

Crestwood High School Annual Report



2018



8552

Introduction

Crestwood High School is built on the traditional land of the Darug people and we recognise their continuing connection to land, waters and community. Our school pays respect to Aboriginal people past, present and emerging and values the unique Aboriginal heritage that enriches our nation.

The Annual Report for **2018** is provided to the community of Crestwood 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..

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, Crestwood Public School, along with 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 2018 results with the DUX achieving an ATAR of 98.3.

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; quality educational practices and student achievement, excellence in learning in a contemporary and innovative educational environment, and a school community that fosters wellbeing and strengthens resilience through positive relationships and connectedness. 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 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 2018 was continuing to strengthen staff capacity to improve the literacy and numeracy of all students within the context of all Key Learning Areas (KLAs). The school implemented the Focus On Reading program, targeting strategies in stage 4 to improve reading and comprehension. 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 2018 indicate a pleasing improvement in all aspects of NAPLAN with significant increase in the percentage of students in upper bands.

During 2018, participation in action teams was of a voluntary nature and addressed an area of development as identified in school planning. There were five action teams: Literacy Team/Numeracy Team, Assessment For Learning Team, Technology For Learning Team, Positive Behaviour for Learning and Professional Learning. 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. Committees continued to work in their designated areas of responsibilities such as Welfare, Learning Support and Gifted and Talented. After evaluation of their work for 2018 each team made recommendations for directions for 2019. This has been incorporated in the milestones for 2019 in conjunction with input from the student leadership team.

Crestwood High School conducted numerous surveys and evaluations in 2018 including the 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.

Therese Hourigan

Principal

School contact details

Crestwood High School
17 Chapel Lane

Baulkham Hills, 2153

www.crestwood-h.schools.nsw.edu.au

crestwood-h.school@det.nsw.edu.au

9639 7422

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 965 students including a Support Unit of 41 students with 71 teaching staff supported by administrative staff and Student Learning Support Officers. Crestwood High School has one local feeder primary school – Crestwood Public School. The high school draws from surrounding areas such as Bella Vista, Kings Langley, Castle Hill and Seven Hills. Non-local enrolments are through the application of a portfolio and interview only.

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

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

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

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

This year, our school undertook self–assessment using the School Excellence Framework. 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.

Learning

In the domain of Learning the school's self–assessment is consistent with the evidence presented in three elements and is validated using the School Excellence Framework.

In the element of;

Learning Culture – the evidence presented indicates the school is Excelling

Wellbeing – the evidence presented indicates the school is operating at the Sustaining and Growing stage

Curriculum – the evidence presented indicates the school is operating at the Sustaining and Growing stage

Assessment – the evidence presented indicates the school is Excelling

Reporting – the evidence presented indicates the school is Excelling

Student Performance Measures – the evidence presented indicates the school is operating at the Sustaining and Growing stage

Teaching

In the domain of Teaching the school's self–assessment is consistent with the evidence presented in one element and is validated using the School Excellence Framework.

In the element of;

Effective Classroom Practice – the evidence presented indicates the school is Excelling

Data Skills and Use – the evidence presented indicates the school is operating at the Sustaining and Growing stage

Professional Standards – the evidence presented indicates the school is operating at the Sustaining and Growing stage

Learning and Development – the evidence presented indicates the school is Excelling

Leading

In the domain of Leading the school's self–assessment is consistent with the evidence presented in two elements and is validated using the School Excellence Framework.

In the element of;

Educational Leadership – the evidence presented indicates the school is operating at the Sustaining and Growing stage

School Planning, Implementation and Reporting – the evidence presented indicates the school is Excelling

School Resources – the evidence presented indicates the school is Excelling

Management Practices and Processes – the evidence presented indicates the school is Excelling

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 that drives a collective commitment to academic excellence. To continue to develop teacher capacity to understand how their students learn and to meet the needs of all students through deep knowledge and understanding of best practice in differentiation, quality assessment and feedback. This will be achieved by a deliberate focus on the improvement of literacy and numeracy education embedded in stage four and stage five programs.

