

Castle Hill High School

Annual Report



2018



8382

Introduction

The Annual Report for 2018 is provided to the community of Castle Hill High School as an account of the school's operations and achievements throughout the year.

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

School contact details

Castle Hill High School
Castle St
Castle Hill, 2154
www.castlehill-h.schools.nsw.edu.au
castlehill-h.school@det.nsw.edu.au
9634 4199

Message from the Principal

2018 saw another year of growth in student enrolments and outstanding Higher School Certificate results. In many ways the two go hand in hand. Confident in the school's direction, philosophy and delivery, the community wants to be at, and enrol in, Castle Hill High School expecting standards to be high.

Again, our focus to "Challenge Minds and Build Character" articulates a driving ethos which is reflected in all that we do, underpinned by a culture that values relationships and pursues academic excellence with a passion.

Higher School Certificate results in 2018 reflected the school's high expectation and belief that improvement is key: its state ranking rose to 83 and placement as the 7th best comprehensive school in the state reflected a drive to continue the trend set in the past six years to be within the top 100 of all schools in the state and within the top 10 for comprehensive schools.

Excellent teaching practice – founded on the belief that teacher-led, tailored, deep learning is at the heart of the school's professional learning program – is a priority; of time, money and energy. In 2018, higher order thinking skills were the focus of professional learning and will remain so for another year. Teachers want to learn how to be more conceptual, how to give opportunity for students to manipulate knowledge and how to facilitate greater problem solving, no matter the subject or starting point for each student. It's challenging and rewarding, shaping the school's ongoing commitment to expect work of greater intellectual quality from students.

The school is proud of its continued success and excited by new possibilities to continue working with a dedicated staff, a motivated student body and a committed, wonderful community.

Vicki Brewer

Principal

School background

School vision statement

Castle Hill High School wants to challenge minds and build character. Underpinning this mission are two imperative values that the school agrees are essential for the realisation of this quest: respect and excellence. We believe that positive, respectful relationships are essential for learning and productivity and to strive for excellence in an environment that is safe, caring and ambition is key.

School context

Castle Hill High School is a large, comprehensive secondary school. In 2018 the school had 111 teaching staff and 1738 students, 44% of whom are from a non-English speaking background, including 70 international students. This enrolment is expected to continue to rise after 2018.

The school has an outstanding reputation for its pursuit in building teacher capacity, its innovative programs to enhance academic performance and its culture founded on professional, collaborative, respectful relationships. Learning for teachers and students is an absolute priority in order to "Challenge Minds and Build Character".

The school has excellent links with an informed community, a mutual commitment that is highly valued.

The curriculum is vast and extracurricular activities are abundant providing choice, challenge and interest for students. Creative and Performing Arts and sport complement an academic focus where HSC results are very strong.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

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

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

The whole school community demonstrates aspirational expectations of learning progress and achievements for all students, and is committed to the pursuit of excellence. Effective partnerships in learning with parents and students mean students are motivated to deliver their best and continually improve. The school engages in strong collaborations between parents, students and the community that inform and support continuity of learning for all students at transition points, including students with atypical enrolment. Attendance data is regularly analysed and is used to inform planning. Whole of school and personalised attendance approaches are improving regular attendance rates for all students, including those at risk.

Every student can identify a staff member to whom they can confidently turn for advice and assistance at school. Students, staff and the community recognise that student wellbeing and engagement are important conditions. The school plans for and monitors a whole school approach to student wellbeing and engagement. Well developed and evidence based approaches, programs and assessment processes identify, regularly monitor and review individual student learning needs. Expectations of behaviour are co-developed with students, staff and the community and are designed to ensure effective conditions for learning. They are explicitly, consistently and supportively applied across the school.

The school's curriculum provision and evidence based teaching practices provide a high expectations framework, within which all students effectively develop their knowledge, understanding and skills. The school monitors and reviews its curriculum provision to meet changing requirements of students. Teaching and learning measures describe expected student progression in knowledge, understanding and skill and the assessments that measure them. Differentiation of curriculum delivery within classrooms happens for some students with particular identified needs. The parents of affected students are advised about adjustments made.

Teachers routinely use evidence of learning, including a range of formative assessments to inform their teaching, adapt their practice and meet learning needs of students. Assessment is a tool that supports learning across the school. Teachers use reliable assessments to capture information about student learning. Teachers share criteria for student assessment with students. Formative and summative assessments create opportunities for students to receive feedback on their learning. The School analyses summative assessment data to identify learning progress of individual students

and student cohorts. Teachers use summative data to identify student learning and validate formative assessment practices.

The school uses a centralised system for analysing and reporting data on student and school performance, including academic growth, non academic and cross curriculum data. The school uses data to inform collective decision making about student learning, aligned with improvement measures in the school plan. Student reports contain personalised information about individual student learning progress and achievement, and preview plans for meeting future learning goals. Teachers directly and regularly engage with parents to improve understanding of student learning and strengthen student outcomes. Reporting to parents has been enhanced in response to feedback received.

The school's value-add trend is positive. At least 35% of students achieve in the top two bands for NAPLAN reading, writing and numeracy. Students are aware of – and most are showing – expected growth on internal school progress and achievement data. School data shows that student progress and achievement on external measures is consistent with progress and achievement on internal assessments.

Teachers collaborate across faculties/stages/teams to share curriculum knowledge, data, feedback and other information about student progress and achievement, to inform the development of evidence-based programs and lessons, which meet the needs of all students. Teachers are skilled at explicit teaching techniques such as questioning and assessing to identify students' learning needs, and use a range of explicit strategies to explain and break down knowledge. Teachers provide explicit, specific and timely formative feedback related to defined success criteria. Teachers' feedback supports improved student learning. All classrooms and other learning environments are well managed within a consistent, school-wide approach. Well planned teaching is taking place, so that all students can engage in productive learning, with minimal disruption. Teachers model and share a flexible repertoire of strategies for classroom management and promotion of student engagement and responsibility for learning.

The school promotes and demonstrates professional learning in data concepts, analysis and use of student assessment data and related tools. Teachers use data effectively to evaluate student understanding of lesson content. 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. The leadership team comprehensively analyses student progress and achievement data for insights into student learning and discusses results with the whole staff. All teachers contribute to gathering and analysing data. Teachers review student assessment data and compare results from external assessments (e.g. NAPLAN, ICAS, PAT, HSC) with internal measures to build consistent and comparable judgement of student learning. Clear and accurate analysis of student progress and achievement data informs planning that is shared with the school community in the Annual Report.

