

Crestwood High School

Annual Report



2016



8552

Introduction

The Annual Report for **2016** is provided to the community of Crestwood High School as an account of the school's operations and achievements throughout the year. This report was collated by the Department of Education's program SPaRO.

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

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Message from the Principal

As Crestwood High School enters the third year of the 2015–17 planning cycle the targeted school improvements are certainly coming to fruition. A major focus in professional learning for 2016 was developing staff capacity in the effective use of technology for pedagogical and systemic purposes. This saw the increased use of Google Class Room, Google docs, One Note, Adobe options (for presentations) and refining skills in the use of Sentral. A professional and supportive environment was strengthened through the Brekkie With a Tekkie program where staff voluntarily met fortnightly to mentor each other on various technology techniques for teaching and learning. As a result there is a significant increase in the number of staff who have embedded technology into their teaching practice with increasing confidence.

During 2016 action teams were established to address an area of development as identified in school planning. The core business of each action team was to improve student learning outcomes through the implementation of an initiative or improvement in the learning environment of the school for the students. All action teams worked with the staff, students and P&C to achieve their milestones for 2016. After evaluation of the year's work for 2016 each team made recommendations for directions for 2017. This has been incorporated in the milestones for 2017 in conjunction with input from the student leadership team. The action team focus areas included Literacy, Numeracy, Assessment for Learning, Social Inclusion and ALARM implementation.

The third strategic direction aimed at building positive relationships with the community continued to grow with the strengthened involvement in community events. An example of this is The Hills Relay for Life event where Crestwood High School were recognised as the highest fund raising team in 2016 with over 100 team members made up of students, staff and parents. The school was also involved in Shave For a Cure, The Fiji Relief Fund, Christmas Food and Toy Drive and supporting the Lisa Harnum Foundation (a local shelter for victims of domestic violence), all initiated by student leaders.

During 2016 Crestwood High School was subject to numerous formal evaluations and auditing processes including External Validation, International Student audit, Finance audit and a Work Health and Safety audit. I am pleased to say that the final report of each one of these audits/evaluations were glowing and acknowledged strong systems and efficient and effective practices at Crestwood High School.

Therese Hourigan, Principal

School background

School vision statement

The Crestwood High School community aims to develop safe, respectful learners who achieve their potential through a broad range of experiences. Our students become ethically and socially responsible citizens with a sincere sense of tolerance and inclusivity and are prepared to make positive and valuable contributions to our society. Through their love of learning, students at Crestwood High School strive for excellence, welcome challenge and revere achievement. They are resilient, resourceful and equipped with the necessary skills and attitudes to continue learning after secondary education and are capable of meeting life's challenges in their personal, professional and intellectual lives. To achieve this, staff will continually pursue professional learning and training in order to meet the aspirational objectives of the Crestwood High School community. They work in a mutually supportive, respectful and collegial educational environment enriched by the contributions and commitment of parents and the community.

School context

Crestwood High School is situated in the northwest of Sydney in Baulkham Hills. The school has approximately 991 students including a Support Unit of 41 students with 72 teaching staff supported by administrative staff and Student Learning Support Officers. Crestwood High School has one local feeder primary school – Crestwood Public School. The high school draws from surrounding areas such as Bella Vista, Kings Langley, Castle Hill and Seven Hills. Non-local enrolments are through the application of a portfolio and interview only.

Crestwood High School is a 7–12 comprehensive high school catering to the educational needs of a broad range of students. Historically, NAPLAN data indicates that students generally perform above state average in literacy, numeracy and VALID assessment. Students are highly engaged in extra – curricular programs such as sport, competitions, performing arts, debating, public speaking and Duke of Edinburgh.

Positive psychology underpins all practices at Crestwood High School with a deeply embedded Positive Behaviour for Learning (PBL) approach to all structures and learning practices. The contribution of all staff, students and the community is greatly valued building a culture of connectedness.

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 and participated in an external validation. 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. During the External Validation process, an independent panel of peer principals considered our evidence and assessment of the school's progress, aligned with the standards articulated in the School Excellence Framework.

The results of this process indicated that Crestwood High School is achieving across the three domains of Learning, Teaching and Leading. The report from the External Validation indicates that Crestwood High school has a school culture that demonstrates the building of educational aspiration and ongoing performance improvement across its community. Students take responsibility for their ongoing learning. There is a strategic and planned approach to support the cognitive, emotional, social, physical and spiritual wellbeing of all students. An integrated approach to quality teaching, curriculum planning and delivery, and assessment promotes learning excellence and responsiveness in meeting the learning needs of all students. The school's consistent, school-wide practices for assessment and reporting are used to monitor, plan and report on student learning across the curriculum and students consistently perform at high levels on external and internal school performance measures.

The teaching staff are committed to identifying, understanding and implementing the most effective teaching methods, with a high priority given to evidence-based teaching strategies using student assessment data to identify student achievements and progress, in order to inform future school directions. There are explicit systems for collaboration and feedback to sustain quality teaching practice.

The school's professional learning is aligned with the school plan, and its impact on the quality of teaching and student learning outcomes is evaluated and staff demonstrate personal responsibility for maintaining and developing their professional standards.

The school leadership team supports a culture of high expectations and community engagement, resulting in sustained and measurable whole-school improvement using the school plan as the core of continuous improvement efforts, with the schools vision and strategic directions evident in its main activity.

Resources are strategically used to achieve improved student outcomes and management systems, structures and processes underpin ongoing school improvement and the professional effectiveness of all school members.

Our self-assessment and the External Validation 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

Commitment to quality educational practices and student achievement

Purpose

To ensure staff engagement in quality educational practices that maximise the learning potential and development of all students. To embed a commitment from all staff to professional development in order to understand how their students learn and to meet the individual needs of all students through deep knowledge and understanding of best practice.

Overall summary of progress

Continued commitment to quality educational practices that will maximise student achievement. This commitment was led by the implementation of the Professional Development Framework (PDF) focusing on the development of quality Professional Development Plans (PDP) and an effective lesson observation process. Collegial feedback is a focus and the development of staff to improve their practices in the classroom. Strategies to ensure quality educational practices and student achievement including differentiation of teaching and embedding of ALARM within faculties continued throughout 2016.

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"> All Staff are engaged in the Professional Development Framework process including PDP development and mentoring in a personalised cycle of improvement program. 	<p>In 2016 all staff developed their PDP and were able to engage in professional learning towards the achievement of their goals. All staff were engaged in lesson observations and received feedback for effective improvement.</p>	<p>School funded HT Teaching and Learning</p> <p>Professional Learning budget (Total – \$53,518.57)</p> <p>Beginning Teachers Professional Learning Budget – (Total – \$23,391.13)</p>
<ul style="list-style-type: none"> Teaching standards are embedded in all professional learning events, PDP development and underpins professional dialogue. 	<p>All PDPs were aligned with the School Plan and were guided by the Australian Professional Standards for teachers. Teaching standards have been incorporated into PL events including School Development Days (SDD) after school professional learning workshops and action team programs.</p>	<p>School funded HT Teaching and Learning</p> <p>Professional Learning budget (Total – \$53,518.57)</p> <p>Beginning Teachers Professional Learning Budget – (Total – \$23,391.13)</p>
<ul style="list-style-type: none"> Staff gaining accreditation with BOSTES demonstrating a deep understanding and value of the accreditation process. 	<p>Accreditation process has been presented by both internal and external personnel on SDDs in 2016. The Head Teacher Teaching and Learning manages professional learning inquiries for accreditation. This is an area that continually develops as staff progress through this process. The main focus has been the implementation of the Performance and Development Framework incorporating professional learning in the area of technology.</p>	<p>School funded HT Teaching and Learning</p> <p>Professional Learning budget (Total – \$53,518.57)</p> <p>Beginning Teachers Professional Learning Budget – (Total – \$23,391.13)</p>
<ul style="list-style-type: none"> Improved performance of students in formal literacy based assessment (including HSC, NAPLAN). Data indicates value added of individual performance, an increase of students in upper bands and a decrease of 	<p>Continued improvement of students in the upper bands of the HSC (See The HSC section of this report). Continued value added results in areas of literacy and numeracy NAPLAN (See NAPLAN section of this report).</p>	<p>School funded HT Teaching and Learning</p> <p>Professional Learning budget (Total – \$53,518.57)</p> <p>Beginning Teachers</p>