Overall summary of progress

During 2018 there has been a planned program of professional learning to address this strategic direction. In particular all staff have identified relevant literacy strategies within their PDP and all staff have participated in the presentation of the Focus on Reading initiative. Faculties, during their planning days, have successfully modified teaching programs to embed Focus on Reading strategies. To build on collective efficacy, all staff identified and evaluated current assessment tasks to improve ALARM strategies.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
PL audits indicate that staff have participated in the skill development, planned events and collegial sharing that underpins improved practice.	Professional learning Budget	Delivery of focus on reading program
Teachers are actively engaged in professional discussion and activities demonstrating greater involvement and commitment to strategic thinking.	Professional learning budgets Faculty Budgets Action team budgets	Staff are actively involved in many activities across the year and through a number of formats e.g.: <ul style="list-style-type: none">• Action team meetings,• PL activities (school development days, Twilight sessions, executive conference).• Faculty meetings• Faculty Planning days
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.	Ed. delivery Cost Centre	Data indicates the success in this area with improved performance across the range of all external measures.
Strong cross KLA representation of staff willing to assume leadership roles and/or commitment to a whole school team/project.	Faculty budgets	Whole school leadership opportunities taken up by a variety of staff across the school. Action team leadership by HTs and Teachers, Special Project HT appointed. 2ICs involved in faculty leadership and participation in executive conference.

Next Steps

The directions for 2019 include:

The Literacy and numeracy team to be amalgamated to work on common projects.

Strategic Direction 2

Students pursue excellence in learning in a contemporary and innovative educational environment.

Purpose

To enable students to be proactive and responsible learners in contemporary and well resourced learning conditions. To enable teachers to be innovative and creative educational leaders within their classroom maximising academic student achievement. Students will be nurtured to become resilient, self motivated learners building respectful, quality partnerships with teachers and peers in their learning. This will supported by ongoing improvement programs in learning facilities, technology and teachers' capacity to utilise these resources.

Overall summary of progress

Improvements in this strategic direction have resulted from the introduction of the BYOD program which is now in its third year. Students in Years 7, 8 and 9 are connecting with technology in their learning and evidence shows that 96% of students regularly bring an approved device that is able to connect to the school network. All classrooms and learning spaces can provide for the technology needs of students and teachers. The school has undertaken programs of the renovation of learning spaces to meet the needs of future focused learners. The upgrade of VET facilities (Kitchen Classrooms) has enabled learning to occur in industry standard facilities.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
100% of students can capably connect to the school network with any approved device. All students included in BYOD program bring a viable device. All classrooms and learning spaces can provide technology needs of the teacher and all students.	Technology budget	BYOD in place. 98% of students regularly bringing device and loan devices are available. Teachers embedding technology in programs and practice including OneNote, Google Classroom, Edmodo, Maths Pathways, Education Perfect.
Increase in the number of local students from Crestwood Public School select Crestwood High School as their first school of preference including G&T students. Increase in the number of local students attending non feeder primary school selecting Crestwood High School as their first preference for high school.	Ed Delivery Cost Centre	Significant increases in enrolment has resulted from a number of initiatives including: Open Night, Year 6 to 7 taster day; Year 5 taster day, orientation evening (for parents) and orientation day for students. Year 7 enrolment has increased by 20%.
Improved school facilities and learning environment expressed by students, staff and the community via formal survey and anecdotal communication.	Kitchen Classrooms, Toilets \$350,000. Computer replacement program \$40,000.	Renovations of Kitchen classrooms, improved technology provision with computer replacement program implemented.

Next Steps

A focus on future focused learning including:

- updating environments including the development of maker space.
- upgrade of library furniture to allow for individual and collaborative learning.
- Professional learning in the use of technology teaching and learning platforms.

Strategic Direction 3

A school community that fosters wellbeing and strengthens resilience through positive relationships and connectedness.

Purpose

To cultivate relationships that enhance the wellbeing of the school community by fostering positive school spirit and developing a culture that encourages and values community contributions. To improve the image and community perception of the school both internally and externally to position Crestwood High School (and Public Education) as the local school of choice.

Overall summary of progress

Increased numbers in 2019 with 20% more students selecting Crestwood High School in year and increased number of inquiries in other years. Advertisements in place in local newspapers. Local enrolment remains unchanged. High demand for places from non-local KLA based educational partnership with feeder PS did not develop however they transformed into project based partnerships – for future development in 2019. Incoming student leaders for 2019 have reviewed feedback and recommendations and commenced planning for 2019.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Ongoing analysis indicates student engagement in social life through specific attendance data and involvement in specialised programs, individual subjects and extra-curricular initiatives.	no budget	Attendance data at Crestwood High School is very strong with attendance rates of 94% well above the state average of around 87%.
Increased number of community members involved in school programs. Increased number of programs in school that facilitate community involvement at Crestwood High School.	Budgets for individual programs	A large number of extracurricular activities have attracted high levels of community involvement. Programs such as Community Mentoring, Blooms Cafe, Joost, The Duke of Edinburgh Awards Scheme, School band, Relay for Life has increase community involvement.
Analysis of data regarding the percentage of students involved in community programs and events. These are recorded through Sentral by the organising teacher which will then provide specific and direct data.	no budget	Data shows increased numbers of students involved in extracurricular programs.

