

Crestwood High School

Annual Report



2017



8552

Introduction

The Annual Report for 2017 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 School Planning and Reporting Online (SPaRO) application.

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.

Therese Hourigan

Principal

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Message from the Principal

Crestwood High School is built on the traditional land of the Darug People. Our school pays respect to Aboriginal people past and present and values the unique Aboriginal heritage that enriches our nation.

Education in the Hills district of Sydney is an exciting and changing landscape. With the growth of the Northwest corridor, infrastructure and development is an ongoing consideration in school planning and direction. Crestwood High School has one feeder primary school and has four selective high schools in reasonable proximity drawing significantly from the local catchment area. Despite this situation, Crestwood High School continues to perform well academically. This was indicated in the HSC 2017 results with the DUX achieving an ATAR of 99.95 and the highest number of band 6 achievement in the school's history.

Community is a very important component to the culture of Crestwood High School. The school values the strong relationships built with community organisations, businesses, mentors and events. These partnerships play a vital role in the quality education our students receive and strengthens their capacity to transition to post school options as valued members of the community.

The transformational process of school planning 2018–2020 identifies a major focus in the development of innovative pedagogical practices in a positive learning environment. The vision for the future of Crestwood High School is steered by our three strategic directions. This will be achieved in consultation with all stakeholders in a supportive school community.

As Crestwood High School enters the first year of the 2018–2020 planning cycle, the targeted school improvements are certainly progressing providing students with a positive learning environment and staff with the resources and facilities to support their practice. A major focus in professional learning for 2017 was strengthening staff capacity to improve literacy and numeracy of all students within the context of all Key Learning Areas (KLA). The school embarked on the first year of Focus On Reading training, targeting strategies in stage 4 to improve reading and comprehension. The staff will continue professional learning in Focus On Reading in 2018. Professional learning also targeted the relevance of numeracy in each KLA from stage 4 to stage 6, backward mapping numeracy in previous HSC examinations. As a result, all faculties have demonstrated a commitment to embedding literacy and numeracy strategies in the context of each KLA and teachers are collegially striving to improve the skills through lesson observation, feedback and mentoring. Year 9 NAPLAN results 2017 indicate a pleasing improvement in all aspects of NAPLAN with significant increase in the percentage of students in upper bands.

During 2017 action teams were established to address an area of development as identified in school planning. The number of action teams was reduced to four focus teams: Literacy Team, Numeracy Team, Assessment For Learning Team and Technology For Learning Team in order to concentrate our focus in these areas. The core business of each

action team was to improve student learning outcomes through the implementation of an initiative or program directly related to the school plan. In 2018 an additional action team is formed in Marketing and Media to focus on improving community perception and understanding of Crestwood High School. Committees continued to work in their designated areas of responsibilities such as Welfare, Learning Support, Professional Learning and Gifted and Talented. After evaluation of their work for 2017 each team made recommendations for directions for 2018. This has been incorporated in the milestones for 2018 in conjunction with input from the student leadership team.

During 2017 Crestwood High School conducted numerous surveys and evaluations including Tell Them From Me survey, Parent survey, Teacher survey, Student Leaders' workshop and input from the P&C. Feedback was collated from all sources and considered in the development process of the school's strategic directions and future planning.

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 976 students, including a Support Unit of 32 students, with 70.1 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.

In 2017 the School conducted numerous surveys to establish the perception of the school from parents, students and staff. The surveys were based around the School Excellence Framework. The framework supports public schools throughout NSW in the pursuit of excellence by providing clear descriptions of high quality practice across the three domains of Learning, Teaching and Leading.

The results of the surveys generally supported the findings of the external validation process conducted in 2016, that indicated that Crestwood High School has a strong school culture that demonstrates the building of educational aspiration and improving performance across its community.

177 parents completed the online survey through the portal and from the results of the survey the school began to establish key focus points for the 2018 – 2020 school plan. Overall the survey results were very positive and suggestions have been taken on board and improvements are already underway. The Tell Them From Me survey of the students revealed general satisfaction with learning, the school's many programs and extracurricular activities and the level of expectation of all students. 324 students completed the Tell Them From Me survey. One area that arose as an issue was bullying, with 22% revealing they have been bullied at school at least once. This has become a focus for the welfare team with anti-bullying programs being set in place. This area will continue to be a focus for the welfare team in 2018 and beyond.

The Executive leadership team spent their extend meeting evening self assessing the strategy plan 2015 – 2017 against the School Excellence Framework. The team was able to map successes against milestones and show substantial improvement in all three focus areas. Of particular significance was the academic success of the NAPLAN examination and the Higher School Certificate (see these sections in this report).

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

For more information about the School Excellence Framework:

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

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 (PDPs) and an effective professional development program and lesson observation process. Collegial feedback is a focus as is the development of staff to improve their practices in the classroom. Strategies to ensure quality educational practices and student achievement including Focus on Reading, Formative Assessment and integrating technology within faculties continued throughout 2017.

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">All Staff are engaged in the Professional Development Framework process including PDP development and mentoring in a personalised cycle of improvement program.	Whole school professional learning funds \$74000	All staff signed off on PDPs Two lesson observations conducted including one by the Head Teacher of the faculty. Three to five goals aligned the the strategic direction Professional learning resources developed to support PDPs
<ul style="list-style-type: none">Teaching standards are embedded in all professional learning events, PDP development and underpins professional dialogue.	Beginning Teacher funds	Teaching standards are noted on agendas for professional learning events. Increased reference to teaching standards in all professional dialogue throughout the school
<ul style="list-style-type: none">Staff gaining accreditation with BOSTES demonstrating a deep understanding and value of the accreditation process.		
<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 students in middle and lower bands.	RAM funding Professional learning funds	HSC results improved significantly including an ATAR of 99.95 Value added data in literacy and numeracy improved significantly in both Year 7 and Year 9 NAPLAN

Next Steps

In 2018 the school's goal is to continue to build a culture of high expectations and improve teacher quality, through the implementation of the Professional Development Framework, strengthening teacher capacity to effectively implement whole school literacy and numeracy programs and continuing to improve student performance across the curriculum. These programs will included the Focus on Reading program, which maintains a key focus 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 2017 the use of technology in each classroom was a priority. The eT4L program required sweeping changes to technology infrastructure and use. Technology use in classrooms continued to increase with the addition of access to external online content programs such as Edrolo, Math Pathways and Education Perfect, a Science program. Teachers continued to increase the use of learning management programs such as OneNote and Google Classroom. The Bring Your Own Device (BYOD) program became the focus for Year 7 and will continue to be the focus for Year 7 and 8 in 2018, with the incoming cohort of Year 7 and renewed provision across all years.