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
students in middle and lower bands.	Continued improvement of students in the upper bands of the HSC (See The HSC section of this report). Continued value added results in areas of literacy and numeracy NAPLAN (See NAPLAN section of this report).	Professional Learning Budget – (Total – \$23,391.13)

Next Steps

In 2017 the school's goal is to continue to build professional culture and improve teacher quality through the implementation of the Professional Development Framework, strengthen teacher capacity to effectively implement differentiation strategies and to implement whole school literacy and numeracy programs to improve student performance across the curriculum. These programs will included the Focus on Reading program, which will be included in all professional learning events.

Strategic Direction 2

To ensure contemporary and innovative learning conditions that will enable teachers, students and the school community to implement best practice and inspire educational success.

Purpose

To ensure optimal, innovative learning conditions for students, teachers and the community to ensure best practice and inspire educational success. To improve the physical (and symbolic) image of the school both internally and externally to re-position Crestwood High School (and Public Education) as the local school choice.

Overall summary of progress

In 2016 the access to technology was a priority. With the addition of the classroom technology with interactive white boards installed to all classrooms and the addition of the library computer area and the conversion of room 28 to a computer room, the school had an overall increase of 54 available computers. The booking system showed an increase in the booking of the technology facilities to capacity by the end of 2016. Students were also increasingly exposed to technology, the Bring Your Own Device (BYOD) program was evaluated and will be the focus for 2017 with incoming students in Year 7 and renewed provision across all years. The preparation for eT4L in 2017 is on track.

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"> Enrolment enquiries and expressions of interest increase each year by a minimum of 5%. 	Enrolment enquiries increasing by 12% from out of area students, however physical size of school limits further expansion.	Staffing of taster days for Year 5 and 6 Open Night
<ul style="list-style-type: none"> Increase the number of local students from our local feeder Primary School (Crestwood Public School) who select Crestwood High School as their first preference– including G&T. 	Increased numbers of local area students noted with 95% of local student selecting Crestwood High school as their 1st priority. G&T class popular with G&T exam oversubscribed. Most years at capacity with an average of 170 students in each year from Year 7 through to Year 12.	Staffing of taster days Year 5 and 6 Open Night G&T Budget \$10,500
<ul style="list-style-type: none"> 100% of students can capably connect to the school network with any approved device. 	Extensive wireless and wired systems upgrade. Students connected to school's systems efficiently with approved device.	T4L Budget (Total – \$50,000)
<ul style="list-style-type: none"> All teachers are engaged in delivering contemporary 21st century lessons (PDF). 	Maximised use of computer rooms with all rooms regularly booked. Bookings reached full capacity by the end of 2016. Increased staff requests and enrolments in PL activities including external workshops. Specialist workshops included in SDDs in response to demand.	T4L Budget (Total – \$50,000) Professional Learning budget (Total – \$53,518.57) Technician (5 day fortnight cycle – \$41,603)
<ul style="list-style-type: none"> Improvement of school facilities and image expressed by school community and indicated by student engagement. 	Increased number and availability of computers and the Website and app continually updated. Parent portal refined and promoted. Improvement of grounds and gardens and the installation of new playground seating and shelters. Maintenance program managed by AMU	Planned Maintenance budget (managed by DoE Asset Management Unit) Maintenance and Building Upgrade Program (Total – \$150,000 – not including equipment upgrades)

Next Steps

The increased booking of technology facilities has indicated a need for greater access and availability to devices. In 2017 it is planned to refurbish another computer room to full capacity with a variety of computers in a variety of access options.

With the number of computers exceeding 300, the replacement program of 20% per year has continued. 60 new machines were purchased to replace ageing and unserviceable fleet machines and the addition of machines to every classroom. Room 12 Computers were upgraded with the latest available contract computers.

Staff will continue to have a focus on technology in PDPs, although not mandatory for teachers skilled and experienced in technology provision.

Infrastructure, grounds and gardens will continue to be a focus with major capital projects and refurbishments for the second kitchen classroom, the environmental area and painting in the planning for 2017.

Strategic Direction 3

To cultivate relationships that enhance the well-being of the school community by fostering positive school spirit and developing a culture that encourages and values community contributions.

Purpose

To cultivate relationships that enhance the well-being of the school community by fostering positive school spirit and developing a culture that encourages and values community contributions.

Overall summary of progress

In 2016 the level systems were put in place after significant collaboration with the staff to suit the needs of Crestwood High School. This was explicitly taught to the students through AIM (Positive Behaviour for Learning) lessons. Staff received professional learning on the use of the level system. An action team was formed in 2016 for the development of assessment for learning. Representation from each faculty has successfully promoted the concept and support for the initiative. In 2017 aspects of assessment for learning will be embedded in all PL in response to staff evaluation. All faculties have developed a community based program and/or event that has involved either Crestwood Primary School or a local organisation. Some examples are; Story book development (English), PASS Coaching (PDHPE), ANZAC involvement (HSIE), Science lessons for students from Crestwood Public School, Concert Band Mentoring Program (CAPA).

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">Ongoing analysis indicates student engagement in school life through specific attendance data and involvement in specialised programs, individual subjects and extra-curricular initiatives.	Data shows an attendance rate remaining well above state average and attaining 93.8% in 2016. This is well above state average (89.7%). With period by period roll marking and teacher vigilance, truancy has been virtually eliminated. Increased number of students trialling for representative teams. Record attendance at school carnivals. HSC results saw increase in number of band 5 and 6 from previous years. Highly successful camp (wellbeing) program with an average student attendance of 95%.	No school funds expended Projects and processes funded by school contributions and P&C initiatives.
<ul style="list-style-type: none">Increased number of community members involved in school programs. Increased number of programs in school that facilitate community involvement at Crestwood High School.	Record number of members of the community volunteering for the mentoring program. Record number of students registering for Hills Relay for Life school raising over \$30000 and Shave for a Cure raising \$14000. Each faculty developed a community based program or event including Story book development (English) and with a primary school, student leadership mentoring program. Also visual arts program with local preschool, PASS coaching at local primary school and other social justice initiatives led by the SRC including Jeans for Genes day, Christmas toy drive and Christmas food drive and the mobile blood bank blood donation day.	No school funds expended Projects and processes funded by school contributions and P&C initiatives
<ul style="list-style-type: none">Analysis of the percentage of students involved in community focused programs and events. These are recorded through Sentral entries by the organising teacher which can then provide specific and direct data.	Increasing numbers of students involved in community focused events with a large increase in charity funds raised and Sentral records showing significantly more students receiving positive awards over previous years.	No school funds expended

Next Steps

The school is now conducting a survey after the current School Plan Cycle implementation for feedback for further development. Staff have indicated that the level system supports the students who experience difficulties in self-regulating behaviour. Some of the students who have been on a level have requested to stay on it. The school has recently purchased some specific recording devices and Swivel stands for staff to trial. School involvement in significant community events to continue and be promoted across the community.

