

Castle Hill High School

Annual Report



2017



8382

Introduction

The Annual Report for 2017 is provided to the community of Castle Hill High as an account of the school's operations and achievements throughout the year.

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

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Message from the Principal

2017 at Castle Hill High School was a year of significant growth: new student enrolments reached 130, Year 7 applications surpassed previous years with over 700 expressions of interest (400 of which were out of area) and applications for the gifted and talented program sat at 400 with places for only 60. The school certainly had to creatively re – think strategy to accommodate teaching and administrative staff in staffrooms and offices, students in classrooms as well as toilet and recreation facilities. Space was at a premium. Refurbishment was a priority to give teachers and students the right teaching, learning and preparation space that was modern, aesthetic and comfortable.

The school in 2017 continued its commitment to “Challenging Minds and Building Character”, a driving ethos which is reflected in the school’s culture, programs and practices. As a school of 1630 at the beginning of 2017 (which increased to nearly 1700 by the end of the year) and 120 teaching and administrative staff, this ethos provided the rationale for our planning and direction in this very large context. We wanted students to be challenged academically and we wanted them to be resilient, good people who embrace the changing world we live in.

Higher School Certificate results in 2017 were outstanding, reflecting the school’s academic emphasis and high expectation. Placed as the 8th comprehensive school in the state and ranked within the top 100 schools (a trend that had been reflected in the last three years) the school gained validation for its programs to support and motivate senior students through their two years of senior studies. While these results were satisfying, there was the view that the school could improve even further, when the benefits of programs and projects are fully evolved. But it is clear: teachers cannot work any harder but they can work differently using evidence based practice and data to impact on student achievement.

On 5 August 2017 Castle Hill High School participated in External Validation, a state wide process for all schools to reflect and measure themselves against a framework, known as the School Excellence Framework (SEF). The body of evidence provided by the school was presented for the two external validators, the relieving director, Anne Maree Kinley (parent representative), several staff and students. Evidence was classified under five focus areas: Relationships, Professional Learning, Academic Culture, Mentoring & Literacy and Numeracy.

The school was proud of the presentation following its judgement of the Teaching, Learning and Leading domains as “sustaining and growing”.

The school’s major professional learning initiative in 2017 continued the two years of work on John Hattie’s “Visible Learning” with an emphasis on teacher feedback. Teachers embraced the new learning, challenged to apply fresh strategies to give more structured and explicit feedback to students.

A full, productive and stimulating year, 2017 at Castle Hill High School proved once again that hard work from a dedicated staff, parent and student body could pay dividends in a school which values relationships, prizes academic achievements and celebrates the wonderful, rich diversity of this fine public school.

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 1700 students (including over 70 international students) and over 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 focus. 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 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 in the domains of Learning, Teaching and Leading the school's self assessment is consistent with the evidence presented and is validated using the School Excellence Framework.

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

For more information about the School Excellence Framework:

<https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability/sef-evidence-guide>

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

Quick Smart Literacy and Numeracy

Quick smart 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.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<ul style="list-style-type: none">• 75% of students will demonstrate value-added improvement in external examinations in Years 7,9 and 12.• No student enrolled in Castle Hill High School will fall below the national benchmark in literacy and numeracy in Year 9.	\$250, 000	<p>The value adding is greatest in the lower range, however is still significant in the middle and higher range of students in 2017.</p> <p>60% of students demonstrated value added improvement across all courses in the HSC.</p> <p>NAPLAN results in numeracy for 2017 indicated that no year 9 student was below the national minimum standard compared with 3% of the state.</p> <p>The literacy results in NAPLAN were better than the state average with significantly fewer students below the national minimum standard than the state.</p>

Next Steps

Quick Smart Literacy and Numeracy

Develop and implement a high quality review of Quick Smart literacy and numeracy and the Maths Pathways Program. Embed literacy and numeracy throughout the KLAs by explicit teaching of writing, reading and numeracy skills.

Professional Learning

Research high quality professional readings and practices to inform a school wide plan on higher order thinking. Implement a whole school approach to the explicit teaching of higher order questioning and problem solving skills so students can thrive and feel challenged. Implement additional professional learning sessions focused on conceptual learning for Year 7 teachers of gifted and talented classes.



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

Visible Learning

In 2017, professional learning continued to focus on John Hattie's "Visible Learning" specifically in the use of success criteria and learning intentions as well as the importance of feedback. In faculty and cross faculty teams we explored the different types of feedback throughout the school and evaluated the effectiveness of these feedback types. As a result of discussion between teachers and students, changes were made to existing practices to provide more effective feedback to students across the school.

Performance Development Framework

In 2017 the staff continued to use critical friends as observation partners to provide meaningful feedback to improve teacher capacity. Staff continue to appreciate the time allowance given to all to undertake the process in an effective way. Head Teachers were also provided with a period allowance based on the number of staff they supervise to assist in supporting the process.

In 2017 the non teaching staff completed and participated in the PDP process for the first time with great success.