Next Steps

Formation of media action team to continue the promotion of school and school attended community activities. KLA based educational partnership with the feeder Primary School did not develop however they transformed into project based partnerships for future development into 2019. Incoming student leaders for 2019 have reviewed feedback and recommendations and commenced planning for 2019. The Spirit Week event was highly success. Student leaders evaluated the event and developed recommendations for the 2019 leadership group.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$9875	Work closely with Aboriginal students to improve academic and leadership potential.
English language proficiency	SLSO hired 2 days a week for yr 7–10 support \$16,000	Significantly improved NAPLAN results for the lower performing students.
Low level adjustment for disability	\$1500–Casual cover for teacher release time	Student and staff survey/feedback Data analysis
Socio–economic background	\$70,000 staffing	Student and staff survey/feedback Data analysis

Student information

should not be missing school due to holidays or vacations, as leave will not be granted.

Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	536	514	491	487
Girls	480	466	467	431

Post-school destinations

Proportion of students moving into post-school education, training or employment	Year 10 %	Year 11 %	Year 12 %
Seeking Employment	1	1	0
Employment	1	3	6
TAFE entry	0	2	23
University Entry	0	0	65
Other	0	0	1
Unknown	0	0	5

Student attendance profile

School				
Year	2015	2016	2017	2018
7	96.3	95.4	95.5	95.1
8	93.9	94.4	94.5	93.9
9	93.1	93.1	93.3	92.3
10	92.8	92.5	93	94.4
11	94.5	92.9	93.6	91.4
12	94.7	95	93.8	93
All Years	94.2	93.8	94	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

Year 12 students undertaking vocational or trade training

In 2018 26 year 12 students studied a vocation course at TAFE.

Year 12 students attaining HSC or equivalent vocational education qualification

In year 12, all 132 students gained their HSC or equivalent. A total of 18 students were successful in attaining an ATAR of 90 or over (Distinguished Achievers) with the Dux receiving an ATAR of 98.3. Support Unit students gained their Life Skills HSC.

Management of non-attendance

Crestwood High School's attendance of 93.3% remains well above the state average of 88.4% 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

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	2
Head Teacher(s)	11
Classroom Teacher(s)	50
Learning and Support Teacher(s)	0.8
Teacher Librarian	1
School Counsellor	1
School Administration and Support Staff	17.85
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	28

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 7 teacher representatives from different Key Learning Areas and a Deputy Principal. 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 generally their chosen career path. All PL applications need to have approval by the Head Teacher, Teaching and Learning and Deputy Principal.

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	1,356,162
Revenue	11,144,081
Appropriation	10,339,053
Sale of Goods and Services	12,869
Grants and Contributions	747,467
Gain and Loss	0
Other Revenue	24,513
Investment Income	20,179
Expenses	-10,871,208
Recurrent Expenses	-10,871,208
Employee Related	-9,225,783
Operating Expenses	-1,645,425
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	272,873
Balance Carried Forward	1,629,035

The School follows rigorous financial practices and governance structures which meet Departmental and legislative requirements in administering funds across the school throughout 2018. The Principal plans and implements an annual school budget that:

- Plans to maximise the operation of the school within available physical and financial resources.
- Ensures appropriate application of existing resources to identified areas of need including school buildings and grounds.
- Identifies and addresses occupational health and safety issues.
- Maintains appropriate records in accordance with Audit requirements.

Throughout 2018, substantial funds were expended in funding renovations and improvements to learning facilities. Specifically, the school supported our students with upgraded technology, toilet facilities, Kitchen Classrooms and improvements in grounds and play areas.

These funds were mapped against the School Plan and are represented in the 2018 School Plan Monitoring document. Governance of this expenditure included the School Planning Committee, Parents and Citizens Association (P&C) and the school's finance committee.

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	8,172,620
Base Per Capita	190,403
Base Location	0
Other Base	7,982,217
Equity Total	278,347
Equity Aboriginal	9,605
Equity Socio economic	55,633
Equity Language	67,217
Equity Disability	145,892
Targeted Total	1,226,367
Other Total	157,617
Grand Total	9,834,951