Student information

Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	575	574	536	514
Girls	483	488	480	466

Student enrolment has remained steady over the last 4 years with approximately 980 students attending Crestwood High School. Demographers from the NSW Department of Education visited the school this year to discuss future expansion of the surrounding suburbs of Bella Vista and Kellyville and the implication of this on the enrolment at Crestwood High School. Provisions will be put in place for future expansion as the need arises.

Student attendance profile

School				
Year	2013	2014	2015	2016
7	95.4	95.2	96.3	95.4
8	94.2	93.3	93.9	94.4
9	93	94	93.1	93.1
10	94.1	93.3	92.8	92.5
11	92.9	93.5	94.5	92.9
12	94.2	94.2	94.7	95
All Years	94	93.9	94.2	93.8
State DoE				
Year	2013	2014	2015	2016
7	93.2	93.3	92.7	92.8
8	90.9	91.1	90.6	90.5
9	89.4	89.7	89.3	89.1
10	87.7	88.1	87.7	87.6
11	88.3	88.8	88.2	88.2
12	90.1	90.3	89.9	90.1
All Years	89.9	90.2	89.7	89.7

Management of non-attendance

Crestwood High School's attendance of 93.8% remains above the state average of 89.7%. This is achieved through rigorous systems of monitoring and parent contact. Class rolls are marked every lesson and parents are contacted if their student is absent. All students who are enrolled at school, regardless of their age, are expected to attend that school and parents are

required to explain the absences of their children from school promptly and within seven days. The school will ensure, any matter relating to school attendance where safety, welfare or wellbeing concerns arise for a student, that consideration is given to the requirements of the Protecting and Supporting Children and Young People Policy and all required reports are made to Community Services Child Protection Helpline or contact made with the Child Wellbeing Unit. Wherever possible students should not be missing school due to holidays or vacations as leave will not be granted.

Post-school destinations

Proportion of students moving into post-school education, training or employment	Year 10%	Year 11%	Year 12%
Seeking Employment	0	0	5
Employment	1	2	3
TAFE entry	3	1	4
University Entry	0	0	71
Other	0	0	13
Unknown	0	0	4

Crestwood High School students leaving at the end of Year 12 usually continue their learning through studies in many and varied areas. Approximately, seventy percent of Year 12 students were successful in an offer to a University course. While most others attend TAFE or private providers of training, some students chose to work either full time or part time and some take a 'gap year' and travel.

Year 12 students undertaking vocational or trade training

Vocational education and training (VET) at Crestwood High School takes many forms. EVET and trade training involves students travelling to TAFE or a private RTO either for timetabled classes each week or for an extended period of time. In 2016, 13 Year 12 students and 13 Year 11 students undertook a TVET program.

For all of these students, their vocational course counted as part of their HSC as a 2 Unit course. School based apprenticeships and traineeships (SBAT) provide students with the opportunity to attain a nationally recognised VET qualification as well as their Higher School Certificate and the opportunity to gain valuable work skills and experience through paid employment. In 2016, three Year 12 students and one Year 11 student completed a SBAT course during their time at Crestwood High School.

SVET involves students studying a VET course in

school. In 2016 Crestwood High School continued the Hospitality course and 29 students were successful in completing this course.

Year 12 students attaining HSC or equivalent vocational education qualification

For 2016, 136 students successfully received their HSC. Many students also received VET certificates, giving them advanced qualification toward apprenticeship and traineeship courses including Cert IV and Diplomas.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	2
Head Teacher(s)	12
Classroom Teacher(s)	50.5
Learning and Support Teacher(s)	1
Teacher Librarian	1
Teacher of ESL	0.4
School Counsellor	1
School Administration & Support Staff	18.25
Other Positions	3

*Full Time Equivalent

The Australian Education Regulation, 2014 requires schools to report on Aboriginal composition of their workforce. At Crestwood High School there are no staff that identify as Aboriginal.

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	43

Professional learning and teacher accreditation

Professional Learning (PL) is a key priority at Crestwood High and is seen as a direct contributor to quality teaching. The PL Committee consists of 9 teachers, led by the Head Teacher, Teaching and Learning and 8 teacher representatives from different faculties. The committee proposes ideas and workshops for staff meetings and staff development days as well as reviewing applications for PL within the school. Staff are encouraged to seek PL opportunities that are in keeping with their Performance and Development Plan (PDP) and possibly their chosen career path. All PL applications need to have approval by the Head Teacher, Teaching and Learning and Deputy Principal.

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

Financial information

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

Income	\$
Balance brought forward	1 116 693.23
Global funds	668 973.67
Tied funds	400 983.02
School & community sources	833 896.63
Interest	27 088.93
Trust receipts	89 234.00
Canteen	0.00
Total income	3 136 869.48
Expenditure	
Teaching & learning	
Key learning areas	228 158.19
Excursions	292 353.58
Extracurricular dissections	116 970.31
Library	2 779.05
Training & development	350.00
Tied funds	301 360.69
Short term relief	187 157.46
Administration & office	160 618.14
School-operated canteen	0.00
Utilities	149 548.00
Maintenance	225 455.57
Trust accounts	83 448.66
Capital programs	0.00
Total expenditure	1 748 199.65
Balance carried forward	1 388 669.83

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 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 school analyses the Year 9 NAPLAN snapshot to gain insights of the growth of students from when they arrive in Year 7 to their achievement in Year 9.

Reading

Reading across Year 9 showed an overall increase from the average of previous years. Growth in reading was above state average with 61.2% of students having greater than, or equal to expected growth. Crestwood offered reading programs such as the Premiers Reading Challenge along with specific reading support for lower achieving students. This resulted in less students in the lower percentile range than state average.

Spelling

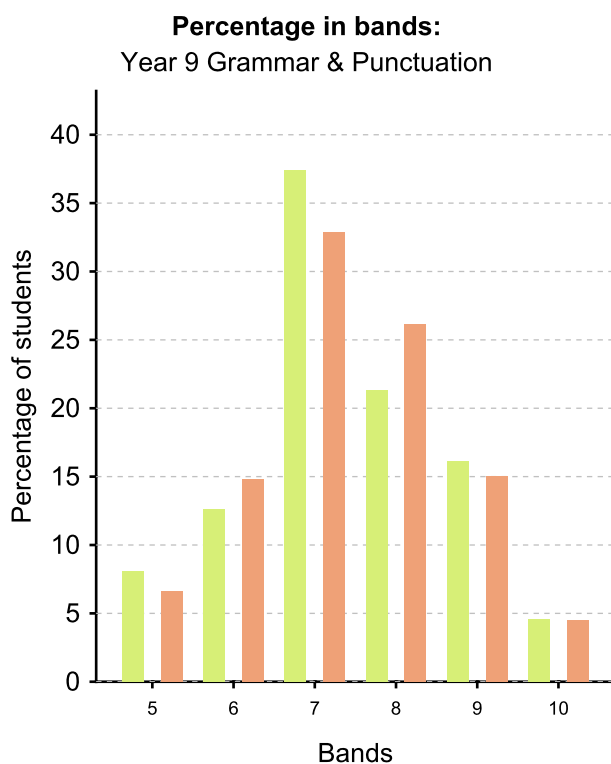
In 2016 the spelling result dropped and overall was lower than the average of the previous years. Although still marginally above state average, the result in 2016 showed only 55.8% of students having greater than, or equal to expected growth.