Teachers' Professional Development Plans are supported by a coordinated whole school approach to developing professional practice, informed by research. Whole school analysis of the teaching staff identifies strengths and gaps, with planning in place to build capabilities and source teachers with particular expertise to improve student learning outcomes. The school monitors the accreditation status of all staff and encourages the pursuit of higher levels of accreditation. All teachers use professional standards and PDPs to identify and monitor specific areas for development or continual improvement. Teachers are proficient in their teaching of literacy and numeracy, meeting the needs of students in their subject/stage.

Teachers engage in professional discussion and collaborate to improve teaching and learning in their classes, year groups, stages, faculties, or for particular student groups. This includes negotiated observations of classroom teaching practice, with feedback, to improve professional knowledge and practice. Formal mentoring or coaching to improve teaching and develop aspiring leaders is provided to teachers who request it or are identified as in need of support. Teachers actively evaluate, share and discuss learning from targeted professional development with other staff in their school to improve whole school practice. The school identifies expertise within its staff and draws on this to further develop its professional learning community. Areas for development in teacher expertise are identified and addressed. Teachers are supported to trial innovative or evidence based, future-focused practices.

The leadership team ensures that implementation of syllabuses and associated assessment and reporting processes meet NESA and Department of Education requirements, forming a sound basis for student learning. The leadership team establishes a professional learning community which is focused on continuous improvement of teaching and learning. Teaching and non-teaching staff proactively seek to improve their performance. The school supports collaborative performance development and efforts to continuously monitor improvement. The school regularly solicits and addresses feedback on school performance from students, staff, parents and the broader school community.

The leadership team actively supports change that leads to improvement, creating opportunities where feedback about the impact of change can be shared and monitored. The leadership team embeds clear processes, with accompanying timelines and milestones, to direct school activity towards effective implementation of the school plan. Staff understand what they need to do to help address the school plan's strategic directions and meet the school's improvement measures. In the annual report, the school reports on the alignment of resource allocation, professional learning, and the monitoring of student data with the plan's strategic priorities.

The leadership team takes a creative approach to the use of the physical environment to ensure that it optimises

learning, within the constraints of the school design and setting. Technology that supports learning is available and expertly integrated into lessons by teachers. Administrative staff are expert users of available technology and systems. The school collaborates with the local community, where appropriate, on decisions about and access to school assets and resources, delivering benefit to both the school and the community. Longer-term financial planning is integrated with school planning and implementation processes to address school strategic priorities and meet identified improvement goals.

The school evaluates its administrative systems and processes, ensuring that they are delivering anticipated benefits to the school community, and makes changes when required. The leadership team collects information about the school's administrative practices in order to ensure their effectiveness. Management practices and processes are responsive to school community feedback. There is a whole school approach to improving service delivery and customer (parent and/or student) experience. The leadership team analyses responses to school community satisfaction measures.

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 Learning Culture

Purpose

To build student capacity in higher order and conceptual thinking in an environment underpinned by high expectations and challenge.

Overall summary of progress

In 2018, the HSC results were very strong with Castle Hill High School ranked the 7th best comprehensive high school in the state. The Year 12 cohort achieved 224 Band 6's over 30 subjects. The Gifted and Talented students accounted for 47% of band 6's obtained. The cohort obtained 122% of bands 5 and 6 results compared with bands 3 and 4. Throughout the year, the Head Teacher Teaching and Learning identified, scheduled and supervised the Year 10 students complete the minimum standards online test for each component.

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">• Increase the percentage of high performing students from gifted and talented classes gaining band 6 in the Higher School Certificate• 100% of students will qualify for HSC accreditation after reaching minimum standards in online tests• Reduce the percentage of students in Band 3 and 4 in the Higher School Certificate and correspondingly increase the percentage of students in Band 5 and 6		<p>Every faculty has evaluated a junior program using the scaffold provided.</p> <p>Every faculty is implementing HOT strategies explicitly in programs for stage 4 at least and some stage 5 electives.</p> <p>96% of students who sat the minimum standard test met the benchmark for the standard.</p> <p>Best Start Testing will be implemented in term 1 2019 for all year 7 students.</p>

Next Steps

Continue the professional learning agenda of higher order thinking and embed teaching strategies within the programs to develop student higher order thinking to increase the number of band 5 and 6's achieved in the HSC. Continue to identify and schedule the minimum standards online test throughout 2019.



Strategic Direction 2

Rigorous Teaching Practice

Purpose

To build teacher capacity that facilitates a challenging environment for students where higher – order thinking, problem – solving skills and intellectual risk –taking are embraced in an explicit way.

Overall summary of progress

Throughout the year, executive training occurred both internally and externally to develop their skills and understanding. A SCOUT session was held to enable executive members to effectively access the information and data provided which has led to analysis of Naplan, Valid and HSC results. The senior executive created a workshop around the DoE complaints and suspension policy which clarified the processes used by the school in handling different cases. A number of executives attend external training days such as IMEX and Leadership courses held by external providers. The numeracy, reading and writing results continue to be well above the state and in line with the similar schools group.

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">• Increase the percentage of students demonstrating expected growth in literacy and numeracy, as measured by NAPLAN tests• Increase the number of teachers commencing higher levels of accreditation• Increase the coaching and performance management skills of aspiring educational leaders and current leaders		<p>Foundations of English will continue to evolve under the leadership of Ms Greenhalgh.</p> <p>The Maths Faculty will redesign the maths support program in line with Quicksmart numeracy and remove the Maths Pathways component as recommended by the review conducted in 2018.</p> <p>Greater awareness and understanding of the DP jobs within aspiring DPS.</p> <p>All Head Teachers are able to deeply analyse the data to evaluate student performance in external exams such as HSC, Naplan and VALID</p>

Next Steps

Continue to use professional learning opportunities in 2019 to develop the leadership capacity of all teachers. Work with a PL provider to develop and implement a coaching program for the executive team at Castle Hill High. Continue to use data driven practices to evaluate Naplan results and implement teaching strategies focused on embedding the literacy and numeracy skills assessed in Naplan. Investigate Instructional Rounds for possible implementation in 2019.

Strategic Direction 3

Leading for Improvement

Purpose

To continue the investment in a culture of high expectation to meet a 21st century learning and teaching environment, changing, sophisticated technology requirements, student – centred learning styles and the leadership development of the executive and aspiring leaders.

Overall summary of progress

Created more flexible learning spaces throughout the school to enhance student learning.