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"> Enrolment enquiries and expressions of interest increase each year by a minimum of 5%. 	no direct budget	Total enrollment fell in 2017 although more Year 6 students enquired for enrolment from out of area schools (414 for 2017 compared to 385 for 2016). Although there were new enrollments throughout the year the total number of students at Crestwood High School declined.
<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. 	no direct budget	<p>154 students sat for the Gifted and Talented Program Test. Of these 35 enrolled in the school. Many others accepted placement into selective high schools or independent high schools.</p> <p>56% of Crestwood Public School Year 6 students enrolled at Crestwood High School. This represents an Increase of 3%.</p>
<ul style="list-style-type: none"> 100% of students can capably connect to the school network with any approved device. 	\$17,919 spent on upgrading WiFi. eT4L budget (from Department of education) funded the optic fibre cabling.	This was achieved with the upgrading of WiFi systems and installations of optic fibre cabling to the technology classrooms. Now 100% of the school's teaching and learning spaces have WiFi access.
<ul style="list-style-type: none"> All teachers are engaged in delivering contemporary 21st century lessons (PDF). 	Professional Learning budget contributed to this improvement measure.	All teachers had professional learning goals directly relating to improving their teaching with technology.
<ul style="list-style-type: none"> Improvement of school facilities and image expressed by school community and indicated by student engagement. 	<p>\$200,000 was allocated for these improvements,</p> <p>Kitchen Classroom \$142,000</p> <p>Landscaping \$24,000</p> <p>Toilet upgrades \$29,000</p>	Improvement programs were completed throughout 2017, including an upgraded Hospitality Kitchen Classroom, landscaping and toilet upgrades. This continues to be a priority into 2018 and beyond.

Next Steps

For 2018 a focus on the use of students' personal devices will continue to see professional learning in the area of technology for teaching. Both students and teachers will be trained in the use of BYOD devices for learning in class and at home. A media and marketing team will be formed to increase the profile of the school on social media and to display the school's achievements throughout the community. The school continues to undergo environmental improvement, with classroom upgrades towards future focussed learning centres. Playground areas will continue to be upgraded with landscaping and paving, new seating areas and playground facilities.

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

An outline of the overall summary of progress needed here

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x

x

x

x

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"> Ongoing analysis indicates student engagement in school life through specific attendance data and involvement in specialised programs, individual subjects and extra-curricular initiatives. 		Attendance is consistently above state average. 67% of students participate in an extracurricular activity (excluding sport). This declines (as expected) in Year 12 to 38%. Relay for Life team has grown to 107 and as a result has achieved the highest fund raising team for 2 consecutive years.
<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. 	\$9000	Community mentoring program has doubled the number of community mentors supporting the program. P&C have taken over the management of the Uniform Shop and worked collaboratively with staff to improve school uniform. There has been an increase in parents and community members helping in all P&C supported activities.
<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. 	\$22,000	Public speaking, debating, Chess Club and the Duke of Edinburgh Award Scheme (D of E) continue to grow. D of E has expanded with 60 students completing the program in 2017. The Chess team achieved Fourth in the State competition and the debating teams from Years 7, 8, 9, 10 and 12 participated in the Premiers debating competition with the Year 10 team

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">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.		achieving silver at the State final.

Next Steps

1. Increase the number of faculties who are authentically involved in an educational program with Crestwood, Jasper Road and Mathew Pearce Public Schools
2. Strengthen school spirit through student leadership team. Students demonstrate a deep sense of school spirit by increased involvement in school carnivals, school representation and involvement in community events.
3. Review anti-bullying policy, procedures and initiatives to support the wellbeing of all students.

Student information

Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	574	536	514	491
Girls	486	480	466	467

The enrolment at Crestwood High school is impacted by the small catchment area, with only one feeder primary school. In 2017 the school continued with the policy of minimising non-local enrolments which had the effect of a reduction in total student numbers. This, combined with the impact of surrounding selective schools and diverse private schools, has resulted in a decline in student numbers. Expected future expansion of local residential areas has not, as yet, impacted on Crestwood High School, however there is an expected large increase in the demographic areas.

Student attendance profile

School				
Year	2014	2015	2016	2017
7	95.2	96.3	95.4	95.5
8	93.3	93.9	94.4	94.5
9	94	93.1	93.1	93.3
10	93.3	92.8	92.5	93
11	93.5	94.5	92.9	93.6
12	94.2	94.7	95	93.8
All Years	93.9	94.2	93.8	94
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

Crestwood High School's attendance of 94% remains well above the state average of 89.6% and is showing an upward trend. 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 that any matter relating to school attendance where safety, welfare or wellbeing concerns arise for a student 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	2	6	2
Employment	0	5	8
TAFE entry	3	4	21
University Entry	0	0	48
Other	4	2	6
Unknown	0	0	15

Crestwood High School students leaving at the end of Year 12 mostly continue in education 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 RTOs either for timetabled classes each week or for an extended period of time. In 2017, six Year 12 students and 14 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 2017, three Year 12 students and two Year 11 students completed a SBAT course during their time at Crestwood High

School.

SVET involves students studying a VET course in school. In 2017 Crestwood High School continued the Hospitality course and 43 students were successful in completing this course.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	2
Assistant Principal(s)	0
Head Teacher(s)	11
Classroom Teacher(s)	52.5
Teacher of Reading Recovery	0
Learning & Support Teacher(s)	1
Teacher Librarian	1
Teacher of ESL	0.4
School Counsellor	1
School Administration & Support Staff	18.25
Other Positions	1

*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 both OASIS and SAP/SALM)

Financial information

The three financial summary tables cover 13 months (from 1 December 2016 to 31 December 2017).

The financial summary consists of school income broken down by funding source and is derived from the school Annual Financial Statement.

Receipts	\$
Balance brought forward	1,388,590
Global funds	466,410
Tied funds	172,472
School & community sources	558,281
Interest	14,876
Trust receipts	48,305
Canteen	0
Total Receipts	1,260,343
Payments	
Teaching & learning	
Key Learning Areas	131,852
Excursions	175,756
Extracurricular dissections	111,596
Library	14,692
Training & Development	1,605
Tied Funds Payments	206,906
Short Term Relief	104,029
Administration & Office	150,032
Canteen Payments	0
Utilities	95,337
Maintenance	98,493
Trust Payments	54,822
Capital Programs	241,141
Total Payments	1,386,260
Balance carried forward	1,262,673

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.

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

	2017 Actual (\$)
Opening Balance	0
Revenue	2,057,666
Appropriation	1,783,278
Sale of Goods and Services	16,840
Grants and Contributions	254,605
Gain and Loss	0
Other Revenue	0
Investment Income	2,943
Expenses	-701,504
Recurrent Expenses	-701,504
Employee Related	-234,174
Operating Expenses	-467,331
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	1,356,162
Balance Carried Forward	1,356,162

The Opening balance for the 2017 school financial year is displayed in the OASIS table as Balance brought forward. The financial summary table for the year ended 31 December 2017 shows the Opening balance as \$0.00 because the Opening balance for the 2017 school financial year is reported in the OASIS table (as Balance brought forward).

The amount displayed in the Appropriation category of the financial summary table is drawn from the Balance carried forward shown in the OASIS table and includes any financial transactions in SAP the school has undertaken since migration from OASIS to SAP/SALM. For this reason the amount shown for Appropriation will not equal the OASIS Balance carried forward amount.