Writing

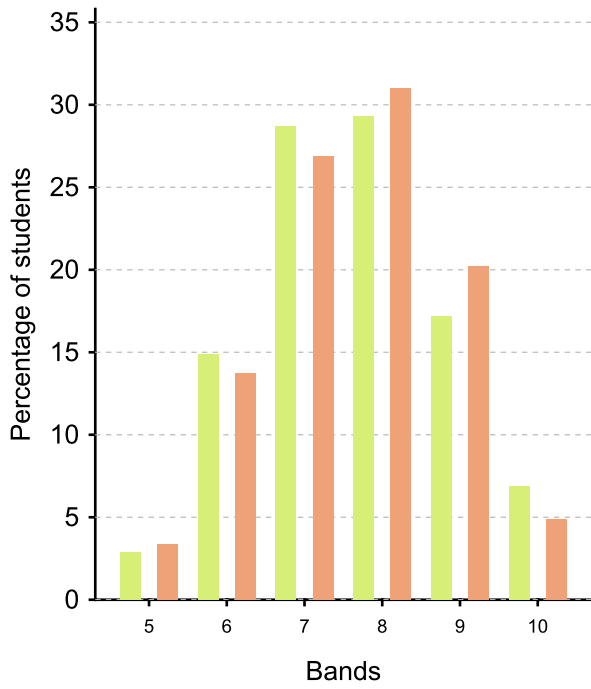
Compared to the state average, the overall writing result improved with a 5% above state average result, however this improvement was from a low point in 2015, where writing dropped to be just above state average. In comparison to the average of the previous year, there are still improvements to be made.

Grammar and Punctuation

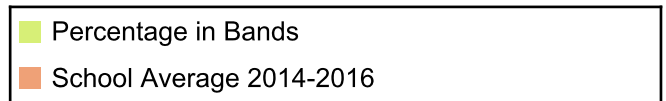
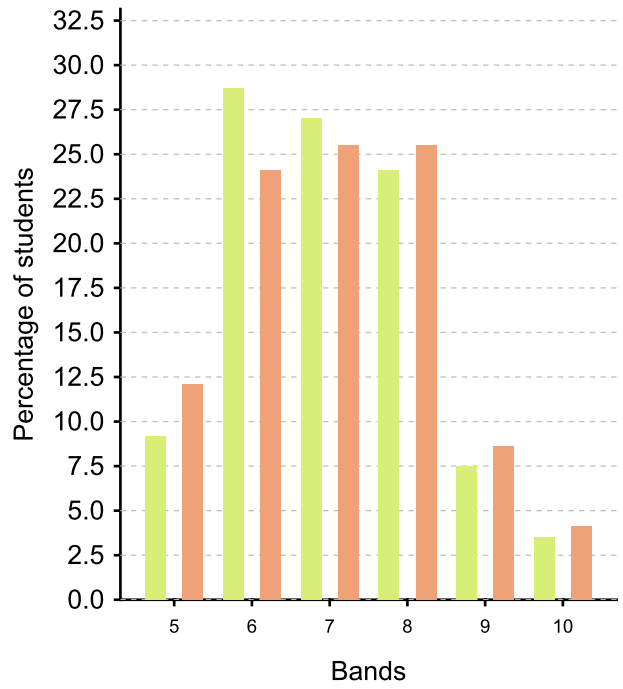
On balance, Grammar and Punctuation remained steady and mirrored the average of the previous years. We are still just matching state average in this area.



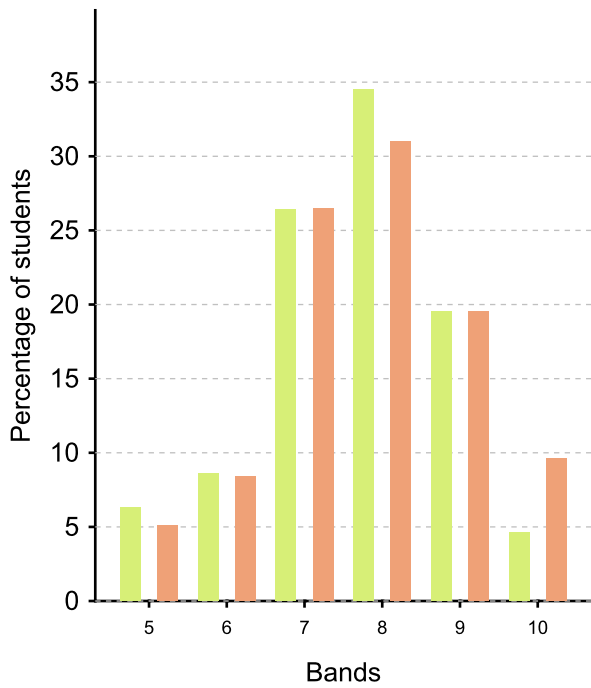
Percentage in bands:
Year 9 Reading



Percentage in bands:
Year 9 Writing



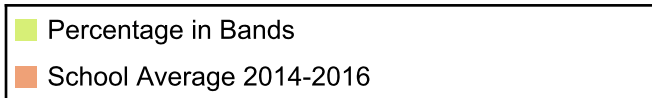
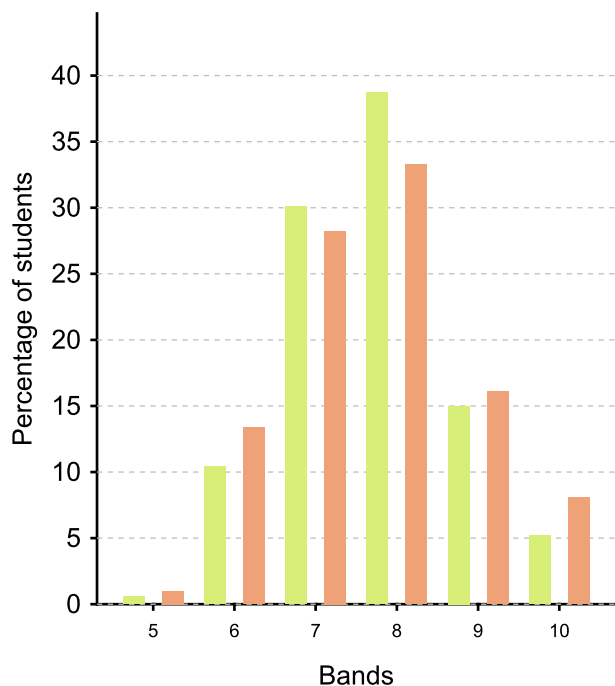
Percentage in bands:
Year 9 Spelling



Numeracy

Numeracy overall has dropped below state average, with only 47.9% of students having greater than, or equal to expected growth. In order to improve in this area, the numeracy team is working across all faculties to ensure students are aware of numeracy requirements for all subject areas. Teachers are focusing on numeracy strategies to lift student achievements in this area.