Accreditation

New scheme and new teachers to Castle Hill High School continue to undergo an 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)	Funds Expended (Resources)	Progress achieved this year
100% of teachers will have successfully maintained proficiency in Australian Teaching Standards	\$5 000	CHHS teachers are maintaining proficiency by logging mandatory hours and using the PDP process to collect evidence linked to the 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		The Hattie Team led by Lindy Jones designed and conducted professional learning sessions focused on the effectiveness of timely feedback and the different types of feedback that could be used.

Next Steps

Visible Learning

The school is looking to embed the feedback strategies across stage 4 & 5 to help students to evaluate the quality of their work.

Performance Development Framework

Continued use of the Performance Development Framework in conjunction with the School Plan to create goals at a whole school level to increase the teacher capacity to improve teaching outcomes for all students.

Accreditation

Encourage any interested staff to commence higher accreditation and continue to support existing staff to maintain proficiency accreditation. The school is implementing the processes required for accreditation of teachers employed pre 2004.

Implement a professional learning program to upskill head teachers on coaching methods.



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

The school 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, 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)	Funds Expended (Resources)	Progress achieved this year
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'.	\$6000	Students celebrated cultural and well being activities throughout 2017, including Spirit Week, International Women's Day, Multicultural Day, Rainbow Day, Relay for Life, and more. 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.

Next Steps

Implement a project team to investigate STEM electives and strategies in other schools with a view to developing a plan for future STEM inclusion at Castle Hill High School.

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



Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$2, 202	Aboriginal students were individually monitored and mentored by Terry Conistis to ensure they were progressing.
English language proficiency	\$252, 123	<p>The school now has two full time specialist EAL/D teachers who continue to work with classroom teachers to assist students, and/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>
Low level adjustment for disability	\$191, 655	The Learning Support Team was a dynamic team involving Head Teacher Welfare, the LAST, the school counsellors, the Careers Advisor and a number of experienced SLSO's who met regularly to determine priorities for students in need and manage effective strategies to improve the learning and engagement of students in their care.
Socio-economic background	\$39, 724	Students requiring assistance for course fees, uniforms, stationery and excursions were accommodated with this money.
Support for beginning teachers	\$52, 376	<p>In 2017, two members of staff (Bradley Turner and Matt Carey) were in their first year as permanent staff and three (Sinem Aydogan, Zoe Ross and Pat McCauley) on a one-year full-time contract. They were allocated 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 Teacher. Five teachers (Ashvin Ashok, Natalie Olivera, Annie Chiv, Clare Murchie and Ben Tinsley) were in their second year as permanent staff and had a reduction in their allocation of 2 sessions to support mentoring activities as well as their initial Accreditation at the level of Proficient Teacher.</p> <p>For the first time, teachers in their first two years of teaching who were unable to access a reduced teaching load, were offered release days to complete marking, report writing and their Accreditation.</p> <p>The Induction Program for new teachers included:</p> <ul style="list-style-type: none"> • Professional Development regarding basic school systems and protocols were provided during the Staff Development Days at the end of Term 4, 2016, for all teachers who would be new to CHHS in 2017. • Three Professional Development Sessions regarding classroom management were delivered for beginning teachers in Weeks 2–4 of Term 1, 2017. These were supported by a program of lesson observations regarding classroom management throughout Term1–2. • In 2017, we launched the Dural Beginning Teacher Network, managed in collaboration

Support for beginning teachers	\$52, 376	with several local high schools from the Dural Network. The inaugural meeting was held on Wednesday 29 March in the form of a Q and A Panel. The Second Meeting was held at CHHS on 23 May 2017, involving 16 beginning teachers from across the Network undertaking a 90-minute workshop about Classroom Management Strategies. The team also delivered a Mentoring and Coaching Course for 15 teacher-mentors and mentees (including 7 CHHS staff) using the GROW Model of coaching throughout May to August.
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Student information

Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	698	732	768	835
Girls	708	750	764	794

Student attendance profile

School				
Year	2014	2015	2016	2017
7	96.5	95.2	95.6	95.8
8	95.8	94.4	95	94.1
9	93.2	93.9	94.2	93.9
10	93	93	93.9	92.9
11	92.7	93.3	93	93.4
12	92.6	94.3	94.7	93.4
All Years	94	94	94.4	93.9
State DoE				
Year	2014	2015	2016	2017
7	93.3	92.7	92.8	92.7
8	91.1	90.6	90.5	90.5
9	89.7	89.3	89.1	89.1
10	88.1	87.7	87.6	87.3
11	88.8	88.2	88.2	88.2
12	90.3	89.9	90.1	90.1
All Years	90.2	89.7	89.7	89.6

Management of non-attendance

The Head Teacher Administration regularly monitors lateness, partial absences and whole day absences. As part of the process, students are interviewed and parents contacted regarding attendance issues. The Home School Liaison Officer meets with the Head Teacher Administration on a fortnightly basis to discuss attendance data and provides support in handling the more difficult cases.

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	0.78	1.08	10
TAFE entry	0.78	0	8
University Entry	0	1.44	75
Other	0.39	0.36	5
Unknown	0.39	0	7

Year 12 students undertaking vocational or trade training

In 2017, 14 (5%) students were enrolled in vocational training or TAFE courses.