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	8,201,865
Base Per Capita	153,838
Base Location	0
Other Base	8,048,027
Equity Total	275,697
Equity Aboriginal	9,356
Equity Socio economic	58,433
Equity Language	56,572
Equity Disability	151,336
Targeted Total	1,165,441
Other Total	153,038
Grand Total	9,796,041

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 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 in depth to gain insights in the growth of students from when they arrive in Year 7 to their achievement in Year 9, the areas for development of students and the focus for professional learning .

In NAPLAN Crestwood High School has shown to be above state average in all areas. Of particular significance is the growth trends. The school achieved above state average growth in all aspects of NAPLAN and this growth is trending up.

Reading

Reading across Year 9 showed an increase from previous years. Growth in reading was above state average and similar schools group with 70.7% of students having greater than, or equal to expected growth. Crestwood High School 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.

Training of all staff in Focus on Reading. Leading to the virtual elimination of students in the lower 2 bands and well above state average growth for students in the middle bands. In 2018 the focus will be on lifting the higher band students to achieve increased growth.

Spelling

In 2017 the spelling result improved and overall was higher than the average of the previous 2 years. Although now above state average, the result in 2017 showed only 56.6% of students having greater than, or equal to expected growth.

Writing

The most successful area for Crestwood was writing – with improvement across all areas of achievement. Especially significant was the improvement in growth. This was shown through a drop in the students in the lower bands and a trend towards the upper bands, Band 9 saw a major improvement with a result double the average of the last 3 years.

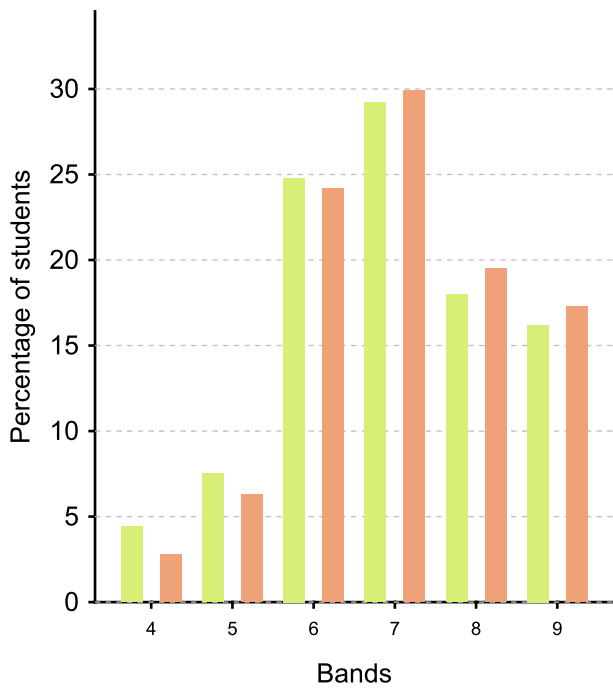
Compared to the state average, the overall writing result improved with a 7.6% above state average result. The result was an improvement of 5% from last year and reflected the focus on improving this area.

Grammar and Punctuation

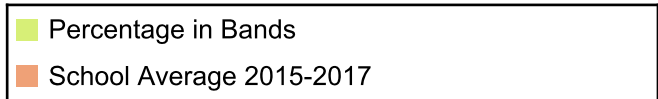
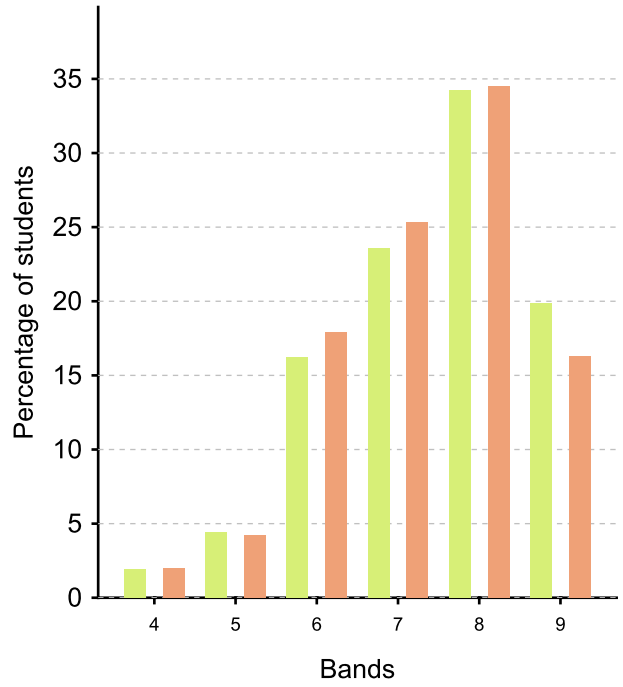
The vastly improved results in Grammar and Punctuation brought Crestwood High School to 5.6%

above state average with a gain of 5.4% from the 2016 result.

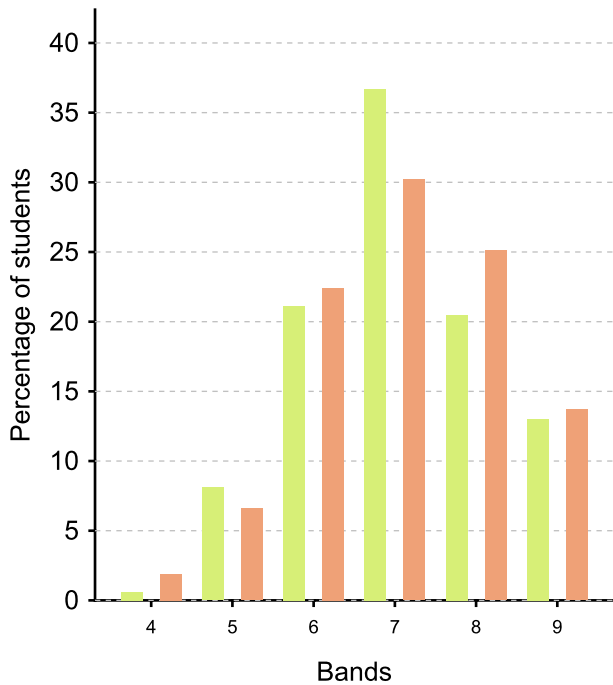
Percentage in bands:
Year 7 Grammar & Punctuation