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

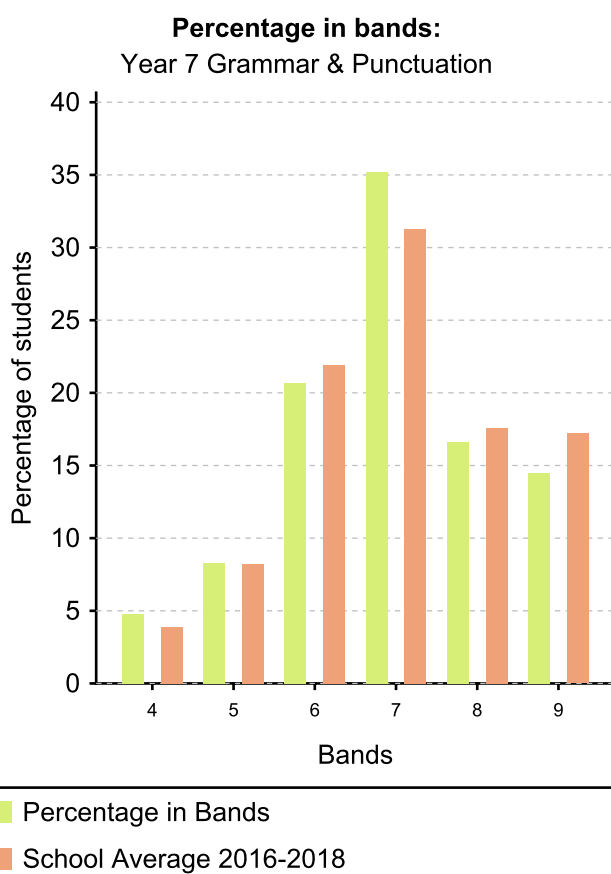
NAPLAN

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.

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.

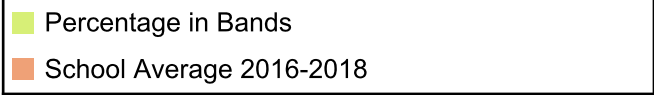
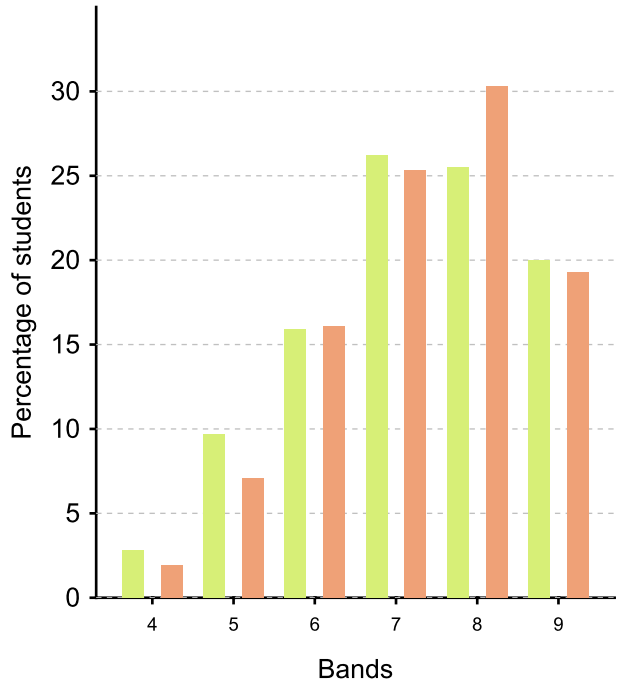
Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should take into consideration the different test formats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

The following graphs show the NAPLAN literacy results for the 2018 testing period. The year 7 graphs for literacy clearly indicate that students coming to Crestwood in 2018 were below the average of the students that have previously enrolled at Crestwood. The Year 9 graphs however, clearly show the value added for the students in Year 9, 2018. The data indicates there is a reduction in the average of students in the lower bands and an increase in students in the upper bands. This improvement has been achieved with an across the curriculum focus on literacy and professional learning programs such as Focus on Reading.



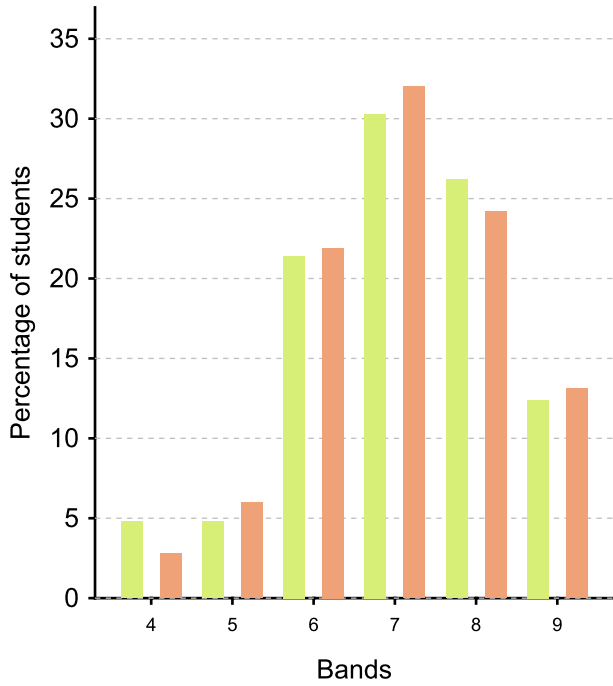
Band	4	5	6	7	8	9
Percentage of students	4.8	8.3	20.7	35.2	16.6	14.5
School avg 2016-2018	3.9	8.2	21.9	31.3	17.6	17.2