Year 12 students attaining HSC or equivalent vocational education qualification

In 2017, 99% of students attained HSC or equivalent vocational educational qualifications.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	3
Assistant Principal(s)	0
Head Teacher(s)	16
Classroom Teacher(s)	77.3
Teacher of Reading Recovery	0
Learning & Support Teacher(s)	1
Teacher Librarian	1.4
Teacher of ESL	2.2
School Counsellor	1
School Administration & Support Staff	16.57
Other Positions	1.2

*Full Time Equivalent

In 2017, there was 1 (0.88%) aboriginal teacher employed.

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	29.82

Professional learning and teacher accreditation

Accreditation

- Six members of staff (Natalie Olivera, Annie Chiv, Lisa Roberts, Brad Turner, Kim Caie and Clare Murchie) completed initial Accreditation at the level of Proficient Teacher in 2017.
- 3 members of staff (Wendy Heinrich, Sue MacDonald and Simone Read) completed Maintenance of Accreditation at the level of Proficient in 2017.
- During 2017, CHHS delivered 6 Hours of NESA Registered Professional Learning in-house (through Carol Dweck's Growth Mindset, delivered by James Anderson from Mindsetworks) for teachers in the 5-year cycle for Maintenance of Accreditation at the level of Proficient Teacher.
- Initial training was provided for the many staff who began their service before 2004 and whose Accreditation at the level of Proficient Teacher was recognised by NESA from 1 January 2018. Staff were updated upon the process of creating a NESA online Account, paying Annual Accreditation Fees and logging their Professional Learning on the NESA eTAMS website.

Professional Learning

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.

Professional learning priorities for 2017 saw a development of Professor John Hattie's Visible Learning agenda, delivered by the school's Visible Learning Team under the leadership of Lindy Jones. The Visible Learning agenda focussed upon John Hattie's strategies for Effective Feedback, Dylan Wiliam's 'Feedback which moves the learner forward' as well as Learner Initiated Feedback Techniques (LIFT).

Another professional learning priority continued to support the introduction of Sentral as the school's new Information and Administration System. Professional learning shifted from an initial focus upon the functions of roll marking and timetabling to one of reporting and recording items of student

wellbeing across 2017. This program was delivered across the school by the Sentral Team under the leadership of Lloyd Das.

A final professional learning priority was to continue to support the Department's introduction of a Performance and Development Framework. Whole School Professional Learning continued to be devoted to refining and reviewing the process. Faculty Head Teachers were again provided with a reduced teaching load to support the substantial time commitment required for close, effective and supportive supervision.

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

Financial summary

The information provided in the financial summary includes reporting from 1 January 2017 to 31 December 2017.

	2017 Actual (\$)
Opening Balance	2,064,675
Revenue	15,421,178
Appropriation	13,863,583
Sale of Goods and Services	345,349
Grants and Contributions	1,181,171
Gain and Loss	0
Other Revenue	0
Investment Income	31,075
Expenses	-16,040,203
Recurrent Expenses	-15,831,230
Employee Related	-13,102,043
Operating Expenses	-2,729,187
Capital Expenses	-208,973
Employee Related	0
Operating Expenses	-208,973
SURPLUS / DEFICIT FOR THE YEAR	-619,024
Balance Carried Forward	1,445,651

The school has committed additional funds to the upgrade of facilities throughout the school. In 2017, the playground area near the North oval was artificially turfed with sandstone blocks and sun sails to create more shaded and sitting area for students. Also classroom upgrades continued to provide modern inviting classes which are more conducive to 21st century learning.

Financial summary equity funding

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

	2017 Actual (\$)
Base Total	13,002,640
Base Per Capita	234,069
Base Location	0
Other Base	12,768,572
Equity Total	488,622
Equity Aboriginal	5,120
Equity Socio economic	39,724
Equity Language	252,123
Equity Disability	191,655
Targeted Total	50,956
Other Total	181,044
Grand Total	13,723,261

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

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.