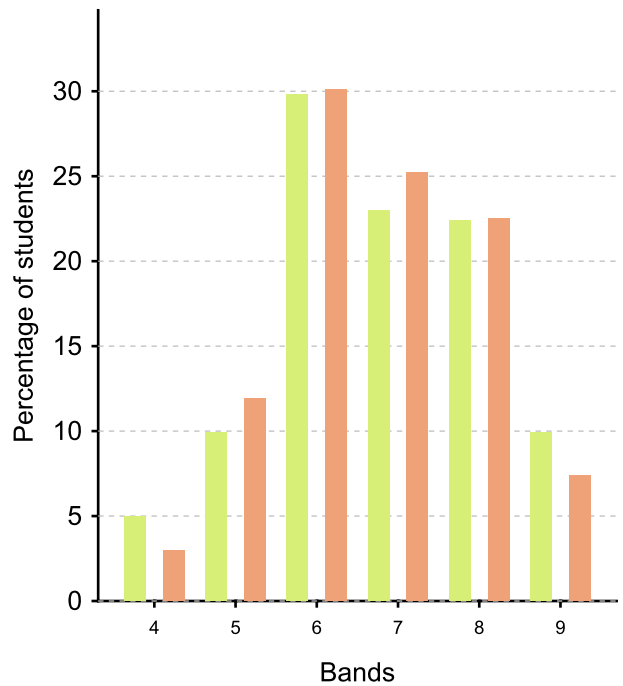
Percentage in bands:
Year 7 Spelling



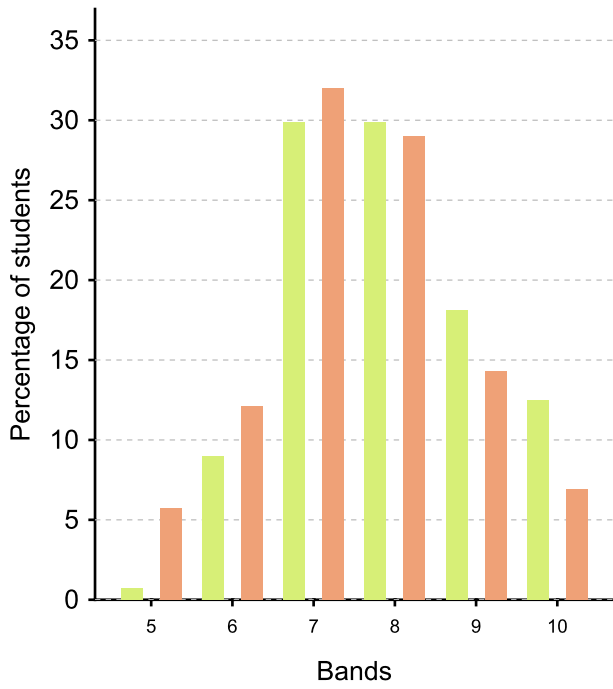
Percentage in bands:
Year 7 Reading



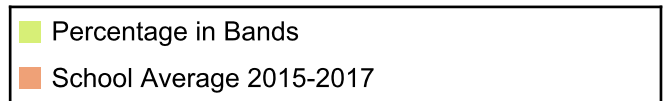
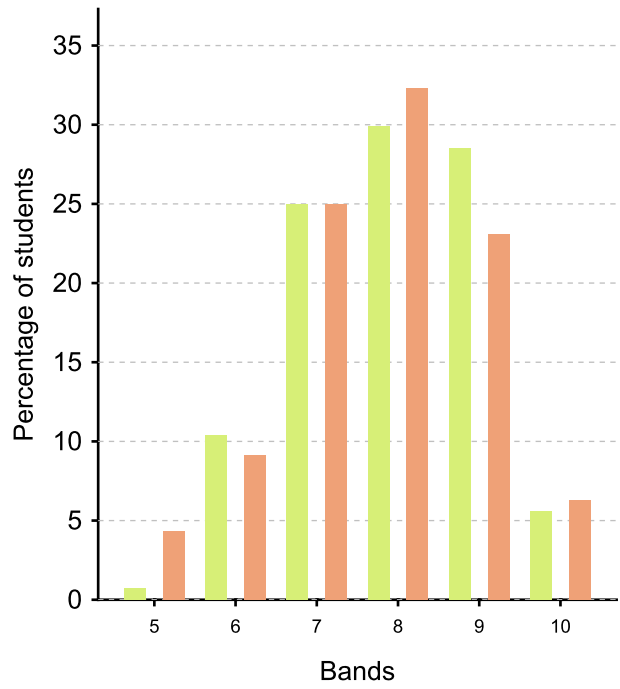
Percentage in bands:
Year 7 Writing



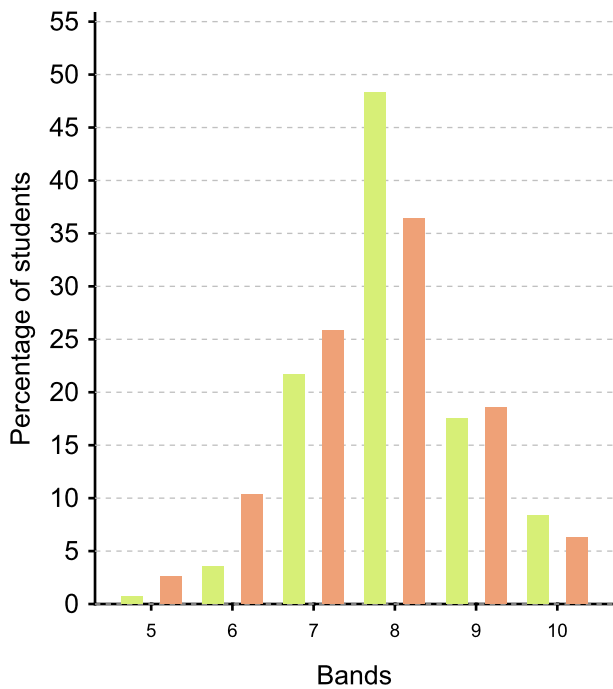
Percentage in bands:
Year 9 Grammar & Punctuation