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">Remodel teaching and learning spaces to incorporate flexible, contemporary furniture to ensure learning for students and teaching for teachers is enhancedIncrease the percentage of students, including girls, engaged in STEM subjects in 2019 and 2020		<p>Redesigned classroom spaces are more flexible learning spaces which cater to project based learning which is linked to the HOT agenda.</p> <p>7 classrooms have been refurbished.</p> <p>Planned the implementation of the revised Technology Mandatory course in year 7 in 2019.</p>

Next Steps

Continue to fund the redesign of one classroom per faculty throughout the school. Support the implementation of technology mandatory in Stage 4.



Student information

Student enrolment profile

	Enrolments			
Students	2015	2016	2017	2018
Boys	732	768	835	864
Girls	750	764	794	865

Student attendance profile

School				
Year	2015	2016	2017	2018
7	95.2	95.6	95.8	95.5
8	94.4	95	94.1	92.5
9	93.9	94.2	93.9	92.4
10	93	93.9	92.9	91.3
11	93.3	93	93.4	92.5
12	94.3	94.7	93.4	95.4
All Years	94	94.4	93.9	93.3
State DoE				
Year	2015	2016	2017	2018
7	92.7	92.8	92.7	91.8
8	90.6	90.5	90.5	89.3
9	89.3	89.1	89.1	87.7
10	87.7	87.6	87.3	86.1
11	88.2	88.2	88.2	86.6
12	89.9	90.1	90.1	89
All Years	89.7	89.7	89.6	88.4

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	2	4	6
Employment	1	2	10
TAFE entry	2	3	8
University Entry	0	0	60
Other	3	3	2
Unknown	0	0	14

Year 12 students undertaking vocational or trade training

In 2018, 5% students were enrolled in vocational training or TAFE courses.

Year 12 students attaining HSC or equivalent vocational education qualification

In 2018, 99% of students attained HSC or equivalent vocational educational qualifications.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	3
Head Teacher(s)	16
Classroom Teacher(s)	84
Learning and Support Teacher(s)	0.9
Teacher Librarian	2
Teacher ESL	2.2
School Counsellor	1
School Administration and Support Staff	17.77
Other Positions	2

*Full Time Equivalent

In 2018, 1.62% of the teaching staff 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	22.76

Professional learning and teacher accreditation

Induction

In 2018, eight members of staff (Felicity Dyet, Chris Jenkins, Jennifer Rhodes, Biyu Wang, Courtney Corcoran–Roberts, Ricky Chamberlain, Nicole Best and Mathuvanthi Paheerathan) were in their first year as permanent staff and were given a reduced teaching load (from 45 down to 41 sessions a cycle) to support mentoring activities as well as their initial Accreditation at the level of Proficient Teacher. Two members of staff (Bradley Turner and Matthew Carey) were in the second year of their first permanent appointment and had a reduction in his allocation of 2 sessions to support mentoring activities as well as their initial Accreditation at the level of Proficient Teacher.

The Induction Program included:

- Professional Development regarding basic school systems and protocols was provided during the Staff Development Days at the end of Term 4, 2017 for all teachers who would be new to CHHS in 2018.
- Three Professional Development Sessions regarding Classroom Management were delivered for beginning teachers in Weeks 2–4 of Term 1, 2018. These were supported by a program of Lesson Observations regarding Classroom Management throughout Term 1–2.
- A Professional Development Workshop about marking, report-writing and parent-teacher interviews was delivered in Week 3, Term 2
- A Professional Development Workshop about the Accreditation process was held in Week 3, Term 3. From this point on, staff were supported individually to complete the Accreditation process successfully by year's end.
- Beginning teachers have also participated in the Dural network of schools' Beginning Teacher Network Meetings, with 2-hour sessions for teachers in their first two years of teaching held after school once a Term.

Accreditation

- Ten members of staff (Matthew Yiangou, Matthew Carey, Ben Tinsley, Kirsten Hope, Natalie Olivera, Annie Chiv, Lisa Roberts, Brad Turner, Kim Caie and Clare Murchie) completed initial Accreditation at the level of Proficient Teacher in 2018.
- Five members of staff (Wendy Heinrich, Sue

MacDonald, Simone Read, Brenton Robbins and Troy Eggleston) completed Maintenance of Accreditation at the level of Proficient in 2018.

- All staff who have not previously been part of the Accreditation process began their first 5-year maintenance cycle on 1 January 2018 and, with few exceptions, were able to record at least ten hours of Teacher Identified and NESA Registered Professional Learning by the end of 2018.
- During 2018, CHHS delivered 11.5 Hours of NESA Registered Professional Learning in-house (4.5 Hours Classroom Management and 7 hours Thinking Routines for Higher Order Thinking) for teachers in the 5-year cycle for Maintenance of Accreditation at the level of Proficient Teacher.

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 2018 saw a pivot from the previous focus upon Professor John Hattie's Visible Learning Agenda to Higher Order Thinking, being delivered by the school's Higher Order Thinking Team under the leadership of Katryce Nealon. The Higher Order agenda is ramping up in 2019 and will continue to be a focus into 2020.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2018 to 31 December 2018.

	2018 Actual (\$)
Opening Balance	1,445,651
Revenue	17,312,823
Appropriation	15,642,068
Sale of Goods and Services	192,706
Grants and Contributions	1,360,882
Gain and Loss	0
Other Revenue	91,106
Investment Income	26,060
Expenses	-17,423,986
Recurrent Expenses	-17,423,986
Employee Related	-14,319,586
Operating Expenses	-3,104,400
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	-111,164
Balance Carried Forward	1,334,487

The school has committed additional funds to the upgrade of facilities throughout the school. In 2018, the playground area near the North oval was artificially turfed with sandstone blocks to create more shaded and sitting areas for students. Also classroom upgrades continued to provide modern inviting classes which are more conducive to 21 st century learning.

The staffroom in the top of E block was modernised to accommodate the growing number of teachers.

Financial summary equity funding

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

	2018 Actual (\$)
Base Total	14,410,654
Base Per Capita	314,940
Base Location	0
Other Base	14,095,713
Equity Total	505,442
Equity Aboriginal	4,572
Equity Socio economic	39,687
Equity Language	272,680
Equity Disability	188,503
Targeted Total	40,067
Other Total	185,636
Grand Total	15,141,798

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.

From 2018 to 2020 NAPLAN is moving from a paper test to an online test. Individual schools are migrating to the online test, with some schools attempting NAPLAN on paper and others online.