Percentage in bands:
Year 7 Spelling



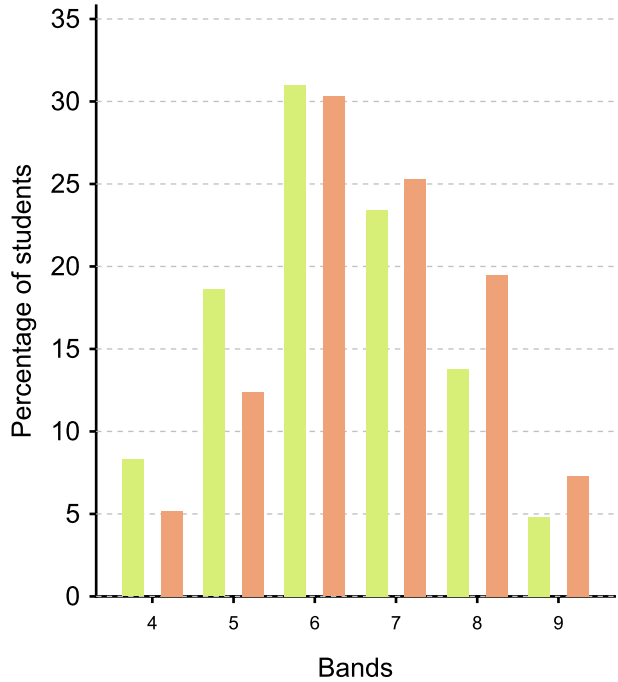
Band	4	5	6	7	8	9
Percentage of students	2.8	9.7	15.9	26.2	25.5	20.0
School avg 2016-2018	1.9	7.1	16.1	25.3	30.3	19.3

Percentage in bands:
Year 7 Reading



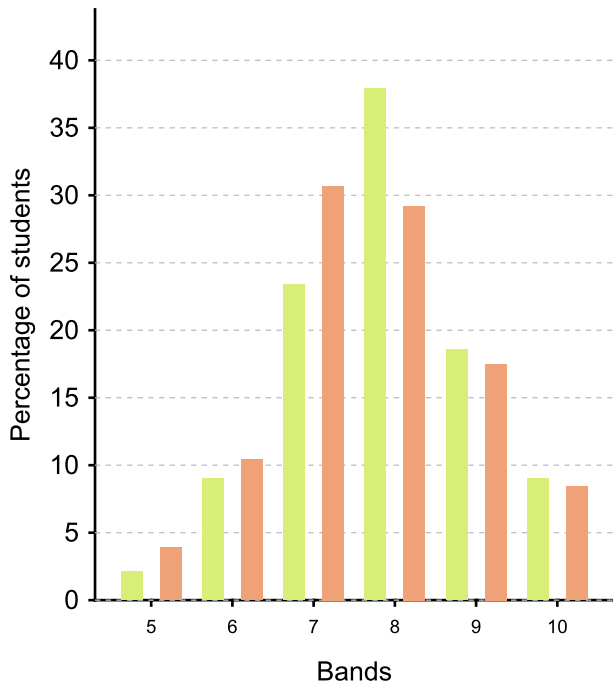
Band	4	5	6	7	8	9
Percentage of students	4.8	4.8	21.4	30.3	26.2	12.4
School avg 2016-2018	2.8	6	21.9	32	24.2	13.1

Percentage in bands:
Year 7 Writing



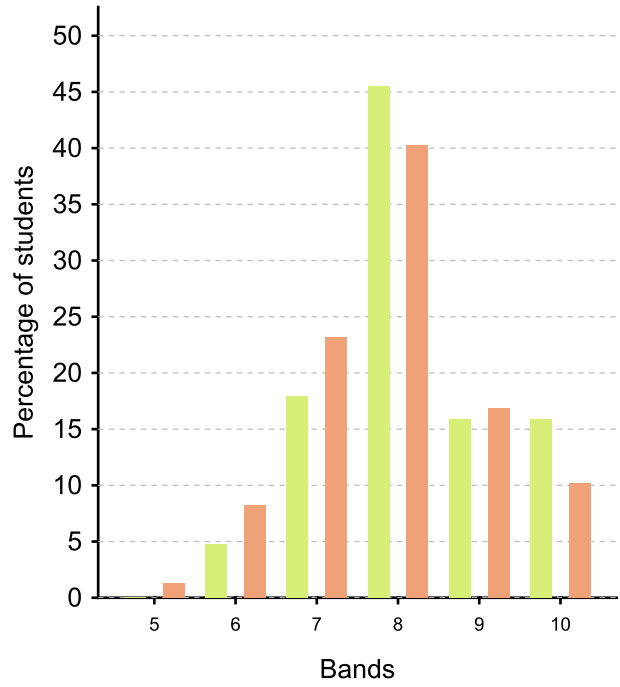
Band	4	5	6	7	8	9
Percentage of students	8.3	18.6	31.0	23.4	13.8	4.8
School avg 2016-2018	5.2	12.4	30.3	25.3	19.5	7.3