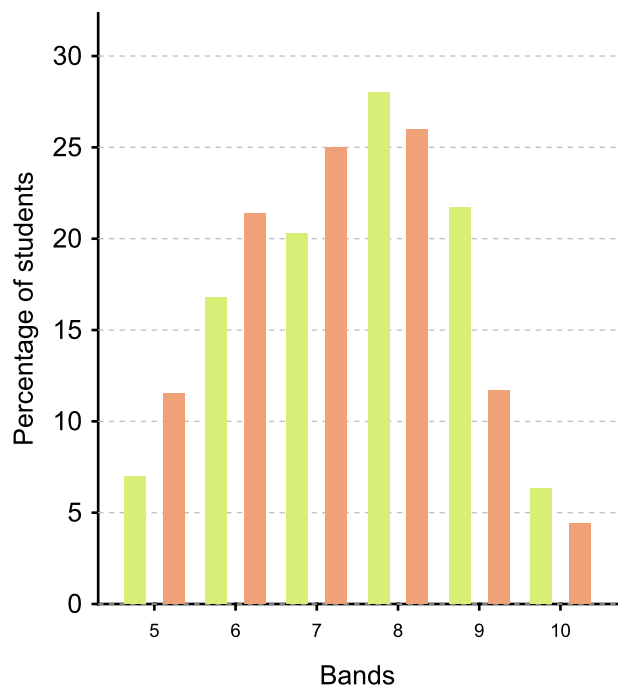
Percentage in bands:
Year 9 Spelling



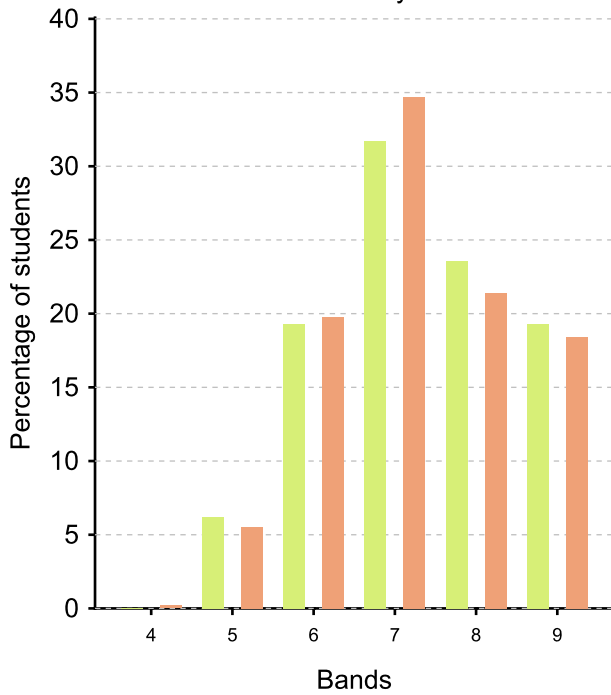
Percentage in bands:
Year 9 Reading



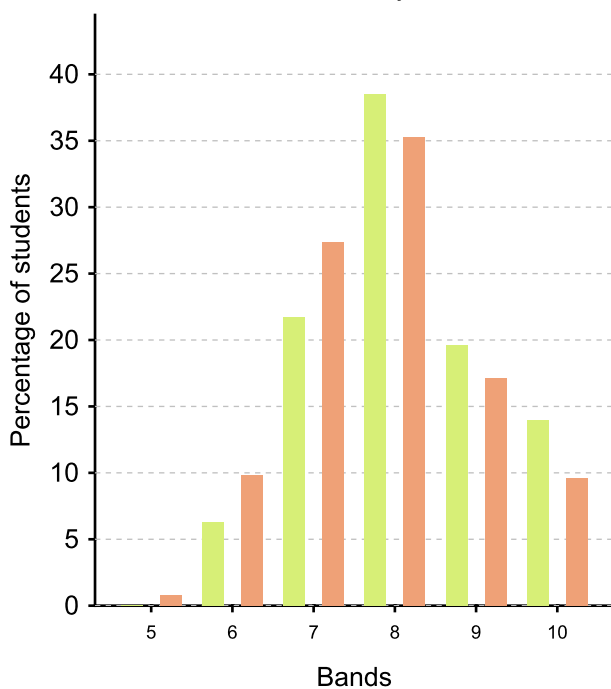
Percentage in bands:
Year 9 Writing



Percentage in bands:
Year 7 Numeracy

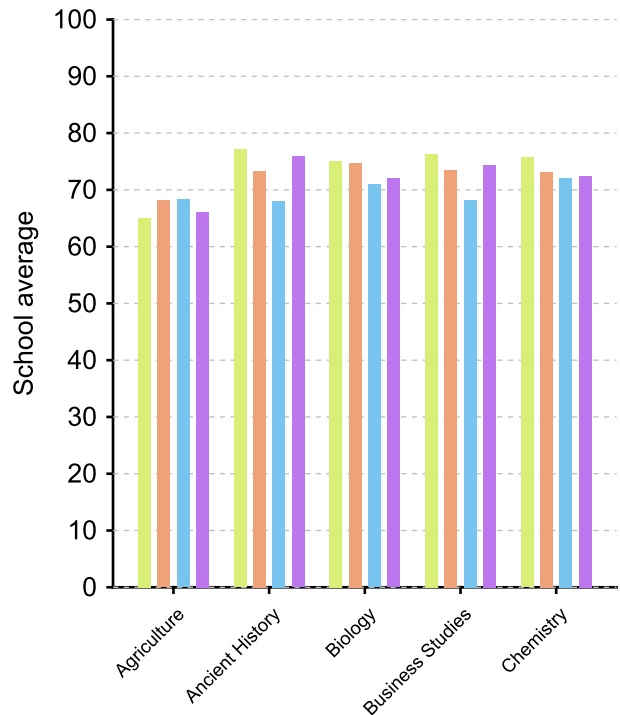


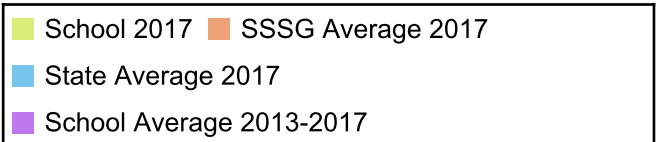
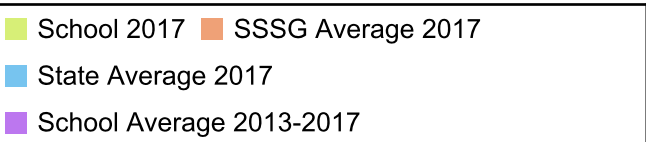
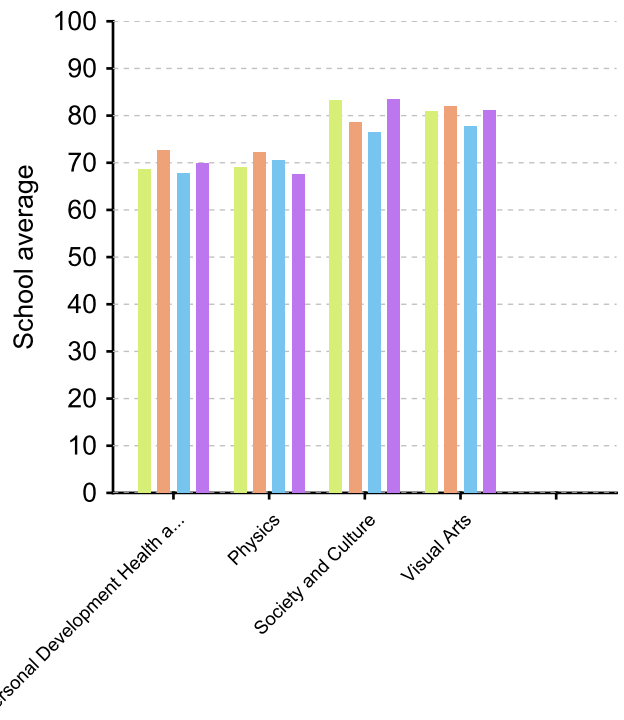
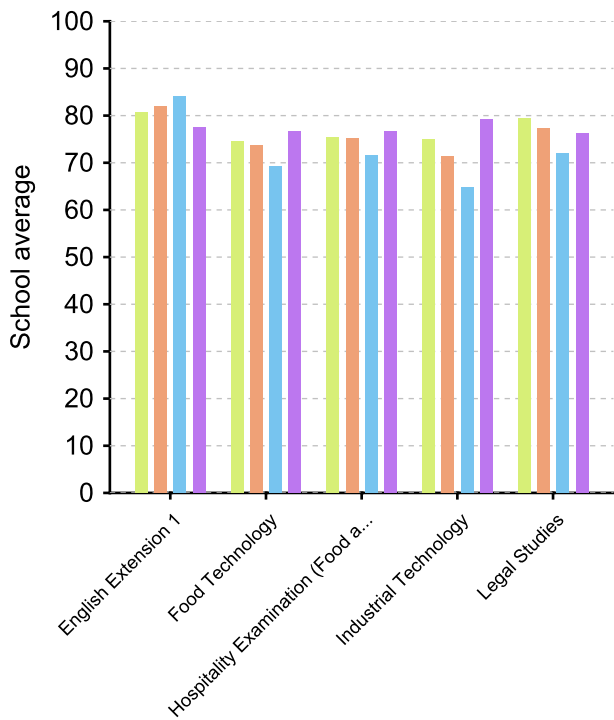
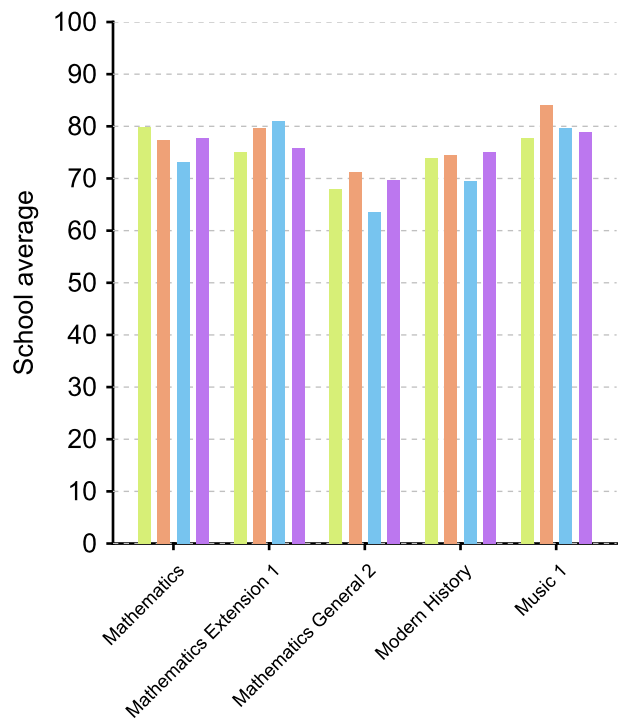
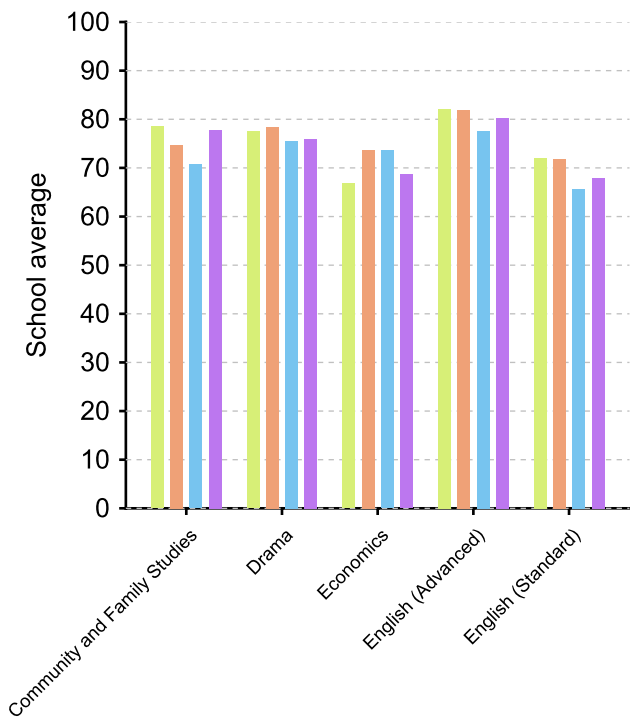
Percentage in bands:
Year 9 Numeracy



Higher School Certificate (HSC)

The performance of students in the HSC is reported in bands ranging from Band 1 (lowest) to Band 6 (highest). This year our students performed well above state average and well above previous years. The students achieved 60 band six results with 29 students on the Distinguished Achievers List (at least one band six) and two students on the All Rounders Achievement List (Band six in five or more subjects). This, coupled with an ATAR of 99.95 (the highest ATAR achievable) represented Crestwood High School's highest achievement on record. This result was six band six better than the 2016 result (10% improvement). Of the 28 courses that entered the HSC, 15 achieved a result of above state average and 11 subjects were above the similar school group average for the top 2 bands.





Policy requirements

Aboriginal education

Aboriginal education

In the last few years, our Aboriginal students have become prominent and proud in the way they celebrate

their culture. They have participated in a variety of activities including travelling to Sydney to experience 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. Each formal assembly starts with an Aboriginal student giving the welcome to country.

National Aborigines and Islanders Day Observance Committee (NAIDOC) Week 2017 saw the engagement of a Year 8 class in the production of videos to complement 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

The newly created Diversity Day is an inclusive day 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 all 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

Student Representative Council 2017

The SRC meet as a group in homeroom every day and more formally each week on Thursday at lunchtime. This year we surpassed the record number of candidates that stood the year before, which demonstrates the pride that our community has for the school and their willingness to make a positive impact on those around them. 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 across year groups. We reflected on our achievements from the previous year, looking at what we think our school does well, noting areas for further improvement. Our outgoing leaders led by Woosin Cho and Renee Preketes–Tardiani provided our school community with outstanding role models. They worked cooperatively with the other school captains and SRC members to help build a strong sense of pride in our school. The group