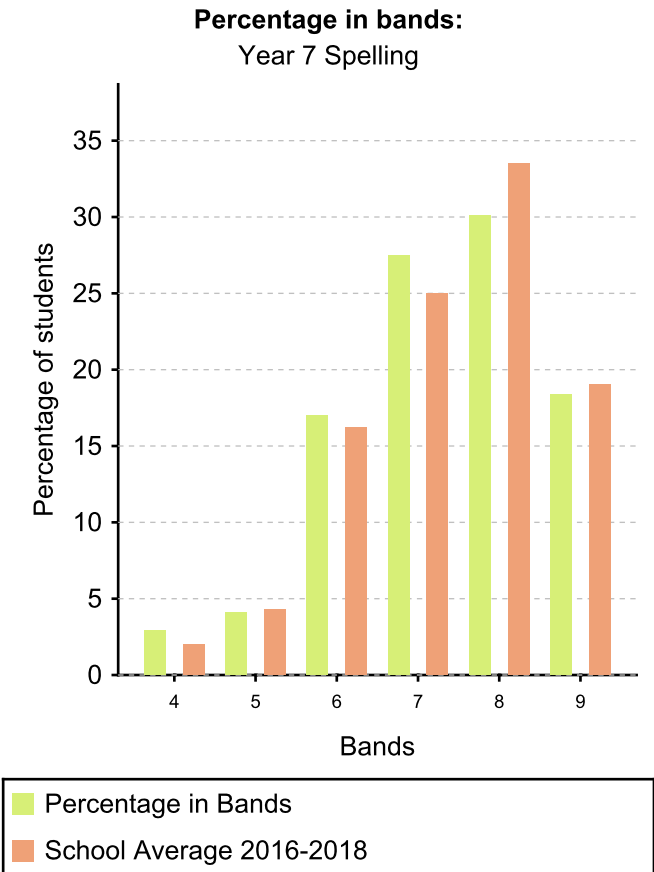
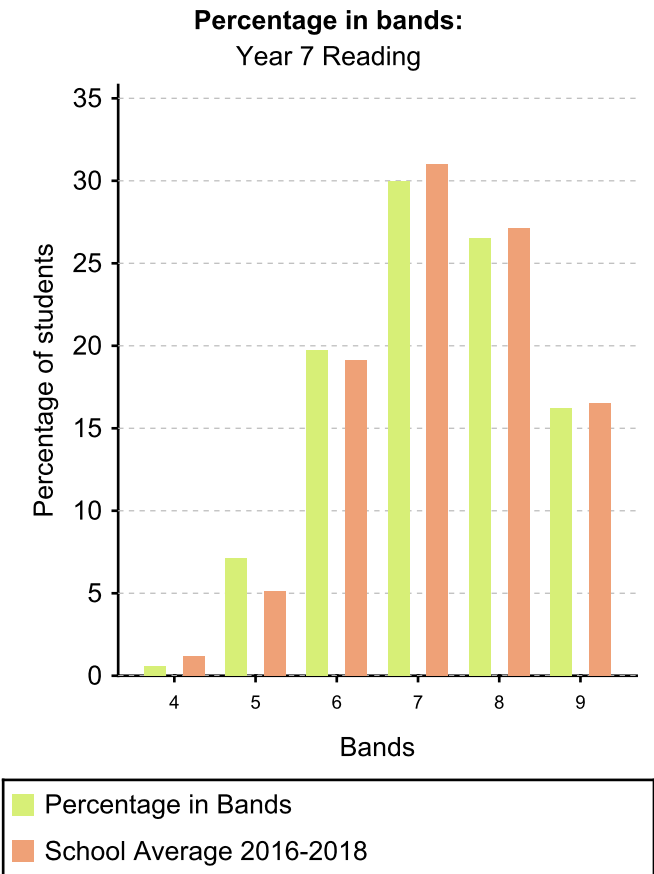
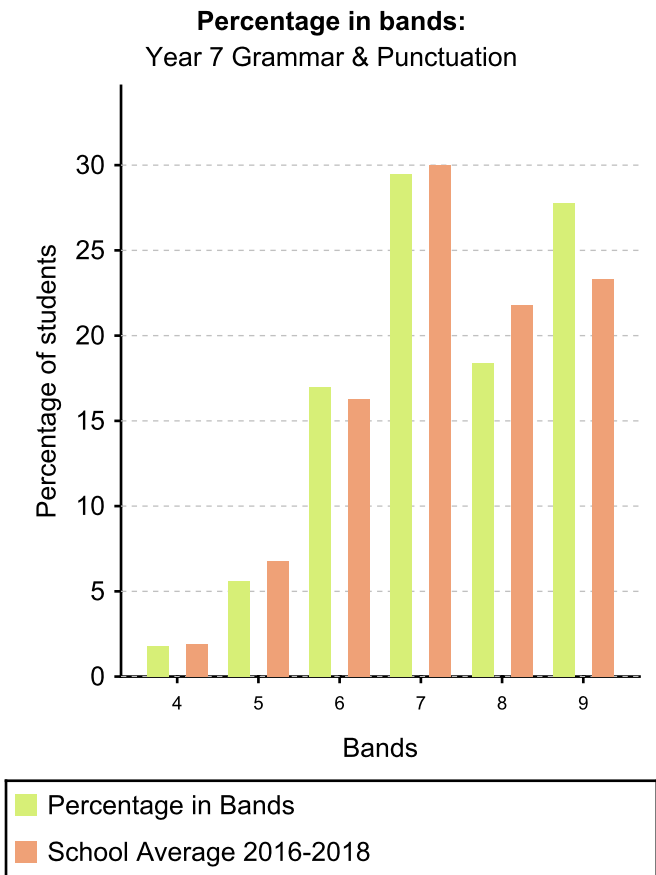
Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should take into consideration the different test formats and are discouraged during these transition years.

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.