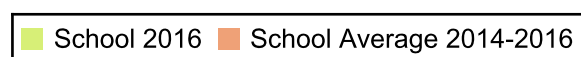
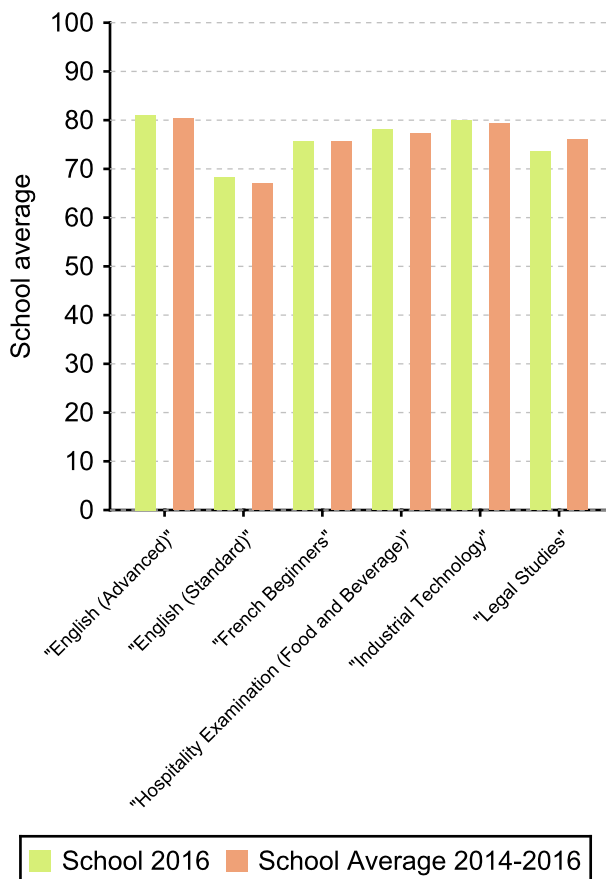
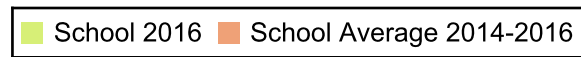
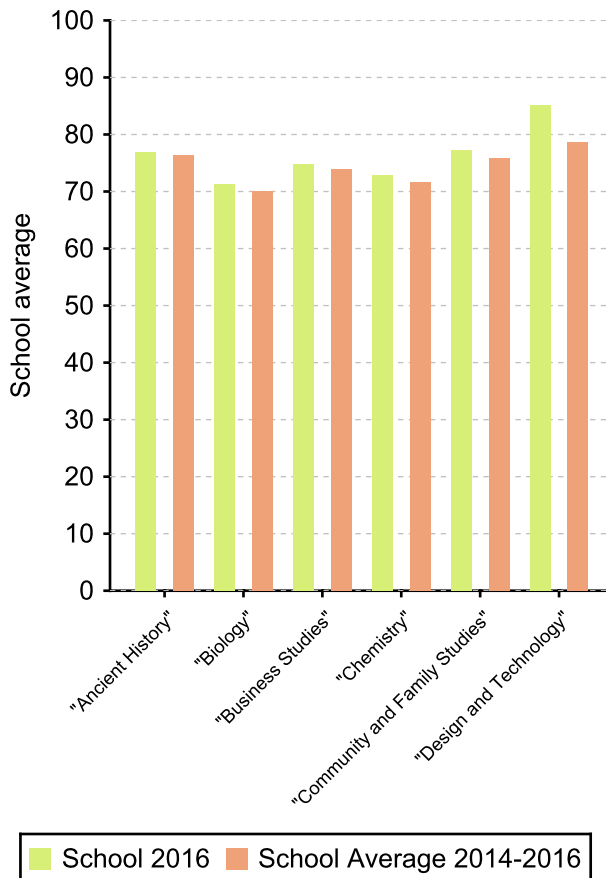
Percentage in bands:
Year 9 Numeracy

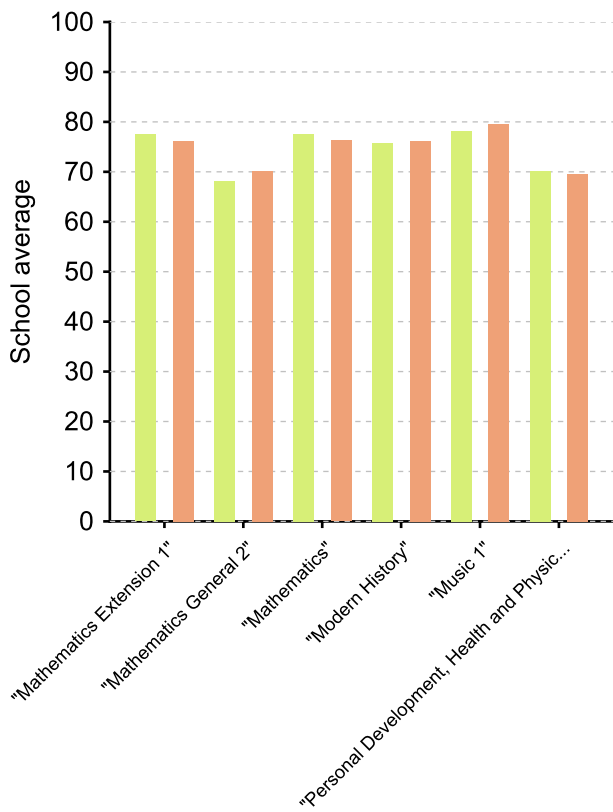


The My School website provides detailed information and data for national literacy and numeracy testing. Click on the link <http://www.myschool.edu.au> and insert the school name in the Find a school and select GO to access the school data.

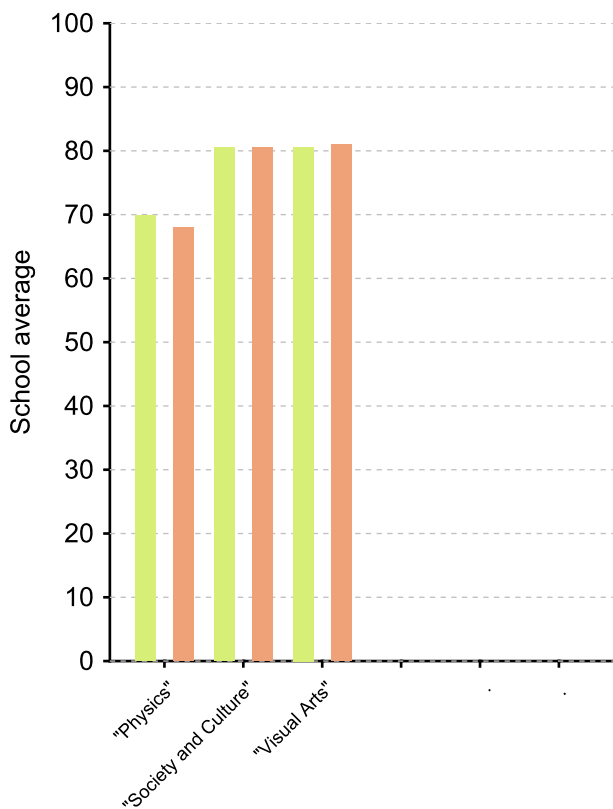
Higher School Certificate (HSC)

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





Legend: School 2016 (Green), School Average 2014-2016 (Orange)



Legend: School 2016 (Green), School Average 2014-2016 (Orange)

ATAR was 97.3 achieved by Harley Buggy. The improvement trend since 2013 has continued to ensure our student performance is well above state average.