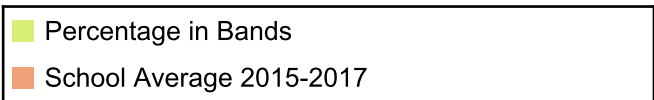
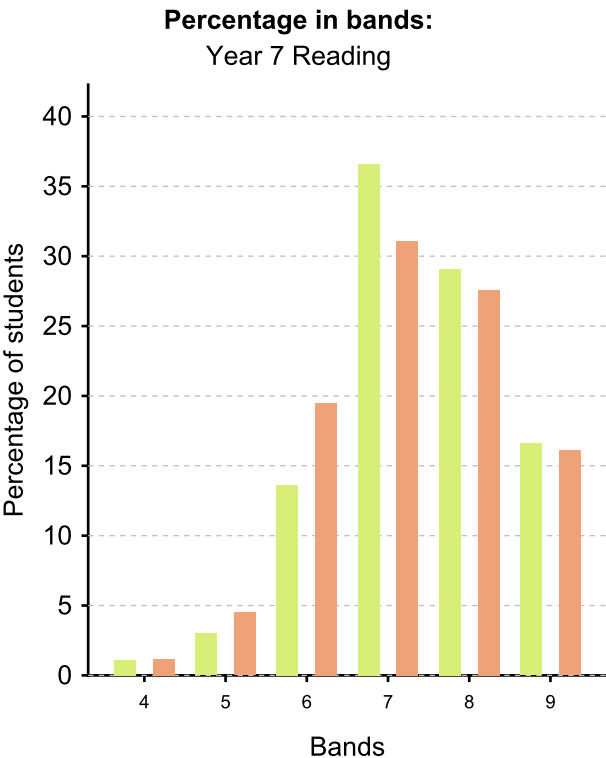
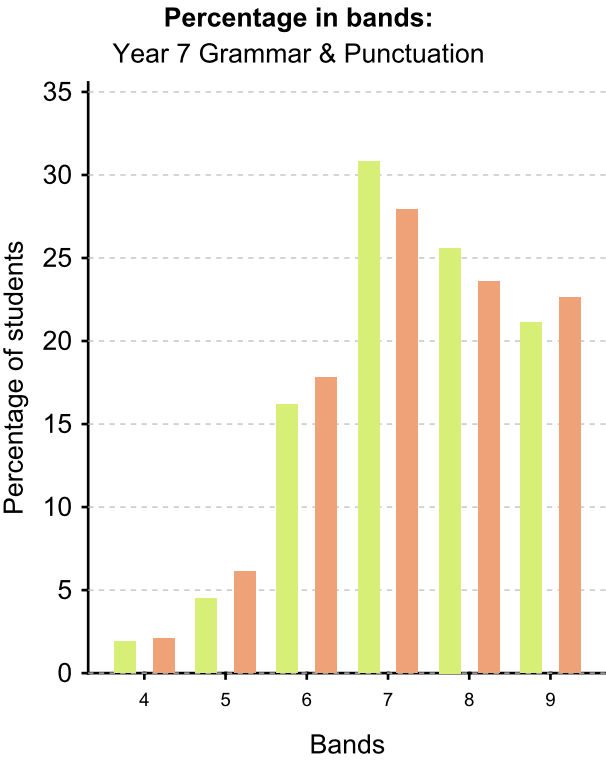
School performance

NAPLAN

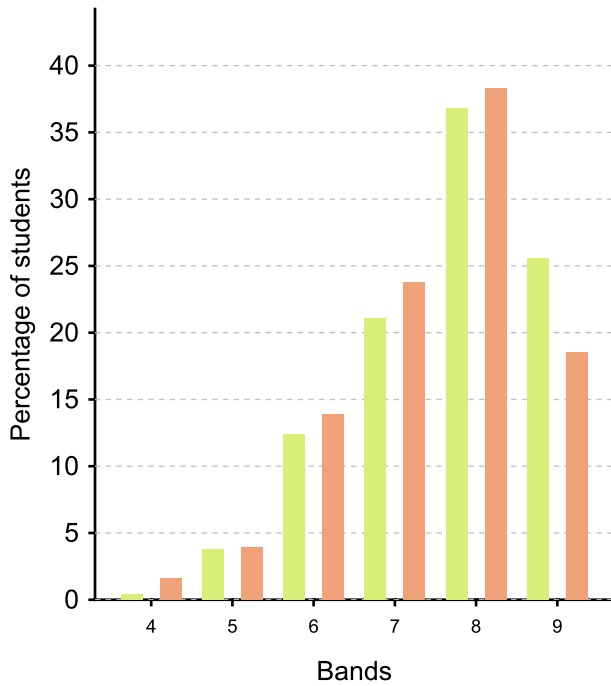
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

With the introduction of the minimum standard in 2016, students were expected to achieve a Band 8 across all components of NAPLAN in order to be eligible to receive a Higher School Certificate. The school's focus changed from using NAPLAN as a diagnostic test that provided valuable information to inform teaching practices to one where we needed to support students in achieving a Band 8 or higher to reduce pressure and stress. By using professional learning time, the staff analysed the results and developed a greater understanding of the needs of Band 8 students. The school targeted the writing and numeracy components and teachers designed resources and specifically taught the skills assessed in the NAPLAN tests. As a

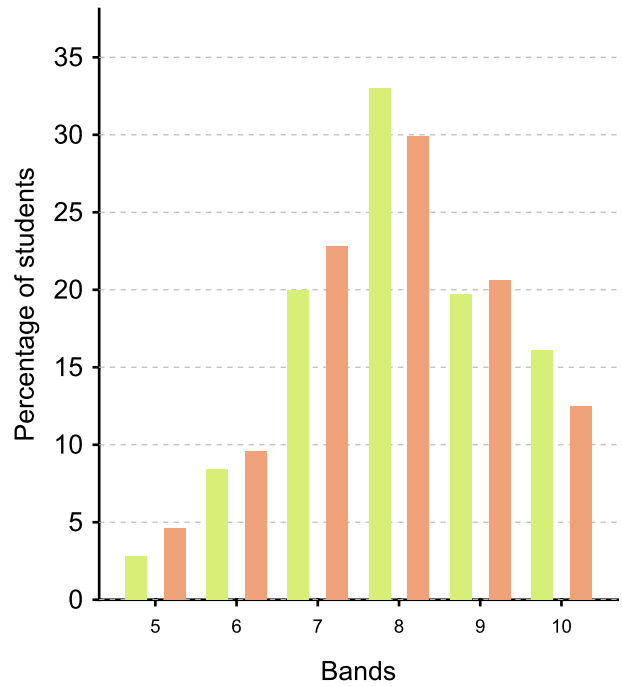
result, writing results in the top 3 bands are higher than the school's average results over the last 3 years.