Percentage in bands:
Year 9 Grammar & Punctuation



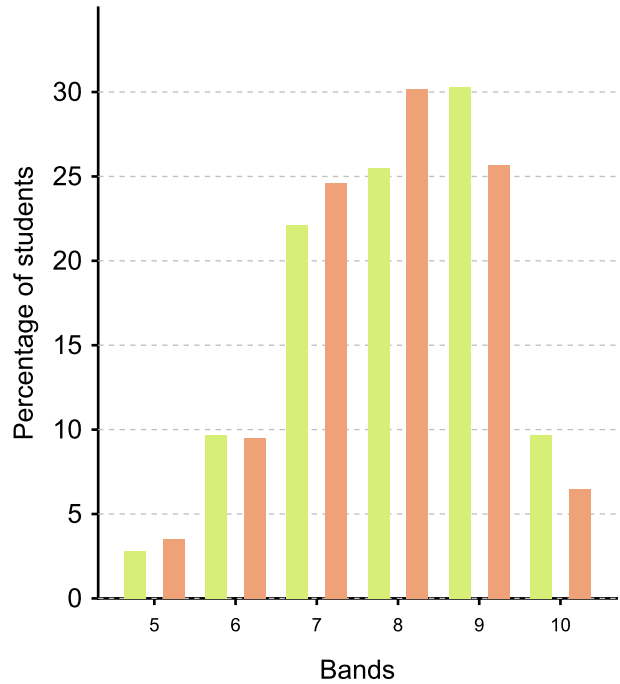
Band	5	6	7	8	9	10
Percentage of students	2.1	9.0	23.4	37.9	18.6	9.0
School avg 2016-2018	3.9	10.4	30.7	29.2	17.5	8.4

Percentage in bands:
Year 9 Reading



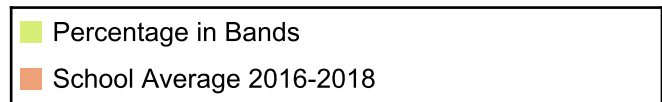
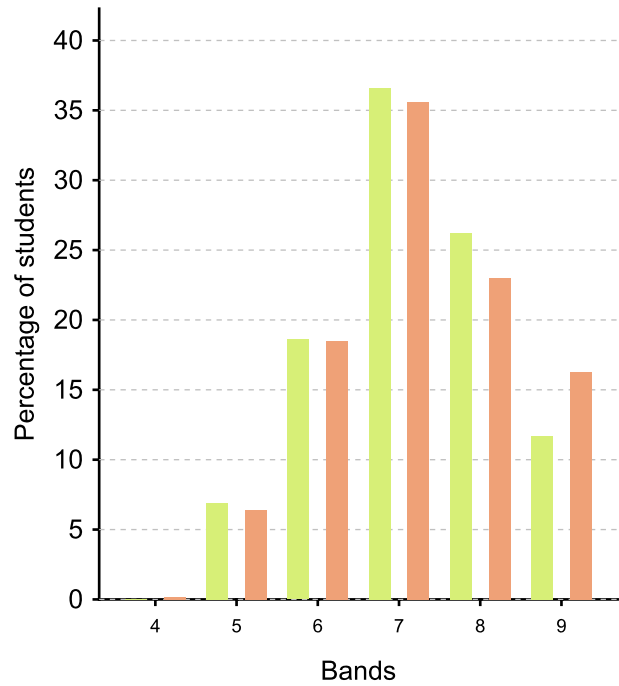
Band	5	6	7	8	9	10
Percentage of students	0.0	4.8	17.9	45.5	15.9	15.9
School avg 2016-2018	1.3	8.2	23.2	40.3	16.9	10.2