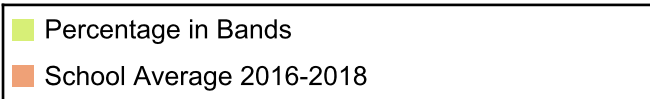
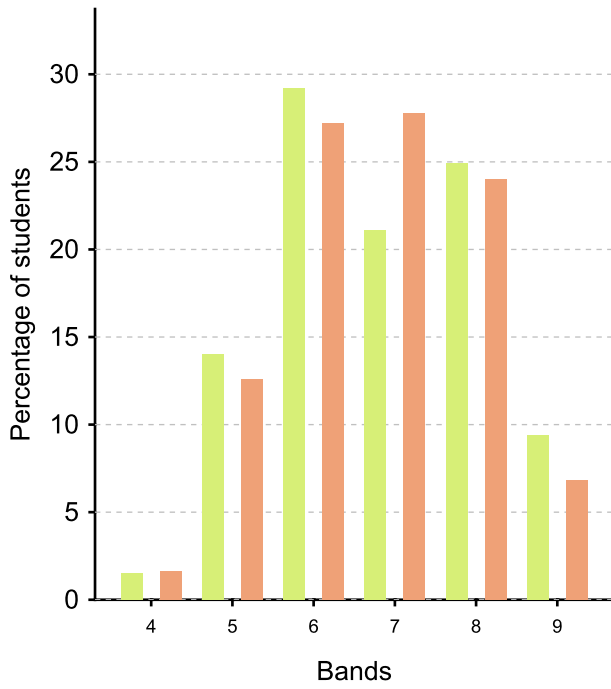
Whilst students are no longer required to achieve Band 8 in NAPLAN in order to automatically qualify for the

HSC, the School has maintained a focus on NAPLAN as a key to preparing students for the Literacy and Numeracy Equivalency test now required for HSC eligibility beyond 2018.

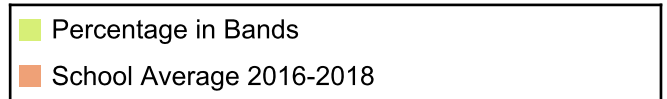
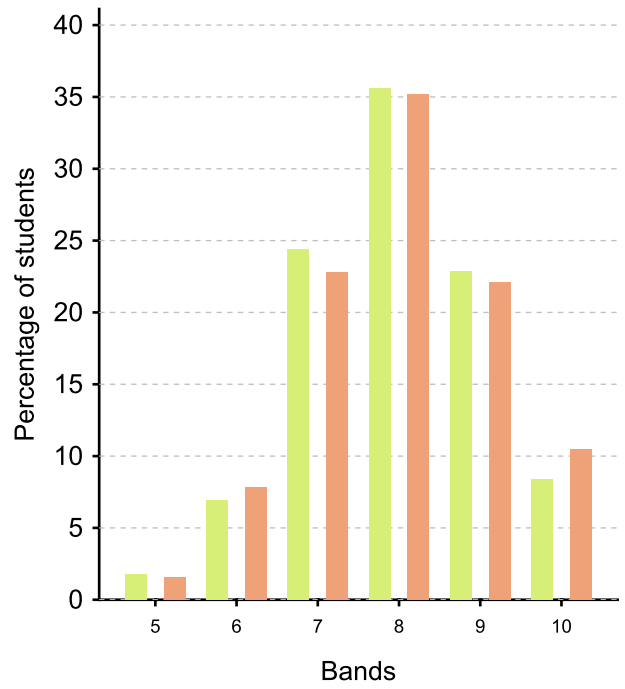
In 2018, 66.9% of Year 9 CHHS students achieved Band 8 or higher in the Reading component of the NAPLAN test and 55.3% achieved Band 8 or higher in the writing component. Significantly this cohort performed significantly higher than the state in Bands 8–10 in writing and the SSSG in Bands 8 and 9. In Year 7 the CHHS cohort achieved significantly above the State and SSSG average in Writing but slightly below these averages in the top bands for Reading. Identifying inferential comprehension and text interpretation as a key Literacy focus for this cohort.



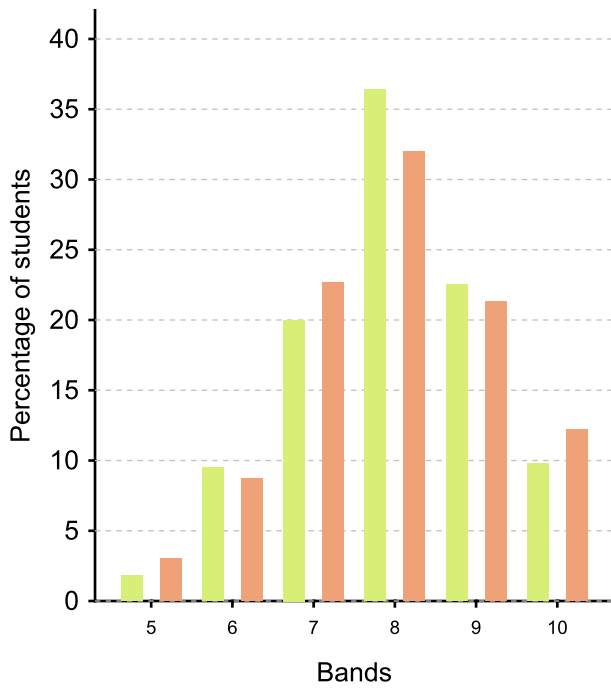
Percentage in bands:
Year 7 Writing



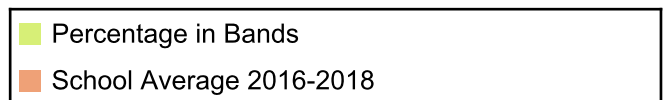
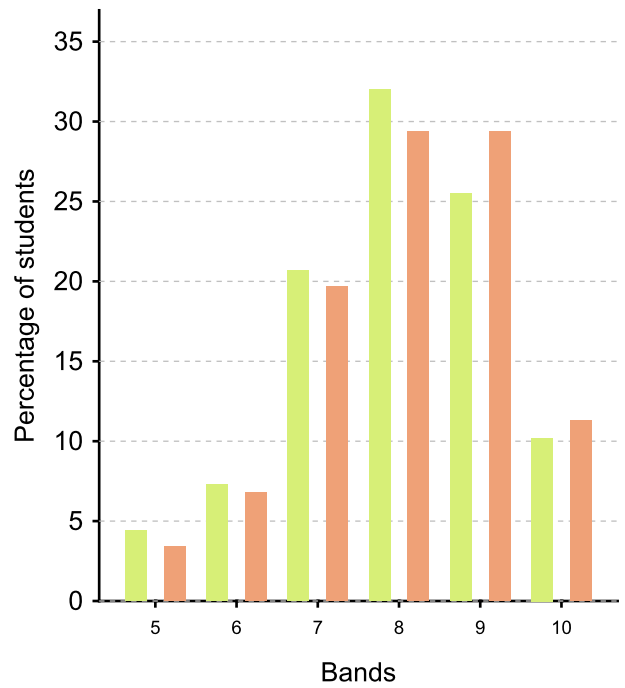
Percentage in bands:
Year 9 Reading