Percentage in bands:
Year 7 Spelling



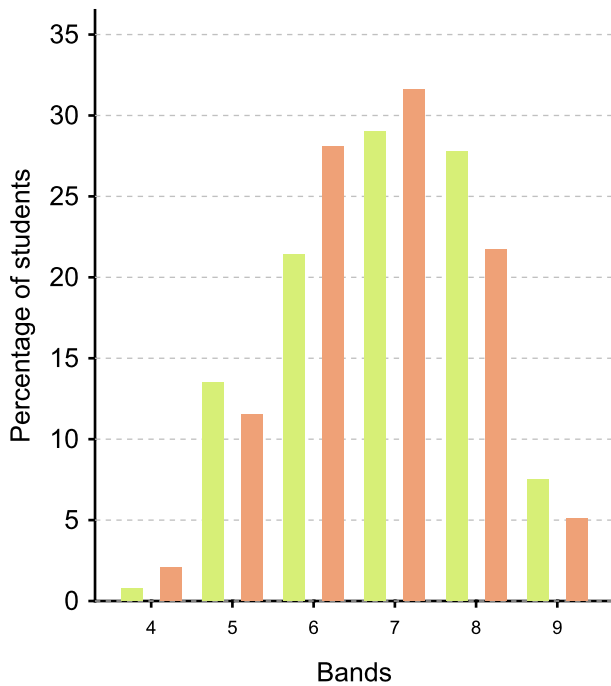
Percentage in bands:
Year 9 Grammar & Punctuation



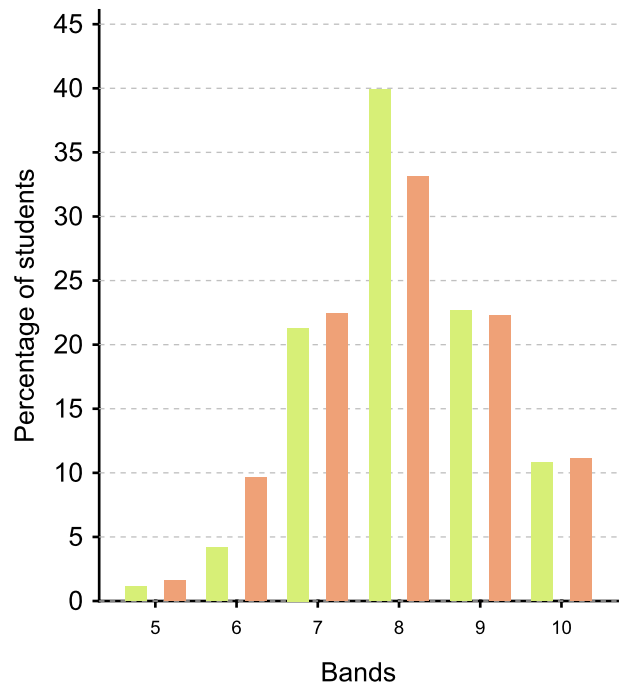
Percentage in Bands
School Average 2015-2017

Percentage in Bands
School Average 2015-2017

Percentage in bands:
Year 7 Writing



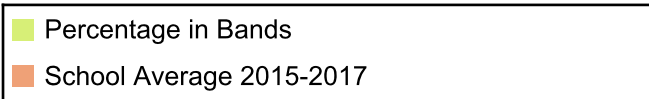
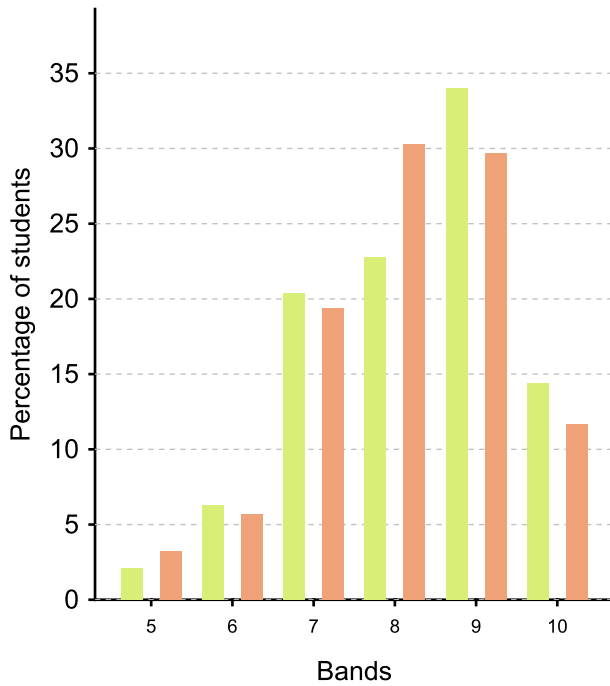
Percentage in bands:
Year 9 Reading



