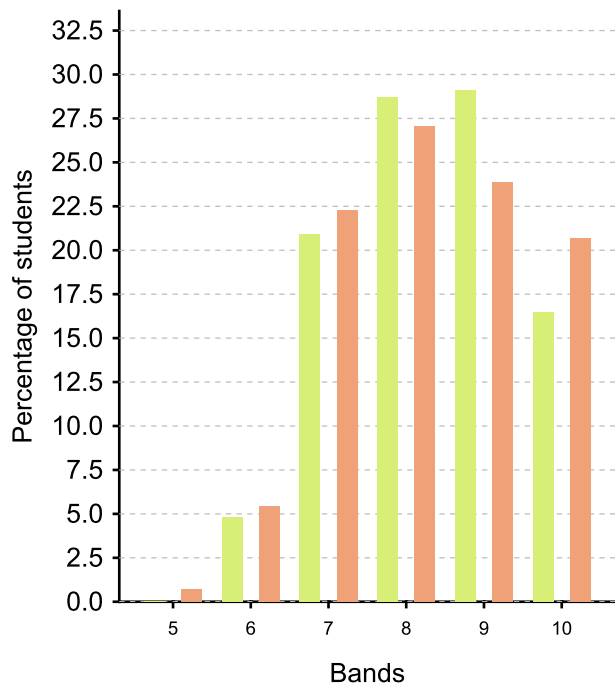
**Percentage in bands:**  
Year 9 Spelling



**Percentage in bands:**  
Year 7 Numeracy

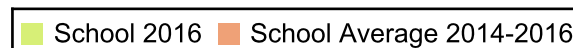
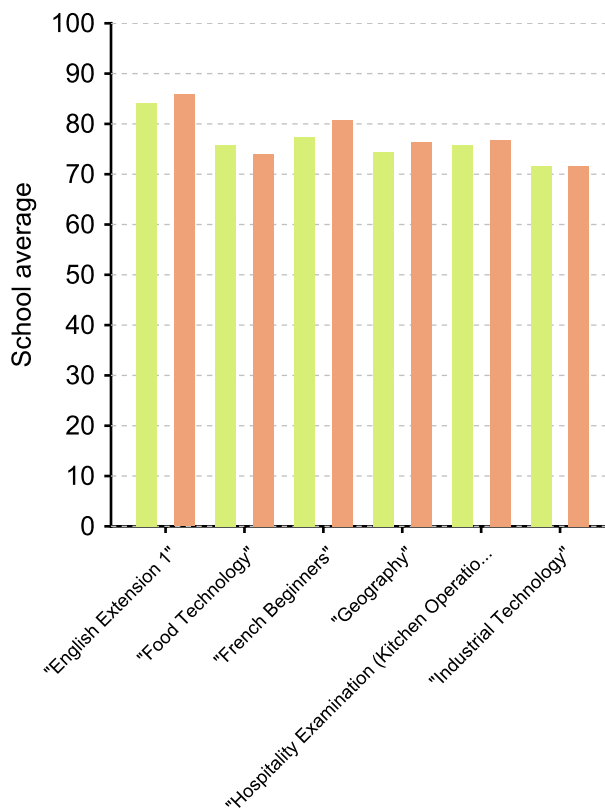
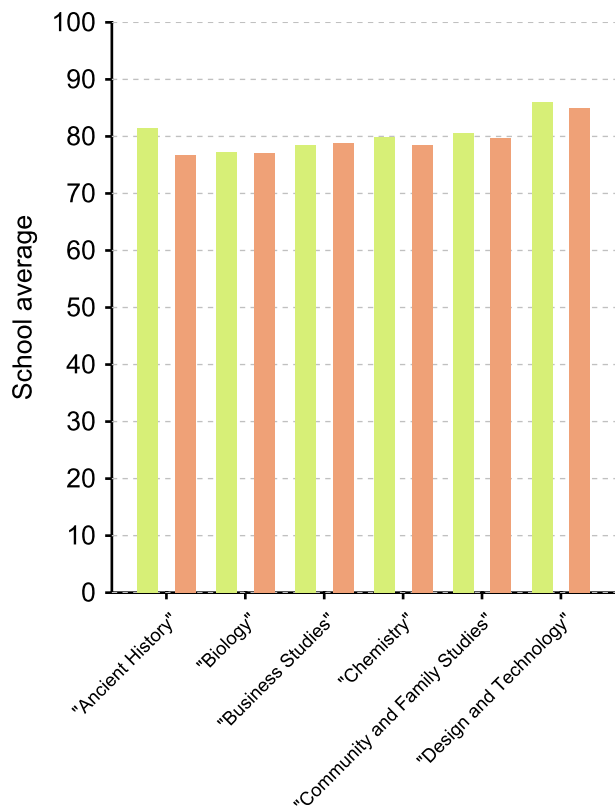