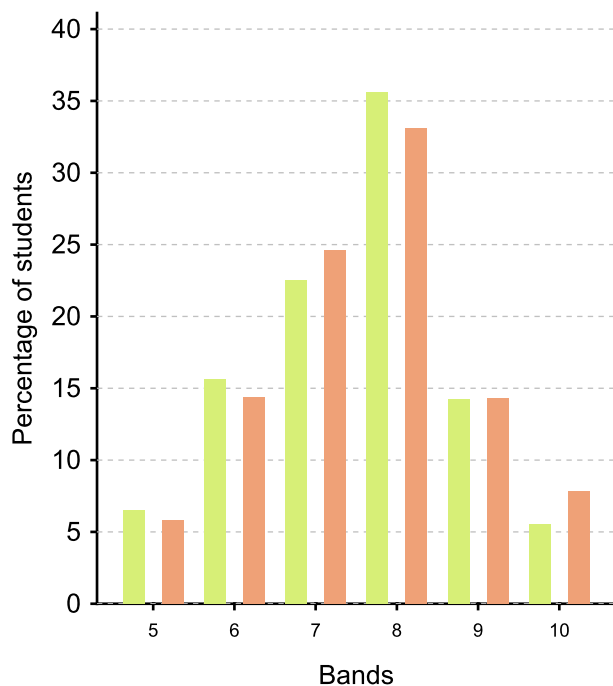
Percentage in bands:
Year 9 Grammar & Punctuation



Percentage in bands:
Year 9 Spelling



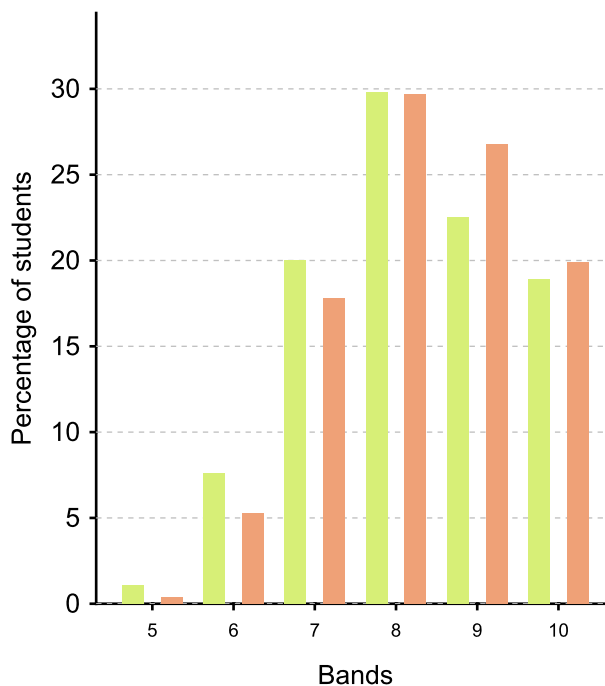
Percentage in bands:
Year 9 Writing



Percentage in Bands
School Average 2016-2018

Year 7 students demonstrated strong results with 49% of students achieving a Band 8 or above which was well above State average. The female students performed better than the males. Questions involving Statistics and Probability were answered well and analysis of the results showed a need to address problems involving Measurement from Stage 3.

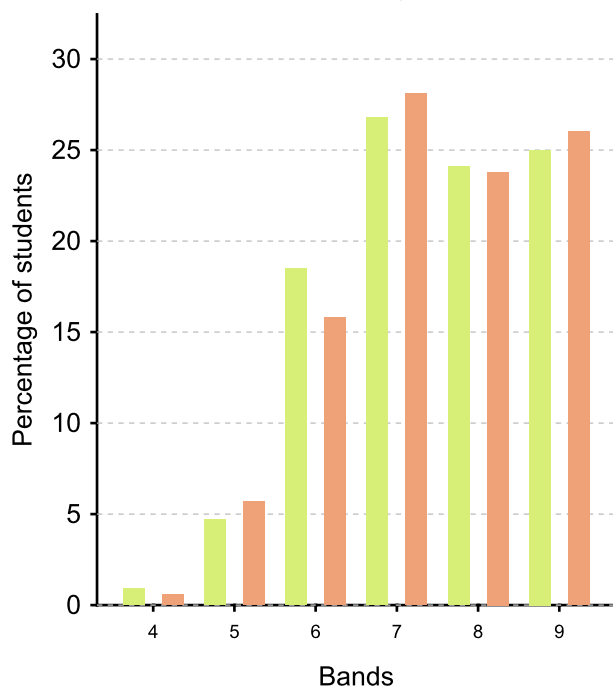
Percentage in bands:
Year 9 Numeracy



Percentage in Bands
School Average 2016-2018

In Year 9, 41.4% of students achieved results in the top two Bands (Band 9 and 10), with the male students outperforming the female students. Strengths included Angle Relationships and problem solving involving Measurement. A focus on more explicit teaching of Algebraic Techniques occurred in Semester 2 as a result of the NAPLAN results. There was a significant improve in understanding across the cohort as demonstrated in the final internal school assessment tasks.

Percentage in bands:
Year 7 Numeracy



Percentage in Bands
School Average 2016-2018

Higher School Certificate (HSC)

In the 2018 HSC, a sensational performance on the part of Castle Hill High students was evident:

224 Band 6's earned in 2018 compared to 226 in 2017 (170 Band 6's earned in 2016 , 204 in 2015, 95 in 2014, 113 in 2013,115 in 2012, 111 in 2011 and 91 in 2010)

All rounders (Band 6 in 10 units)

Marie Echevarria, Joshua Henderson, Rachel Hogan, Thomas O'Reilly & Sarah Henderson

Top Achievers(place in state) Joshua Henderson / French Beginners, Rachel Hogan/ PDHPE, Melvern Kurniawan/ Business Studies, Harrison Inshaw – PIP 11th in state, Kaitlyn Eagleton – selected for Textiles & Design, Jess Peake – onstage Drama

Particular congratulations go to the following courses :

Textiles & Design; 85% gained a band 6 or 5 and had a school versus state mean in double figures. This course hadn't been run in several years.

English Advanced; had a greater percentage of band

6 compared to the state (first in a long time).