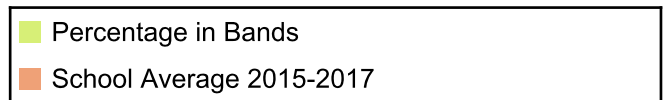
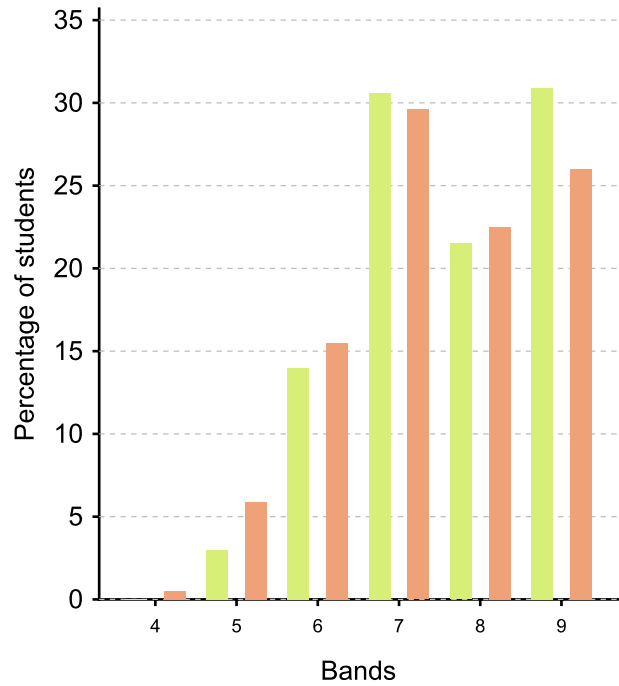
Percentage in Bands
School Average 2015-2017