Parent/caregiver, student, teacher satisfaction

Crestwood High School has developed close relationships with the community over the past few years. The P&C meet regularly and is influential in decision making and feedback to the executive. The meetings of the P&C are minuted and show a high degree of satisfaction with the school and its policies, procedures and successes. The P&C are involved in school planning and are a key contributor in the development of the current school plan.

Our School Captains and leadership team also were involved in school planning and during the Mitchell Youth Leadership Forum the student leadership team worked with the school Principal to contribute to the strategic directions – focusing on building school spirit. During this process the leadership team’s feedback showed they were happy with school culture and day to day life and expressed that the school cared about them and the learning progress.

The Student Representative Council is regularly consulted on school improvement and whole school decision making, the organisation of events and celebrations and directions for the school regarding community involvement. Their ideas for the physical improvement of the school have resulted in capital works projects around the school such as the new playground shelters.

In the Higher School Certificate, the performance of students is reported in bands ranging from Band 1 (lowest) to Band 6 (highest). In 2016 Crestwood was well above state average for students achieving in the bands 5 and 6. A well above state average rate of 21.5% of the HSC students were on the distinguished achievers list with at least 1 band 6. 32 students achieved a band 6 in at least 1 subject. The highest

Policy requirements

Aboriginal education

Aboriginal education

In 2016 our Aboriginal students participated in a variety of activities. In June they travelled to Sydney and thoroughly enjoyed an Indigenous guided walk around Sydney Harbour. This exposed the students to new information about Sydney Harbour pre 1788 and they also had time to interact with an Aboriginal elder. In the afternoon they watched the Bangarra Dance Company perform "1816" at the Sydney Opera House. This was a modern dance representation of the 1816 massacre near Appin. It was both thought-provoking and amazing, resulting in a variety of discussions on the trip back to school. Two students were then chosen to give a speech about their excursion at our Naidoc Ceremony in July.

National Aborigines and Islanders Day Observance Committee (NAIDOC) Week 2016 saw the engagement of a Year 8 class in the production of videos to compliment the "Songlines" theme. In these videos, indigenous students were interviewed on a variety of topics. Through these activities, the whole school community's awareness of NAIDOC and our indigenous past is being enhanced and the indigenous students are becoming more comfortable with their own heritage.

Multicultural and anti-racism education

Multicultural Day and Rainbow Day are inclusive days for all students from different cultures and regions, times and eras. Our aim was to promote tolerance and acceptance of different cultures, religions and personalities and to celebrate cultural diversity.

The day started off well with the majority of students and teachers who embraced the spirit by making a special effort to dress up. The day was led by a strong Multicultural Group who demonstrated their leadership skills. Students and teachers gave a short spiel on a variety of cultures at Crestwood High which was further enhanced by the aromas of the food stalls.

Workshops were organised by teachers of all faculties and lessons were delivered that were engaging and composed of cultural activities which students participated in, and enjoyed. The overall sense of cultural awareness was enhanced, appreciated and valued among the school community.

The day was a success due to the commitment from students and teachers participating as well as enjoying the activities.

Other school programs

Support Unit

In 2016, the Support Unit was welcomed back to the Baulkham Hills campus of Crestwood High School following its displacement to Riverstone following the devastating floods of 2015. Students returned to refurbished and re-equipped premises.

The students of the Support Unit were well represented in whole school events such as the swimming and athletics carnival as well as enjoying their own individualised activities. International Day for People with Disability was celebrated with a whole school assembly and a morning tea for students and staff with disability, their family and friends.

Specialist trainers were organised to conduct sessions in fitness and Zumba for sports.

Work experience continued throughout 2016 with students attending at the AFFORD factory at Minchinbury. Students undertook a variety assembly and packaging tasks. They also attended workshops conducted by the training staff in areas such as communication at work, conflict management and personal hygiene.

Students undertook a community access and travel training program throughout the year. This involved travel on various forms of public transport to visit local sites and into the city. Students were required to complete tasks as part of this activity.

Camps Program

Year 7 camp, held at The Tops Conference Centre, embraces the phrase "challenge by choice" and with 95% attendance each and every student gave the different activities their best go. The activities were based around outdoor themes and team trust and included abseiling, giant swing/Goliath, survivor, mission impossible, vertical clusters and high ropes as well as a peer support program. Year 10 students attended in the role of peer support leaders, continuing the role that began at the start of the year. Their leaders guide them through these activities giving the year 7's an insight into life at high school, how to deal with certain situations, manage peer pressures and value themselves and others in a safe, respectful environment.

Year 9 camp, held at the Port Hacking Conference & Outdoor Centre, saw the students involve themselves in all aspects of the camp, challenging them to complete the variety of land and water activities. The slogan of "challenge by choice" was continued from their year 7 camp from 2 years ago and with an attendance of over 80% of students, each and every one of them pushed themselves to their limit. Horizon Education presents a personal discovery program that is interactive and allows students to reflect on relevant issues and personal growth. A variety of activities based around outdoor themes included a high ropes challenge course, sandbar activities, sailing, billy carts,

waterslides, archery, abseiling, canoeing and dragon boat racing. The students demonstrated their maturity and appreciation of many different talents within the cohort during Talent Night and as always a new discovery of incredible talent emerged.

Year 11 camp, held at the Jindabyne Sport & Recreation Centre, encourages students to look at their study program and reflect on their half yearly results. The study skills program is initiated at camp with students attending professionally run sessions that become an ongoing process on their return to school through programs delivered in learning centre and through the Elevate program. Crossroads is a mandatory senior program that is also completed that encourages an open discussion on life issues such as drugs and relationships. Outdoor activities such as high ropes, rock climbing and an alpine walk with chairlift ride to the top of Mt Kosciuszko combine with night activities to set this camp apart from the others. All these activities provide students with the opportunity to become more self-aware and highlight the importance of working together. As a result students feel part of a team and develop stronger relationships to enhance cohesion for the path ahead towards the HSC.

Performing Arts Wrap Up

Our school offers many opportunities to our students to excel in multiple areas of interest. In particular, the performing arts are thriving at Crestwood High School with not one, but two annual productions, an annual Theatresports competition and various other classroom and extracurricular activities.

Earlier in the year, we made it to the Grand Final of the Impro Australia Theatresports Schools Challenge. This event took place at the Enmore Theatre, which has a seating capacity of 1500 audience members. It was a commendable achievement for our Year 10 Drama team, consisting of Claire Feighery, Lauren Leaver, Tara Vidakovic, Emily Wensor and Aaron Whale. Our team competed against 50 schools in the state to make it to the top 8, making us the only coeducational public school participating in the intermediate division. This was the first time in many years that Crestwood has progressed to the final round of the Schools Challenge.

Additionally, we also staged a production of Popstars! The 90s Musical which featured well known hits by boy bands and girl groups such as The Backstreet Boys and The Spice Girls, just to name a few! As part of this production, we introduced a new role to encourage our budding student directors. The Directing Internship was offered to students to provide insight into the process of staging a full scale musical, while being mentored by the director, Miss Stephanie Merriman. For example, the successful candidate was to engage in characterisation exercises with the cast, blocking scenes, and assisting with stage management. In addition to this, they were allowed to sit in on production team meetings and auditions for the 2017 musical to gain a holistic understanding of such a celebrated whole school program. Following an expression of interest and rigorous audition process, Year 11 student Dasha Gerasimova was selected. "When I heard that there was an opportunity to apply

for the Directing Internship for this year's musical, I was over the moon. Without any hesitation, I auditioned and waited with crossed fingers ... I felt so lucky to be chosen," she says..