Percentage in bands:
Year 9 Spelling



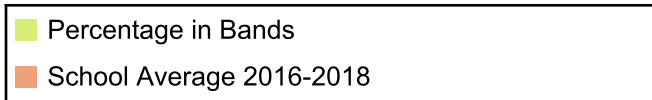
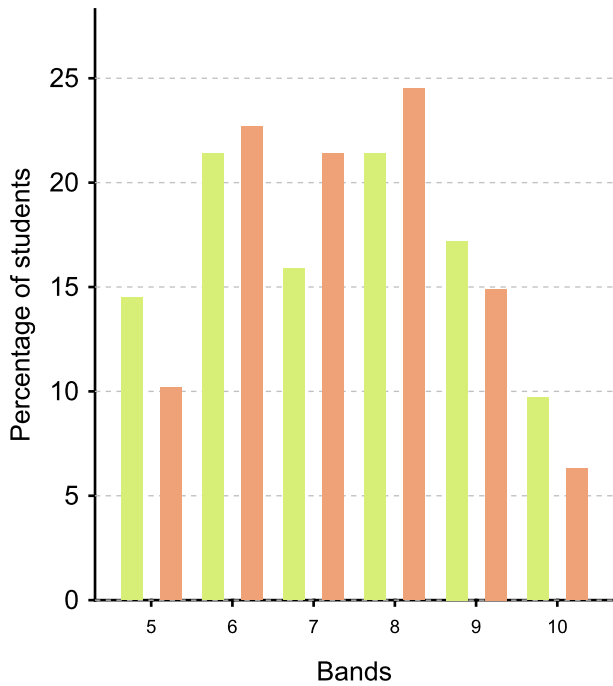
Band	5	6	7	8	9	10
Percentage of students	2.8	9.7	22.1	25.5	30.3	9.7
School avg 2016-2018	3.5	9.5	24.6	30.2	25.7	6.5

Percentage in bands:
Year 7 Numeracy



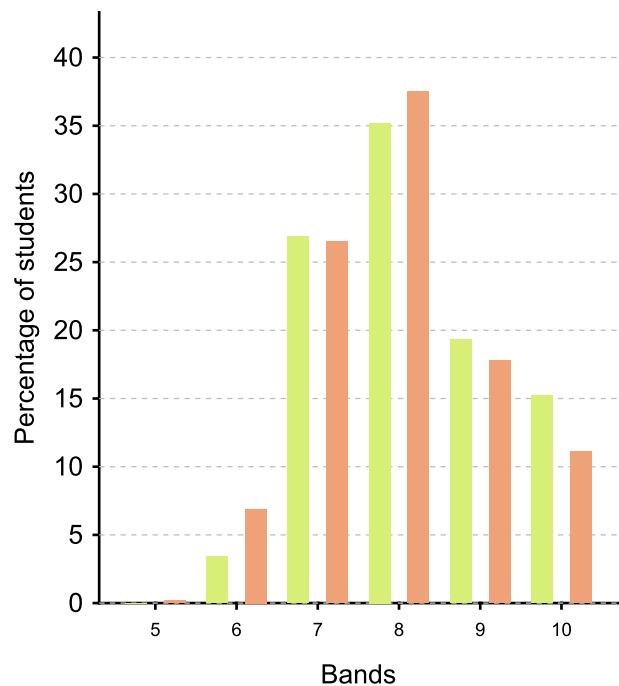
Band	4	5	6	7	8	9
Percentage of students	0.0	6.9	18.6	36.6	26.2	11.7
School avg 2016-2018	0.2	6.4	18.5	35.6	23	16.3

Percentage in bands:
Year 9 Writing



Band	5	6	7	8	9	10
Percentage of students	14.5	21.4	15.9	21.4	17.2	9.7
School avg 2016-2018	10.2	22.7	21.4	24.5	14.9	6.3

Percentage in bands:
Year 9 Numeracy



The following graphs show the NAPLAN numeracy results for the 2018 testing period. The year 7 graphs for numeracy clearly indicate that students coming to Crestwood in 2018 were below the average of the students that have previously enrolled at Crestwood. The Year 9 graphs however, clearly show the value added for the students in numeracy in Year 9, 2018. The data indicates there is a reduction in the average of students in the lower bands and a significant increase in students in the upper bands.

Band	5	6	7	8	9	10
Percentage of students	0.0	3.4	26.9	35.2	19.3	15.2
School avg 2016-2018	0.2	6.9	26.5	37.5	17.8	11.1

Glynne and Avi Jay Bose achieved the 5th highest score in the state.

Higher School Certificate (HSC)

The performance of students in the HSC is reported in bands ranging from Band 1 (lowest) to Band 6 (highest). The school achieved a result consistent with the continual level of improvement over the last 5 years. Of the 142 students in year 12, 128 studied a course that would lead to an Australian Tertiary Admissions Rank (ATAR). The total number of band 6 results was 65 with 32 students achieving a band 6. This resulted in 25% of students appearing on the distinguished achievers list. The Dux, Parasdeep Bindra achieved a ATAR of 98.3.