Percentage in Bands
School Average 2015-2017

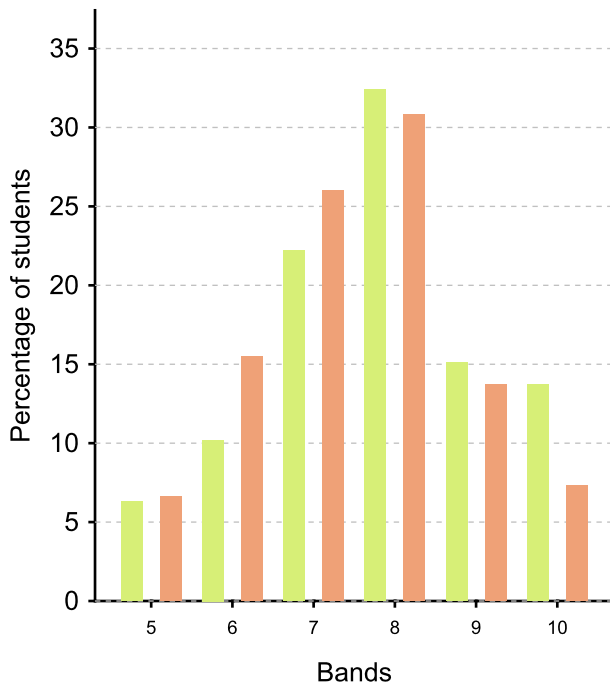
Percentage in bands:
Year 9 Spelling



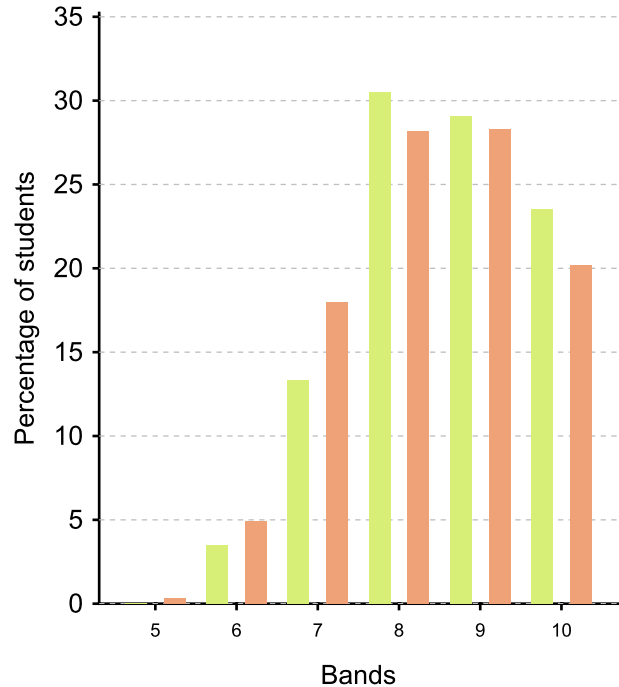
Percentage in bands:
Year 7 Numeracy



Percentage in bands:
Year 9 Writing



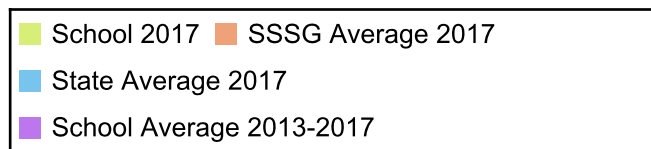
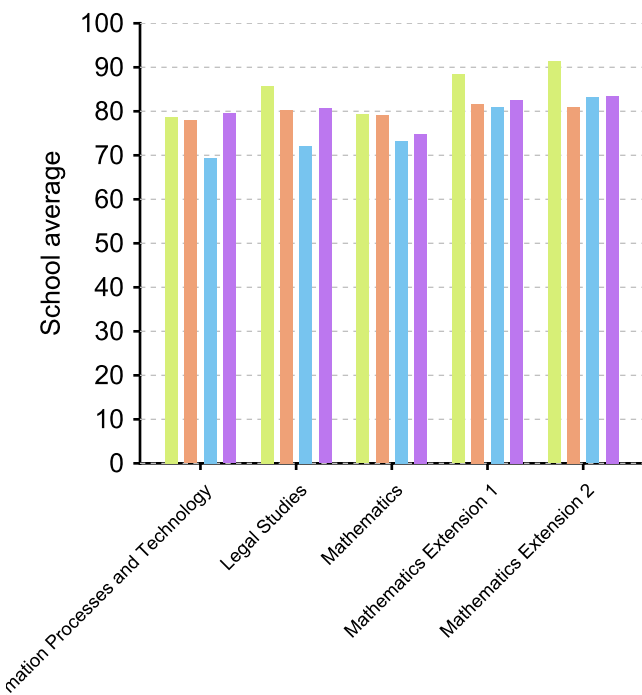
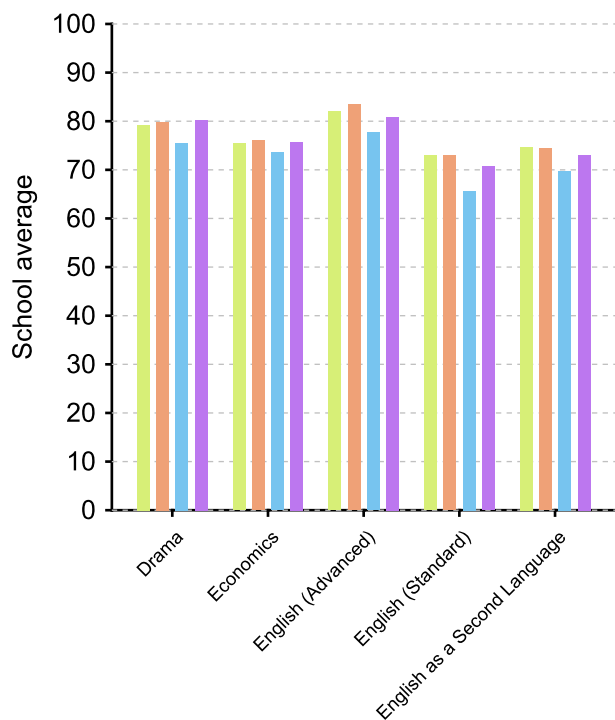
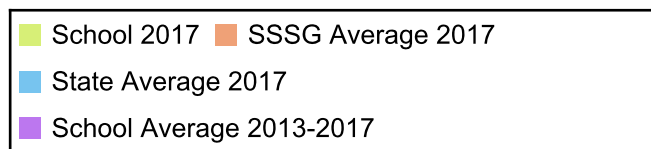
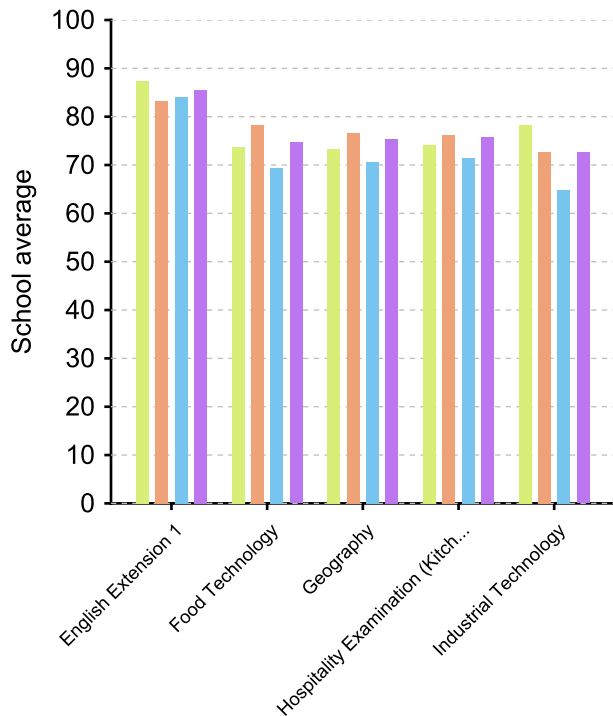
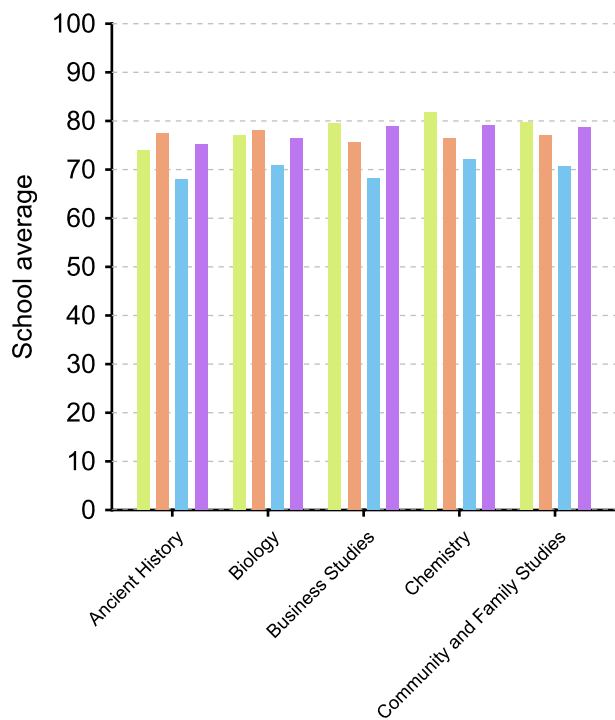
Percentage in bands:
Year 9 Numeracy