To celebrate the hard work of our elective Drama students, Crestwood High School held two annual showcases. The first, for HSC Drama, showcased the major works that Year 12 had been working on this year. As part of the HSC, students are expected to collaborate with their peers to devise an original group performance of 8–12 minutes long. Last year, students explored serious themes such as gun violence and gender with sensitivity and insight. In addition to this, students also develop an individual project that is aligned with their interests in the performing arts. Projects last year included monologues, costume design and scriptwriting. Our second showcase featured original monologues written and performed by Year 10 students as well as original group performances devised by Year 11. Both showcases were well attended by the school community.

For the first time in a number of years, Crestwood High School now offers a timetabled Drama class for Year 8 students. As part of their study last year, students learned about performance styles such as Commedia dell'Arte and rehearsed a class play to perform in front of an audience of their peers. Additionally, Year 7 students were able to experience a taste of what Drama has to offer with our Year 7 Drama Club in Semester 2, taught on rotation by the skilled Drama teachers at our school, including Mrs. Justine Clarke (Head Teacher English/Drama) and Mrs. Tarsha Mournheis. Participating students have been enthusiastically learning about puppetry and acting to camera.

As part of Stage 5 Elective Drama, students study Theatre in Education, a form of theatre that aims to both entertain and educate audiences about world issues or events. Year 10 Drama students devised original short plays to perform at Crestwood Public School at the end of last year. Their performances covered topics relevant to that age group, such as bullying and transitioning to high school. This initiative helps to build links with our local community and provides Year 10 students with a valuable performance opportunity.

For the last few years, our school has hosted our very own Theatresports competition. Students from various year groups form teams to battle it out in a series of improvised games for the enviable Crestwood Cup, as well as a chance to compete in the regional schools challenge. Last year's competition featured the return of reigning champions Hourigan's Hooligans, consisting of Mrs Linda Jones, Mrs Deb Hennessy, Mrs Donna Whale and a new team member, Year 12 student and school leader Brett Wyton. However, the teacher team was defeated by Year 10 team, The Funky Ducklings. This team was also awarded the Moment of the Match for the physical comedy in their 2 minute scene, featuring a clumsy customer and an antique vase.

To add to their success, The Funky Ducklings were invited to improvise at School Spectacular as part of the

pre-show entertainment at Qudos Bank Arena. It was a thrilling opportunity for these Year 10 students to participate in such a prestigious annual event. Some of the students in this team have sought out further opportunities to extend their learning, such as Rayna Bland and Imogen Huntley who were selected to participate in the Senior Drama Ensemble at The Arts Unit after a rigorous audition process. Further congratulations go to Imogen, who has been selected to join Sydney Theatre Company's "Young Wharfies" program, where students spend a year attending productions, participating in workshops and meeting artists and creatives at STC to build upon their theatre literacy.

For the first time ever, our school presented a second major production last year. Under the direction of Ms. Karla Olmos, students from Year 7–10 were selected to perform in *Boy Overboard*, an adaptation of Morris Gleitzman's novel of the same name. The play followed the story of Jamal and his family in their pursuit of freedom, and was staged uniquely in the school hall at the end of the year.

Finally, casting was announced at the end of the year for our highly anticipated 2017 production of *Beauty and the Beast*. As always, we were very impressed with the talent at Crestwood High School! This show will feature all of your favourite characters and songs from the hit Disney classic, and we look forward to staging this production June 20, 22–24. Tickets will be available for purchase in Term 2.

Student Representative Council

The SRC have enjoyed another very successful year and sort many opportunities to develop leadership and to be involved in school and community events. This year we had a record number of candidates run for School Captain and SRC roles which is a very positive affirmation of the value Crestwood high school has for the group.

The SRC meet as a group in homeroom every day and more formally each week on Thursday at lunch time. Each year at the beginning of the term of office we have our annual leadership development day. This year we spent time getting to know each other and formed some valuable bonds a cross year groups. We reflected on our achievements from the previous year along with looking at what we think our school does well and noted areas for further improvement. Students were pleased their suggestion of additional shade areas and seating had been addressed and decided our focus this year would continue to be on building school pride and community links as well as improvements to school uniform, our toilets and sports areas such as the volleyball courts and cola.

School house captains lead the Swimming and Athletics carnivals encouraging house participation and attendance at these events. This year the school leaders organised a bake sale to raise funds for our new school mascots and these were showcased at the Athletics carnival in May. Students from the SRC encouraged their peers to be involved and this resulted in some fun and fierce competition with each house

striving to build house points as well as pride in their school House.

With community linkage set as a strategic direction for our school plan we again enrolled a team in "The Hills Relay for Life" but with far bigger goals for our team. This year the SRC lead group were awarded the "Most Valuable Team" by the committee not just because of the \$33000 that was raised but for their efforts in supporting the event as volunteers. Relay is an important event because it gives us an opportunity to join together to particularly support students, teachers and their families who have had their lives touched by cancer. Each year thousands of Australians participate in Relays across Australia and our team is proud to be part of that. 100 people registered from the Crestwood High School Community including staff, students, parents, and past students.

This was not our only fundraising event as each year group, led by their SRC representative's, focuses on causes important to them. One of the more noteworthy was held in March as we supported "Shave for a Cure". 22 members of our school community lost their locks and raised over \$17000 for leukaemia research while supporting a worthy cause.

We have also supported the Fiji Relief fund after the devastating cyclones, participated in a Christmas food drive and in June we joined other schools in the Hills district to support homeless youth with "Revival for Survival". In September we were reminded of the importance of organ donation and road safety when Sophie Williams from year 7 urged us to wear a sports shirt on Jersey Day. These are just a few of the causes and charities nominated by the students over the past 12 months which lend support to the wider community and highlight our involvement as global citizen. Such events help SRC members to develop leadership and planning skills and we thank those involved for their commitment.

As school leaders SRC members have also been involved in promoting the school at a variety of important community events such as: Anzac Day Dawn Service, The Hills Youth Forum, International Woman's Breakfast and Mitchell Youth forum to name a few. This year Captain Neel Bhatt and Vice-Captain Laura Wood have been Hills Youth Ambassadors as well as working with the Lisa Harnam foundation in support of families affected by domestic violence. As key SRC members they have provided the school with positive role models and brought credit to themselves and our school in the wider community. Laura has also been on the organisation committee for Hills Relay for Life as well as being involved in a variety of other charity organisations.

In February SRC members supported staff on open night to promote our school to Primary school students and their families. In this role they escorted groups around the school answering questions and performing various duties as required. SRC members have also been involved in various school committees where their participation has ensured that student opinions are represented in the decision making processes of the school and that information delivered is representative

of all opinions within our school community.

The Duke of Edinburgh's International Award

The Duke of Edinburgh's International Award is a voluntary enrichment program that invites young people to participate in a series of personal challenges over a period of time and receive recognition for completing these challenges. The challenges fall into 4 areas: Volunteering, Physical recreation, Skill, and Adventurous Journey. Students are required to work independently in their own time to meet the requirements of each component. For this reason possession of a Duke of Edinburgh's Award is held in high regard internationally and is very well recognised by potential employers.