held their first mentor afternoon tea in term 3. They invited school leaders from public high schools in our area, along with our incoming captains, where they shared ideas about student leadership and how they might continue to serve community after leaving school. This so inspired the our new leaders that, after attending the Mitchell Youth Leadership forum, they continued this tradition by inviting public, private and catholic school students they had met to attend their own afternoon. Their afternoon focused on the following

1. What legacy did last year’s leadership team leave behind that you wish to continue?
2. Which aspects of your high school are you happy with?
3. Which aspects of your school are you unhappy with? What do you want to change?
4. What are your plans for the upcoming year as leaders? (Examples: Community organisations, events, implementations and the school or leadership team’s focus)
5. What is the legacy that your leadership team wishes to leave behind?

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 led 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. The Hills Relay for Life is an important event because it gives us an opportunity to join, to particularly support students, teachers and their families, who have had their lives touched by cancer. Shave for a Cure saw 22 members of our school community shave their locks and raise over \$17000 for leukaemia research while supporting a worthy cause and in September we were reminded of the importance of organ donation and road safety when Sophie Williams from year 8 urged us to

wear a sports shirt on Jersey Day. As school leaders, SRC members have also been involved in promoting the school at a variety of important community events such as: The Anzac Day Dawn Service, The Hills Youth Forum, International Women's Breakfast and Mitchell Youth Leadership Forum to name a few. In November we took part in the White Ribbon march in Castle Hill highlighting concerns for domestic violence.

Professional Learning

In 2017, Crestwood High School focused on empowering staff with literacy and numeracy strategies. In line with the school's strategic directions, professional learning centred on providing staff with programs aimed at improving our NAPLAN and HSC results. Following an analysis of 2016 NAPLAN data a need to increase reading, writing and numeracy results was identified. Targeted programs such as Focus on Reading were implemented to develop teachers' knowledge and strategies to facilitate the teaching of reading in all subjects. In concert with Focus on Reading, staff received professional development in Hattie's— Visible Learning philosophy. This philosophy places emphasis on teacher efficacy and the importance of quality teacher feedback. Our professional development program has been highly successful with Crestwood High School improving in NAPLAN results between 2016 and 2017, and Overall HSC results also increased 2017. Additionally, Crestwood High School exceeded expectations in the NSW government BUMP IT UP program.