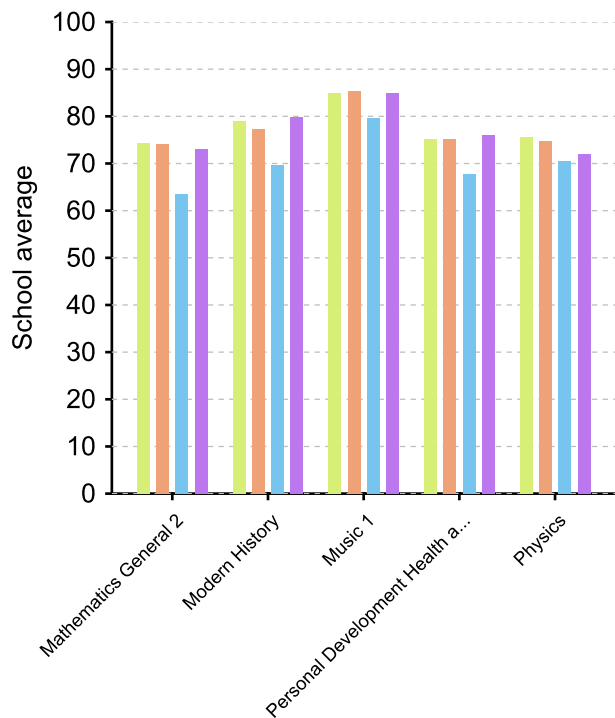


The Numeracy results show improvement compared to the school average over the last three years. The year 9 results in particular show growth which can be related to the introduction of Quick smart Numeracy in 2015 and the introduction to Maths Pathways in 2016 which have all influenced student performance.

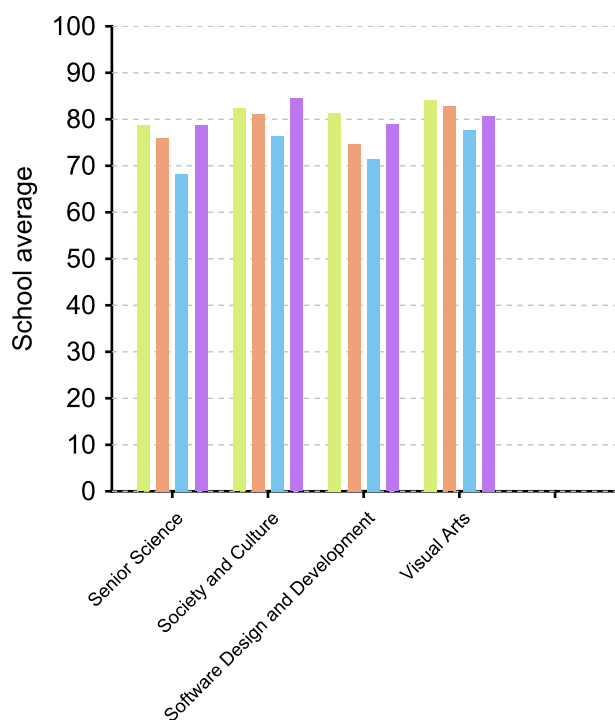
Higher School Certificate (HSC)

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





■ School 2017
 ■ SSSG Average 2017
■ State Average 2017
■ School Average 2013-2017



■ School 2017
 ■ SSSG Average 2017
■ State Average 2017
■ School Average 2013-2017

The school continues to perform better than the state average across all subjects studied. Statistically the results from 2017 are closely aligned with the school's average over the past three years which provides a clear indication of quality results that are sustainable across the school. Congratulations to both the students and teachers who work very hard in a collaborative environment to drive success.

Parent/caregiver, student, teacher satisfaction

Parents, students and teachers were involved in providing feedback on the school as part of the validation process. This feedback was provided in a number of ways via online surveys, interviews and as a spokesperson during the validation interview. Both parents and students spoke highly of the activities and initiatives run by the school which they consider to have a positive impact on student learning outcomes as well as feeling very supported in achieving their best at CHHS.



Policy requirements

Aboriginal education

In 2017, Castle Hill High School had seven students attend the school who identify as Aboriginal. Each student was mentored by the Aboriginal Student Liaison and their progress monitored and tracked in the areas such as academic performance, sporting performances and extracurricular activities throughout the year.



Multicultural and anti-racism education

Castle Hill High School continues to promote multicultural education and diversity through events such as Multicultural Day and Harmony Day.