**Percentage in bands:**  
Year 9 Numeracy

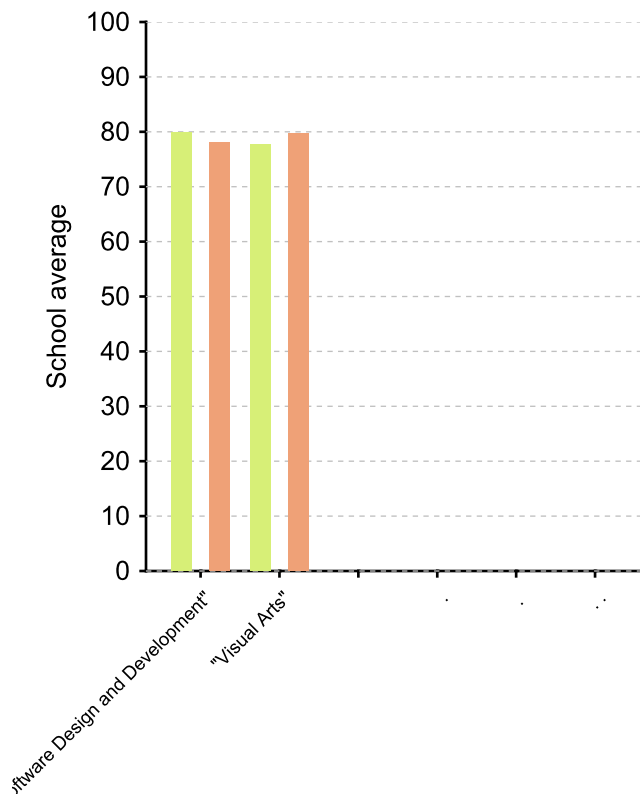
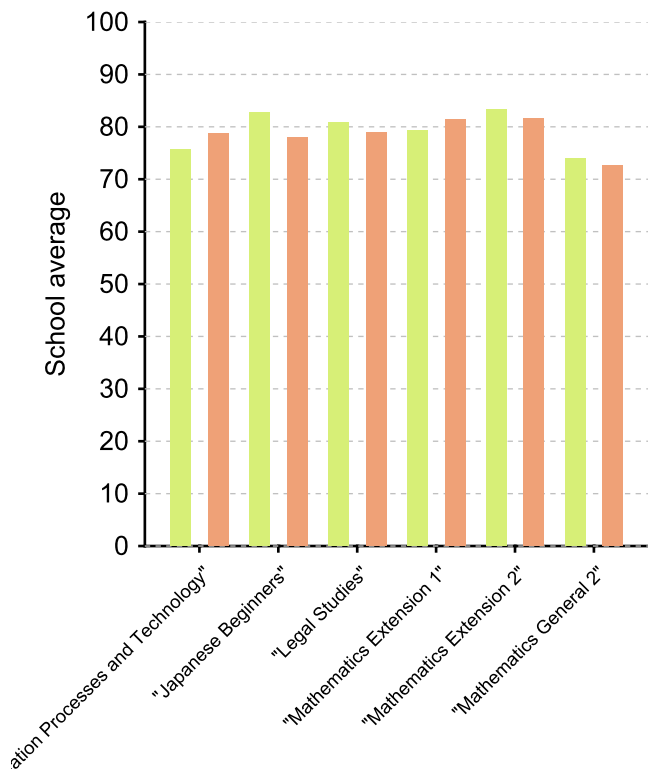