Performing Arts

Opportunities to excel in the performing arts have continued to grow at Crestwood High School. Last year featured two of our most ambitious annual productions yet, as well as our annual Theatresports competition and various other classroom and extracurricular activities. Earlier last year, we made it to the Semi Final of the Impro Australia Theatresports Schools Challenge. Our Year 11 team, consisting of Rayna Bland, Claire Feighery, Imogen Huntley, Lauren Leaver and Aaron Whale, competed against a number of private and selective schools. Despite not making it through to the final round, many audience members approached our students to congratulate them on their excellent team work. Their "Stunt Doubles" scene from the night will remain one of their coach's favourite improvised moments ever.

In 2017 we staged a production of Disney's family favourite, Beauty and The Beast. This show was our biggest yet, featuring many talented newcomers to the stage including Year 12 student, Callum Brosnan, in the titular role of Beast. Combined with professionally tailored costumes, full cast choreography and packed audiences every night, this year's musical was undoubtedly very popular within the school community. As part of this production, the Directing Internship role continued into its second year. The internship, which is offered to students to provide insight into the process of staging a full scale musical, presents the successful candidate with opportunities to engage in scene work with the cast, assist with stage management and operate behind-the-scenes under the tutelage of the

director, Miss Stephanie Merriman. Last year, Year 11 student Rayna Bland was selected. Of her experience, she learned: "The performing arts is so much more than the two-hour performances audiences get to see. [My involvement in the production] made me realise the dedication and time that is required to create and present decent shows."

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. This year's competition featured the return of the infamous Hourigan's Hooligans, consisting of Mrs Deb Hennessy, Mrs Donna Whale, Mr Joel Palmer and new (but very talented) team member, Mr Rob Hitchcock. However, the teacher team was once again defeated by the students. Merriman Made Us Do It, a Year 11 team, were ultimately victorious. However, special mention must go to the Year 7 team, Fried Eggs, who won Moment of the Match for their very memorable scene involving a toilet...

For the second year in a row, our school presented a second annual major production. Under the direction of Ms. Karla Olmos, students from Year 7–10 were selected to perform in A Midsummer Night's Dream by William Shakespeare. However, we decided to do something a little different for this year's show by utilising the Environmental Area in the school. An abridged version of Shakespeare's classic comedy was staged outdoors; trees were strung with fairy lights, incense was burned and colourful rugs and pillows were strewn around for a bohemian picnic. Despite a few menacing clouds, we were blessed with sunny weather and the show was a success.

Alongside our diverse range of extracurricular opportunities, our Year 7 Drama Club continued in Semester 2 last year, taught on rotation by the skilled Drama teachers at our school, including Mrs. Tarsha Mournheis. Participating students have been enthusiastically learning about puppetry and acting to camera. Our timetabled Year 8 Drama classes also continued last year. As part of their study, 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.

Finally, casting was announced at the end of the year for our highly anticipated 2018 production, Footloose. We are excited to bring you a "rebooted" version of this production, which graced the Crestwood High School hall in 2004 (in fact, this was where ex-students Mr Palmer and Miss Merriman first became part of the musical family). As always, we have been very impressed with the talent at Crestwood High School! We look forward to staging this production June 26, 28–30. Tickets will be available for purchase in Term 2.

Visual Arts

Again results in 2 Unit Visual Arts for 2017 was strong with 60% of students achieving a band 5 or 6. From 9,097 students who submitted Bodies of Works for the HSC Visual Arts Examination 460 students were nominated for ARTEXPRESS, Year 12 student

Bonming Wong's body of work titled 'To My Dearest Father' was successfully selected to be included in ARTEXPRESS for 2018 at Hawkesbury Regional Gallery. Eshna Chand whose body of work titled 'Tara – The Archetypal Transcendence of Pain' was also nominated during the early curatorial stages of this exhibition. The annual HSC Practical Work Exhibition was again an outstanding showcase of the HSC practical works of students from Visual Arts, Design and Technology and TAS.

Music

A solid set of results was achieved by the 2017 Music class, with 50% of students receiving either a band 5 or 6 and a student nominated for ENCORE. Britney Lau displayed her outstanding percussion skills on xylophone and her expressive piano interpretations helped her to achieve a band 6 mark.

Bands and instrumental programs.

The Crestwood Concert Band continued to grow in 2017 under the baton of conductor Mr. Steve Lavis and Mr. Damian Butler. The band engaged in much performance practice, which included playing at the Hawkesbury Eisteddfod for the first time. Competing against a wide range of schools from both the public and private system the band was awarded first place in their category. Another highlight in 2017 was a combined performance with Castle Hill High, as part of the Hills Relay for Life. The Crestwood Acoustic Strings Ensemble (CASE) continued to develop its repertoire in 2017 playing a variety of arrangements of popular and traditional tunes. In August the ensemble won 3rd place at the Hawkesbury Eisteddfod. The Jazz Ensemble rehearsed performances for diversity day and presentation night, exploring compositions by Jazz composer Herbie Hancock and developing improvisation skills.

The 2017 musical, Beauty and the Beast, successfully showcased the skills of a large number of singers, actors, dancers and musicians across Years 7–12. In late 2017, preparations started for the 2018 musical, Footloose– rebooted.

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 7s 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 occurs.

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.

Sport

2017 has been a fantastic year for Crestwood High School in sport. From juniors to seniors the participation rate at carnivals and knockouts has increased. Many students have represented at zone, regional and state levels.

Junior Girls Champion: Natasha Taggart

Natasha has represented Crestwood High School in major carnivals and has been involved in various sports throughout the year. She was part of the Crestwood High School Touch Football, netball and Oz-tag team for both knockout and Macquarie Cup competitions. Natasha was also selected in the Macquarie Zone team for Touch Football and Oz-tag. She represented the school for Cross Country where she placed 2nd at the Macquarie Zone carnival. She also made it through to the Sydney West carnival for Athletics in the 800m, 1500m and 3000m.

Junior Boys Champion: Sam O'Connor

Sam has represented Crestwood High School at Macquarie Zone, Sydney West and state level in many sports throughout the year. His achievements include being part of the Macquarie Zone Cross country carnival and the open boys Soccer, AFL, futsal and Cricket knockout teams. Sam has been recognised at a

high level for three different sports. He was selected in the state teams for Hockey AFL and cricket, which is an outstanding achievement.

Senior Girls Champion: Matilda Bloomfield

Matilda represented Crestwood High School at Macquarie Zone, Sydney West and state level and has been involved in various sports throughout the year. She represented the school at the Macquarie Zone Swimming Carnival and at a Sydney West level for Cross Country and Athletics. She also made it to state for Athletics in the girls relay team. Matilda was part of the Crestwood High School Touch Football, netball, Oz-tag and futsal team for both knockout and Macquarie Cup competitions. She was also selected in the Macquarie Zone team for Touch Football and Oz-tag.