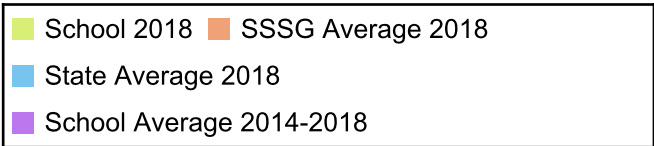
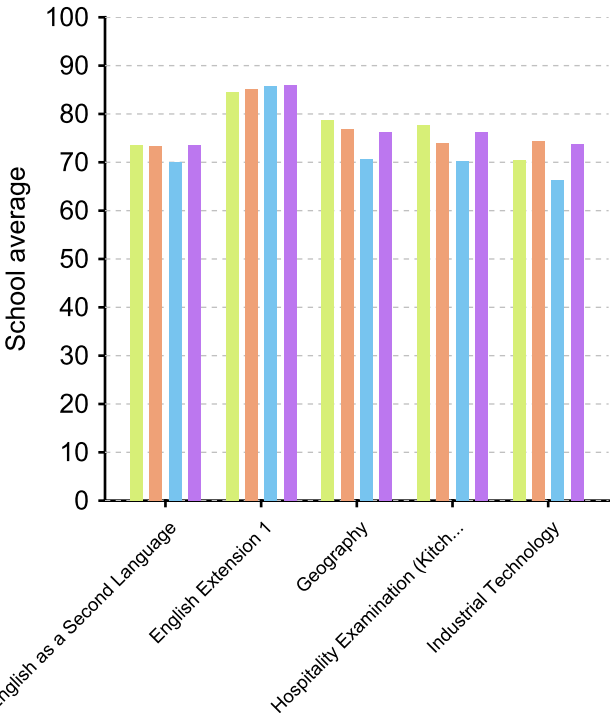
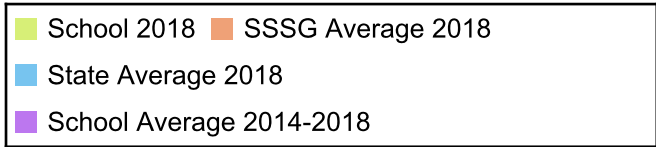
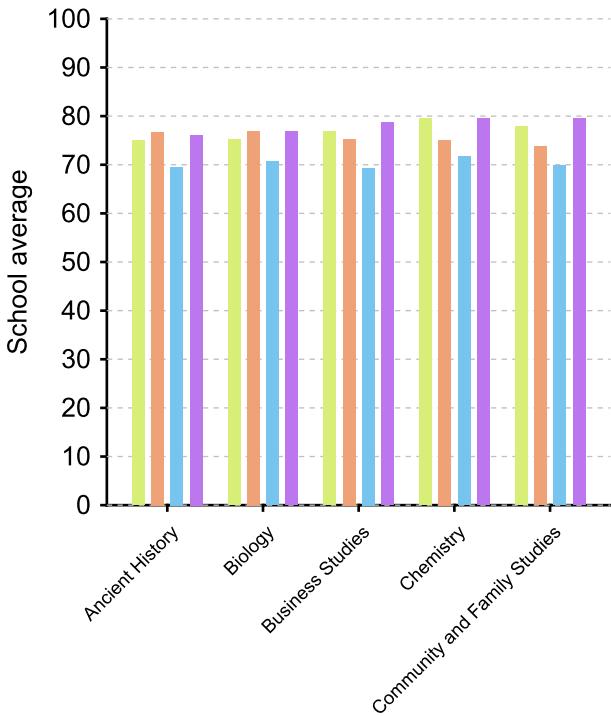
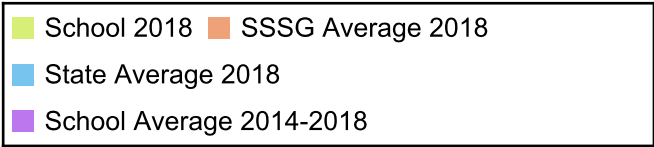
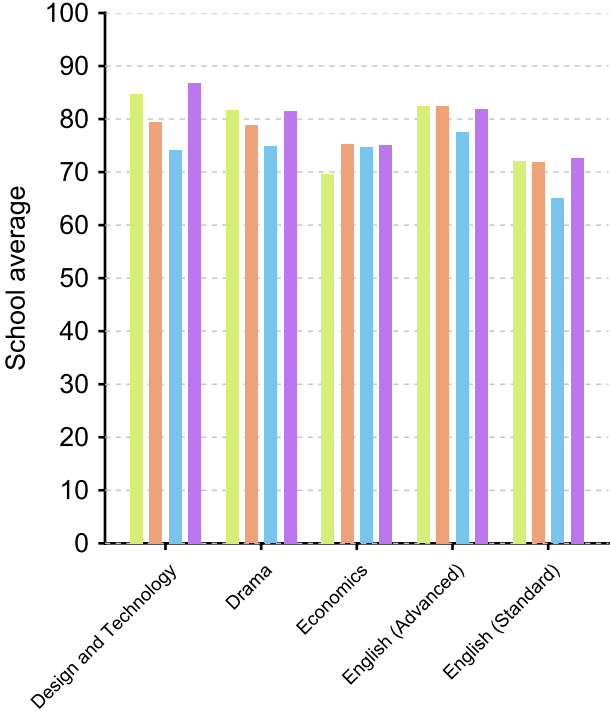
Legal Studies had 78% at band 6 or 5, maintaining this excellent standard over a number of years.

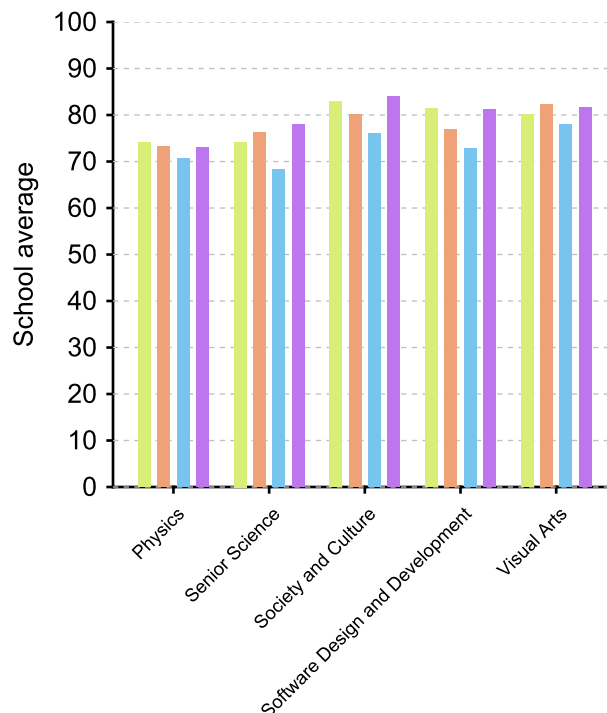
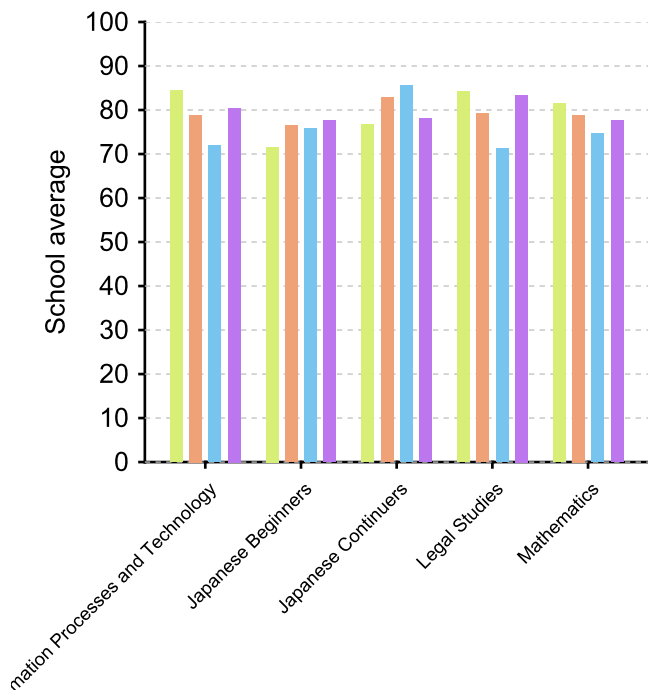
IPT had 70% with a band 6 or 5 and a school versus state mean in double figures, continuing a trend in excellence over a number of years.