### Higher School Certificate (HSC)

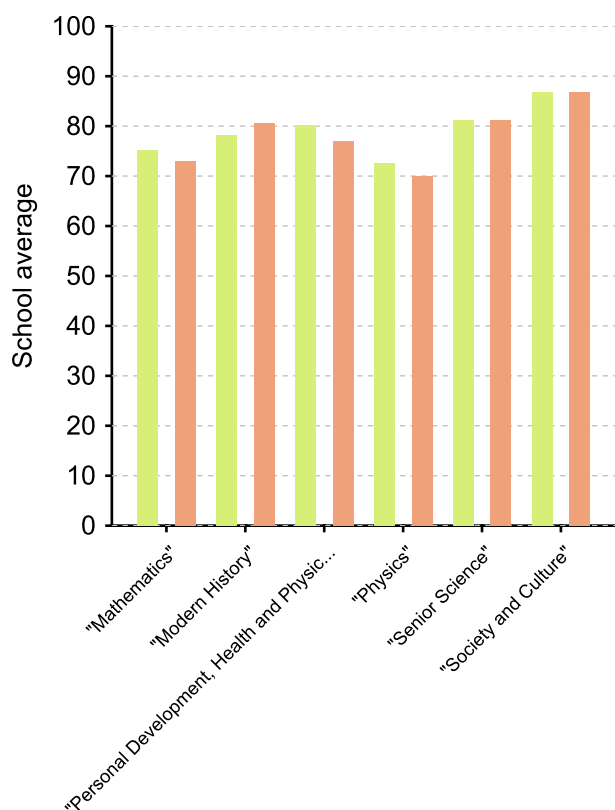
The performance of students in the HSC is reported in bands ranging from Band 1 (lowest) to Band 6 (highest).







■ School 2016 
 ■ School Average 2014-2016



■ School 2016 
 ■ School Average 2014-2016

■ School 2016 
 ■ School Average 2014-2016

In the 2016 HSC, an exceptional performance on the part of Castle Hill High School students was evident. Once again, results were clearly reflective of the diligence of students and the capacity of teachers to pave the way for meritorious student achievement.

The Castle Hill High School HSC cohort earned 170 Band 6 grades with 42% of the courses offered at the school attaining a level of Band 6 grades that was above the state average. Furthermore, 71 per cent of these courses had combined percentages of Band 5 and 6 grades that were above the state average.

Among the more noteworthy achievements of the 2016 HSC cohort were:

- All – rounders (Band 6 in 10 units) : Dylan Bender, Georgia Fugar, Connor Holmes, Landy Huang and Mitchell Perl. Three students; Ovais Rathani (English Standard) Hannah Spinks (Society & Culture) and Victoria Fernandez-Jones (Spanish continuers) were TopAchievers, achieving a top 10 place in the
- 42 students achieved an ATAR over 90, representing 22% of those completing an ATAR program at CHHS.
- Society and Culture, offered for the first time at CHHS, excelled with 48% of students attaining a band 6, the highest percentage of students in this band in the school. This achievement was followed closely by Design and Technology (42% at band 6), Engineering Studies (42% at band 6), and PDHPE (35% at band 6).

**Parent/caregiver, student, teacher satisfaction**

In 2016, students and teachers were surveyed on Classroom Management to evaluate current teaching practices and the school's discipline policy. Based on the feedback provided a Behaviour Management Team was established to discuss and reshape our existing system to incorporate some of the ideas provide by students and teachers. The team has introduced the 4R's (Remind, Refocus, Relocate and Remove) and provided teacher training on how to use the 4R's within the classroom. As well as redesign the current 'Time Out' process by simplifying the time out contracts used.



## Policy requirements

### Aboriginal education

In 2016, Castle Hill High School had five students attend the school who identify as Aboriginal. Each student developed a personalised learning plan in conjunction with the Aboriginal Student Liaison which focused on developing students' academic, extracurricular and cultural goals for the year.

Students who take part in the personalised programs have engaged in TAFE courses, Indigenous competitions such as the Banjo Patterson Writing Awards and the school's gifted and talented program. Through these programs our Indigenous students are challenged to strive for their best and achieve their personal goals.

As part of the program students are also mentored in their tertiary and career goals to ensure they are making use of all opportunities and getting the most out of their education.

2016 was a very successful year academically, but the program also led students to explore more about their cultural heritage and the local history of the Dharug people.

There was also a school wide focus on "Sorry Day" with each Pastoral Care class contributing their thoughts to a collage that was displayed in the A Block corridor.

In 2017, we hope to continue to form closer links to the local Indigenous community.



### Multicultural and anti-racism education

Castle Hill High School continues to promote multicultural education and diversity. Our Multicultural Day and Harmony Day are very good examples of two initiatives that promote Multicultural Education and a Harmonious educational environment at Castle Hill High School.