In 2016, 47 students enrolled in the award program at Crestwood High School. This represented a 176% increase in the numbers of students participating in the award scheme. 22 students enrolled in the Silver level and 25 at Bronze level. This placed the school in the top 100 providers of the Duke of Edinburgh award scheme in NSW. The majority of these students have almost completed their Award and will have the opportunity to progress to the next level of the award in 2017.

In 2016 the school conducted five adventurous expedition and training activities to support students achieving the award. In 2017, students will again complete expeditions across a range of venues. The aim of these expeditions is to develop and refine their cross country navigation skills and achieve competencies in bush craft, first aid and camping. It is expected that these groups will continue to complete the other aspects of the award and achieve their awards throughout 2017.

Debating

The public speaking and debating students at Crestwood embraced their opportunities in 2016 and proved themselves to be articulate and passionate speakers. The development of both their speaking ability and confidence enabled them to engage with real world issues from multiple points of view and consider possible solutions for the significant issues that face the world today. Debating particularly, positions students to think about and argue for a perspective that is not necessarily their own and this develops their empathy and understanding for others who might think differently.

Crestwood entered six teams into The Premier's Debating Competitions run by the DoE's Arts Unit in 2016. While it was a steep learning curve for some, the teams were all competitive and provided some difficult decisions for the various adjudicators. Congratulations to the following students for their commitment to training and teamwork this year.

Year 7: Emily Foufas–Noakes, Max Duggan, Nikhil Rangoon and Sajnoor Rana.

Year 8: Arthie Sundaram, Ruby Mohanarajah, Vama Dave and Bailey Withers

Year 9: Charlee Sutherland, Grace Lanyon, Himaja Dave and James Brush.

Year 10: Eftelya Gursoy, Rhys Smith, Harsika Manorajah and Mariama Birou Sabou.

Year 11: Renee Preketes–Tardiani, Janvi Mistry, Rebekah McWhirter and Kirah Pillay.

Year 12: Harley Buggy, Neel Bhatt, Amaya Venkataraman, Mahdi Akbari.

Congratulations especially to the Year 8 team who successfully won their zone and progressed to the Inter–Zone level of the competition.

The Year 11 team were also very competitive in a difficult zone that included James Ruse Agricultural High School. While the girls managed to defeat James Ruse in a very tough debate, they unfortunately were unable to do the same with the much more experienced Model Farms team who defeated Crestwood in the playoff round.

The big news in debating for Crestwood in 2016 was Charlee Sutherland's inclusion in the Western Sydney Representative debating team. Along with debaters from selective schools such as James Ruse and Penrith High School, Charlee attended the Junior State Debating Championships at The University of Sydney last week to compete against the best debaters from around the state including highly competitive regions such as Sydney and North Sydney. Charlee's team made it to semi–finals, a fantastic achievement, but were unfortunately knocked out by the regional team from Riverina in a close debate. Charlee brings back a wealth of information and experience to her Crestwood peers that will ensure further development and success for Crestwood and we can all be very proud of her achievement.

Public Speaking

Crestwood continued to excel in public speaking with further progress in National public speaking competitions in 2016. Crestwood entered three competitions The Plain English Public Speaking Award, The Legacy Public Speaking Award and The Voices In Bloom Competition.

Renee Preketes–Tardiani presented a speech about the impact of technology on young people at The Voices in Bloom Competition and while she did not proceed to the next level, gained valuable experience that will stand her in good stead for future competitions.

Neel Bhatt and Harley Buggy both competed extremely well in the Local Final of The Plain English Speaking Competition and while Harley narrowly missed out on a position in the Regional Final with a speech proposing solutions to the growing Homelessness problem, Neel Bhatt, with his speech on artificial intelligence, managed to progress all the way to the State Semi Final, a great success.

Two more state semi–finalists were discovered in the

Legacy Public Speaking Competition with Emily Foufas–Noakes and Himaja Dave successfully making it through to the final 24 students in the state with their speeches on a specific types of bullying in schools and political wall building. Both girls were then given the great honour of chairing and timekeeping the State Final which allowed them to gain even further experience at this level that will undoubtedly help them in the future.

Sport Report

2016 was a fantastic year for Crestwood High School in sport. From juniors to seniors the participation rate at carnivals and knockouts increased since 2015. Congratulations to our 2016 sports champions of the year who represented at school level, zone level, regional level and state level.

Junior Girls Champion: Matilda Bloomfield.

Senior Girls Champion: Emily White

Junior Boys Champion: Max Bloomfield

Senior Boys Champion: Thomas Palacios

In the 2016 Crestwood High School competed in numerous sports in State Knockouts and Macquarie Zone gala days. Our most successful team for 2016 was the Open Girls Soccer team. This team had a fantastic season making it to the final 8 teams in NSW. Since their first game in term 1 the girls improved their skills and developed close friendships with each other. The girls represented the school with pride and determination throughout the whole competition. Congratulations to the team and the following girls: Natasha Dabit, Ashleigh Krenich, Sophia Hamilton, Bella Laurence, Shannon Cattell, Claudia Buccini, Chloe Krenich, Ashleigh Lanyon, Jasmine Van Vliet, Kate Davies, Chloe Flanagan, Shanaye Clifford Bray, Emily White and Jasleen Kaur.

We hope 2017 brings more success on the sporting field for Crestwood High School.

Gifted and Talented Program 2016

The Gifted and Talented Program at Crestwood High School aims to meet the specific needs of our Year 7 – 10 students at Crestwood High School. Those students identified for placement into the year 7 Gifted and Talented class performed exceptionally well in the G&T examination which is a 2 hour external examination comprising mathematics, reading and comprehension and a writing component. In addition, placement in this class was also based on a portfolio consisting of Year 5 NAPLAN results, Year 6 semester reports and additional results relating to competitions, public speaking, leadership events, sporting events and other extra–curricular activities. Those teachers who have a Gifted and Talented class must attend fortnightly G&T action team meetings to share strategies and discuss pedagogical practices to best meet student needs.

The G&T innovation task is a one term project for Stage 4 students to be able to show case their skills and

abilities based on a project of their choice. G&T students in years 7 and 8 choose a topic, are assigned a teacher mentor and throughout Term 2 use class time to work on their project. This culminates in a presentation in the hall at the end of the term which is attended by students, teachers and parents. Student work is acknowledged, celebrated and rewarded for their participation in this project.

This year a Stage 5 project called the United Nations Assembly was implemented whereby students in Years 9 and 10 choose a country to represent and are given key issues to debate. The mock UN assembly is formally chaired and lead by students with teachers adjudicating on the outcome. It was a marvellous spectacle and the quality of the discussions and preparation by G&T students was outstanding. Such was the popularity and significant learning outcomes were achieved that this event is has become embedded in our Stage 5 G&T programs.

At Crestwood High School we offer an accelerated course to meet the needs of our Stage 5 G&T students. Year 9 students elect a senior course of study, in 2016 it was Society and Culture. In Years 9 and 10 students study the Preliminary Society and Culture subject. Then in year 11, they complete the HSC course. This allows them to sit for the HSC in Society and Culture while in Year 11. Advantages of this include students being able to concentrate on one HSC subject while in year 11 which increased their focus while being exposed to the senior assessment processes while in Stage 5. These students all indicate they are better prepared for the Year 11 work and assessment demands having been exposed to it earlier. A number of teachers elect to teach the accelerated course each year and the one which is selected is that which the majority of students choose. Students also comment on their writing ability being more sophisticated as they have had another year to develop their writing. We are continually striving to implement best practice and pedagogy where G&T initiatives and strategies are concerned.