Music 2 – 91%(4 students) gained a band 6 or 5 – an extraordinary result

Music Ext 1 had 100%(6 students) attaining an E4 – an extraordinary result

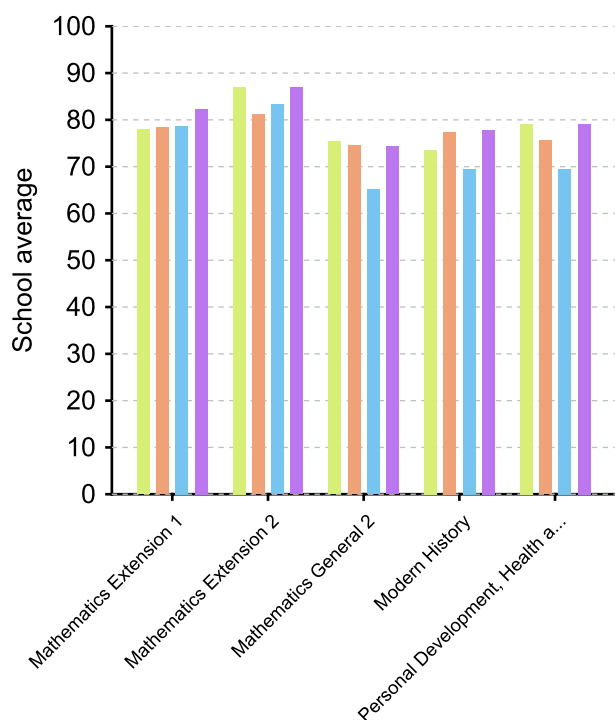
French Continuers and **Beginners** achieved both band 6 and 5 well above the state.





■ School 2018
 ■ SSSG Average 2018
■ State Average 2018
■ School Average 2014-2018

■ School 2018
 ■ SSSG Average 2018
■ State Average 2018
■ School Average 2014-2018



■ School 2018
 ■ SSSG Average 2018
■ State Average 2018
■ School Average 2014-2018

With regard to our relative HSC academic performance, compared to our **Statistically Similar Group** and in comparison to the average for New South Wales Schools in general, exceptional results were achieved in 2018.

For the 30 individual courses attempted by Castle Hill High students in 2018, our students achieved marks on **average which were above those of the state in 28 of these courses**. When compared to our **Statistically Similar Group**, Castle Hill High students received higher average marks than our **SSG for 16 courses**.

During the 2014 –18 period Castle Hill High students performed above their state counterparts on average for **30 out of the 30 HSC courses attempted**.

Parent/caregiver, student, teacher satisfaction

In 2018, the school conducted a Literacy and Numeracy Review of the use of Quicksmart literacy and numeracy programs as well as the use of Maths Pathways within junior mathematics program. All stakeholders (parents, teachers and students) were surveyed as well as teacher and student focus groups which provided the information that lead to the following recommendations.

The school leadership and teachers are clearly passionately committed to providing the best opportunities for learning for all their students and have a particular commitment to providing specific, effective intervention through programs that differentiate for the needs of individual students. The school has a careful focus on diagnosing where Year 7 students are at in

their literacy and numeracy learning before commencing the high school curriculum, so that teachers can provide learning opportunities that are well targeted on individual students' current levels of achievement and readiness. The school and its staff are commended on their very impressive efforts and genuine dedication to the well-being and educational interests of their students.

Recommendation 1:

That the school continues to implement the QuickSmart Literacy/ Foundations of English program, which is acknowledged as an effective intervention program and continues to adjust and adapt in response to evaluations undertaken.

Recommendation 2:

That the school continues to implement the QuickSmart Numeracy/CastleSmart program, which is acknowledged as an effective and flexible intervention program.

Recommendation 3:

That the school reviews the current cost structure of the QuickSmart Numeracy/CastleSmart program, and consider whether there are more cost effective ways to deliver the program without affecting its effectiveness, including considering whether School Learning Support Officers could be trained to have a role in delivering the program.

Recommendation 4:

That the school considers how best to provide a new coordinator's role for the QuickSmart Numeracy/CastleSmart program, to ensure future consistency and quality across the program's delivery, as well as overseeing professional learning and the continuing process of program evaluation.

Recommendation 5:

That the school considers ways of extending both QuickSmart Literacy and Numeracy programs into Year 8 to support the learning of students identified as requiring additional intervention as they transition to mainstream programs.

Recommendation 6:

That the school considers the best way to manage the reduced utilisation of the Maths Pathways program and to reach a consensus on the future of the program.

Recommendation 7:

That the school considers ways to reduce or reallocate the Maths Pathways program cost, subject to the decision relating to the extent of the future use of the program.

Policy requirements

Aboriginal education

The main focus for Aboriginal Education in 2018 was to strengthen relationships between our Aboriginal students and provide opportunities to explore culture. Some of the exciting cultural immersion programs included regular visits from the Walanga Muru team at Macquarie University as well as a bushwalk with an Elder at Ku-rin-gai Chase. Using their newly explored knowledge and experiences, 12 of our Aboriginal students worked together to produce an Aboriginal artwork that is proudly displayed in the schools Art Gallery.



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.