Senior Boys Champion: Patrick Bombala

Patrick has been involved in various sports throughout the year. He represented the school for Athletics where he placed 1st in the 100m and 200m at the Macquarie Zone carnival, 2nd in the 100m and 200m at Sydney West carnival and went on to state for 100m, 200m and the boys opens relay team. Patrick was part of the Crestwood High School futsal and soccer team for both knockout and Macquarie Cup competitions. He was also selected and captained the Sydney West AFL team at the CHS carnival.

The most outstanding individual sport performance:
Niamh Sanday

Niamh made it to a national level in the U15s girls cross country event. She placed 1st in the Macquarie Zone carnival, 1st in the Sydney West carnival, 2nd in CHS State and 5th in NSW All Schools Championships. This meant she made it through to nationals for cross country, however she unfortunately injured her ankle and was unable to attend.

CHS team of the year

The Crestwood team of the year goes to the Open Boys Cricket team who enjoyed an excellent year in 2017 with some outstanding individual performances, which saw them reach the Sydney West Final. They were coached by Rob Hitchcock and was captained by Andrew Calvert. Their accomplishments were truly a team effort with different players contributing to victories throughout the year. Special mention to Sam O'Connor who top scored with 94 in a nail biting win against an excellent Girraween side. With the core of the team coming from Years 9 and 10 we are now looking forward to going one better in 2018. Congratulations to the following students: Andrew Calvert, Ryan Johns, Sam O'Connor, Cade Rice-Lowe, Jayden Alchin, Jayden Webb, Josh Wehbe, Jacob Salzmann, Ryan Smith, Heath Allen and Anvay Gholkar.

Support Unit

In 2017, students in the Support Unit gained increase access to specialist teachers from various teaching

areas including PE, Art, Music and Technology which improved student engagement and achievement of outcomes. Students attended the Hawkesbury Agricultural Show to supplement their studies in Science and Agriculture. 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 such as Zumba and Fitness. The work experience, travel training and community access programs continued throughout the year. Many of the Support Unit students attended the school camps and were able to participate in activities to the best of their abilities.

Speaking Programs

Crestwood High School performed very well in a range of speaking competitions in 2017.

In debating Crestwood High School entered the Premier's Debating Competitions for Years 7 & 8, 9 & 10, and 11 & 12. The Year 8 team did well to win their zone and progress through to the Regional Semi Final of this competition where they were narrowly defeated by Baulkham Hills High School. The Year 12 team performed exceptionally well to make the Regional Final of this competition, defeating quality teams such as James Ruse Agricultural High School and Model Farms High School, before being defeated in a close debate in the Regional Semi Final against Nepean Performing Arts High School. The Year Ten team were incredibly successful making it all the way to The State Final before being defeated by selective school Smiths Hill High School in front of a huge crowd at the Seymour Centre in Sydney. This was an extraordinary achievement for a comprehensive high school team.

Two Year 10 students tried out for the Regional Debating Team and Himaja Dave was selected as one of the five who competed in the Junior State Debating Championships at The University of Sydney in December 2017. Himaja and the rest of the Western Sydney team went on to win the State Final of this competition.

Crestwood High School also entered two nationwide public speaking competitions. Both The Plain English Public Speaking Competition for students over 15 and The Legacy Public Speaking Competition for students under 15, attract in excess of 500 students across the state, from Independent, Catholic, Selective and Comprehensive state schools such as Crestwood High School. In the Junior competition, Emily Fofas-Noakes made it all the way to the State Final to become one of the 8 best speakers in the state.

Charlee Sutherland and Himaja Dave both competed at The Speaking for the Planet Competition and the Soroptimist International Competition and both performed very well, consolidating their places as talented young speakers.

Crestwood High School will continue to build on this solid foundation of speaking skills so that our students are recognised as confident and articulate orators about the issues that concern our world.

Technology

In 2017, Crestwood High School implemented a BYOD program for the students of the Year 7 cohort. Extensive professional development, in the lead up to the implementation of the program, was provided to staff to ensure the program was successful. Year 7 students embraced the BYOD program, enabling teachers to plan and deliver quality lessons focused around the use of technology in the classroom.

During the year Crestwood High School was successfully migrated over to the Department of Education's ET4L network management system. All classrooms and learning spaces have now had short throw projectors and whiteboards installed and the T4L (Technology for Learning) committee continues its program upgrade or rollover outdated hardware to ensure teachers have reliable technology in the classroom. This enables them to prepare for and deliver quality lessons to students with diverse educational needs.

Planning commenced at the end of 2017 for the installation of a video resource management system. This allows educational videos and tutorials to be downloaded from cloud based storage and saved to a local cache at school. Speeding up access across the schools network and allowing students of all year groups to view the resource at school or at home.

Gifted and Talented Program

Aspects of the Gifted and Talented Program were reviewed last year to better meet the needs of our students. In particular, based on feedback from previous Year 7 and 8 students in 2015 and 2016 we did not offer the Innovation task to our Year 7s in 2017. The feedback we received over two years was that the quality of the year 7 innovative projects compared to the Year 8s was lacking. The Year 7 students felt the project was an unnecessary addition on top of their school work and felt the amount of time devoted to the project did not translate into significant learning outcomes. Part of the evaluation of the innovation task indicated the task be included into our merit award system to add recognition to the time devoted to it. Students in Year 8 found it beneficial to observe models of projects and portfolios from previous years to gain insight into the design and folio process. The Tournament of the Minds is also a competition that we offered to our Stage 4 students which they participated well in and enjoyed.

In Stage 5 we offered two possible subjects to be an accelerated course; Food Technology and Visual Arts. These subjects were selected on the basis of teacher expertise and their practical application. Unfortunately, due to low numbers choosing these courses it was not viable to offer an accelerated course this year. The concept of Stage 5 students pursuing an accelerated course whereby they complete the HSC in Year 11 is one that is very well received by the Crestwood Community. In saying that, students in 2017 said they wanted what they perceived to be a more academic, theory based subject as an option or an accelerated class.

The Gifted and Talented Committee meet once a fortnight to review, plan and implement gifted and talented strategies throughout the school. Committee members include teachers who have the C class in Stage 4 as well as those who have a passion for G&T initiatives. All faculties have a representative teacher on the G&T committee. It is one of the goals of the committee to further enhance the G&T strategies throughout the school to add more value to students in the C classes in Stage 4, the C and R top banded classes in Stage 5 and in all classes in Stage 6. The highlight for Stage 5 is the United Nations Assembly where selected Year 9 and 10 students are assigned a country and the hall is set up to replicate the seating plans at the UN assembly and countries respond to key political questions posed on the day. The outstanding intellectual capacity of the students and their ability to respond thoroughly to the questions in an articulate and informed manner is a credit to all student participants.

At the end of 2017, it was deemed that the Gifted and Talented program needed a revamp to ensure current programs are meeting the needs of our students while seeking further opportunities to implement G&T strategies into programs and pedagogy. A specialist role for a G&T co-ordinator was discussed and criteria put together to lead this whole school initiative in the following year.

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 2017, 60 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. 35 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 2018, including 9 Gold award continuers.

In 2017 the school conducted five adventurous expedition and training activities to support students achieving the award. In 2018, 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 2018.