The My School website provides detailed information and data for national literacy and numeracy testing. Go to <http://www.myschool.edu.au> to access the school data.

VALID Science Assessment

The Validation of Assessment for Learning and Individual Development (VALID) program is providing end-of-stage diagnostic assessments for the Science KLA. VALID assists schools to monitor student achievement and will inform planning, programming and assessment practices.

The tests contain both:

* extended response tasks, which provide an opportunity to assess higher order thinking and deeper understanding of a scientific concept or big idea. Secondary students attempt three extended response tasks whilst primary students attempt two tasks.

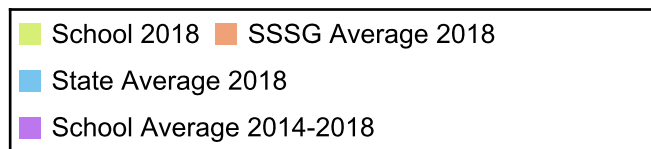
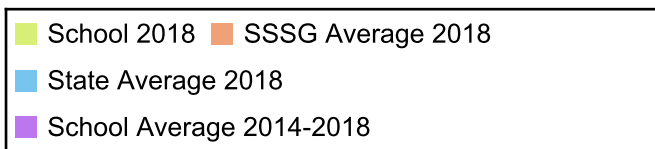
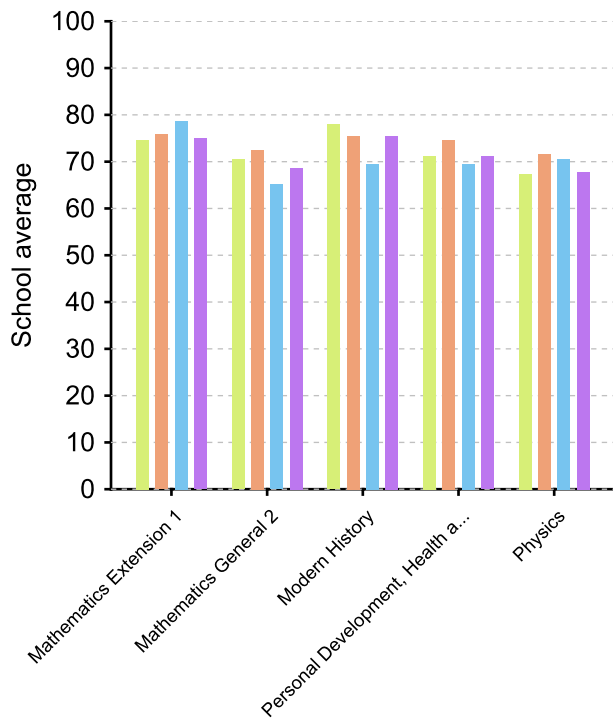
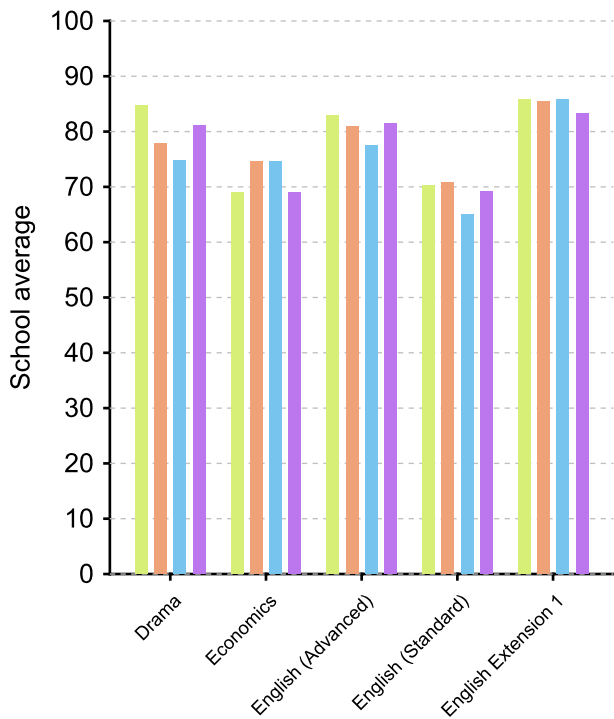
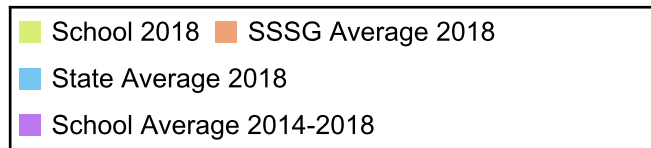
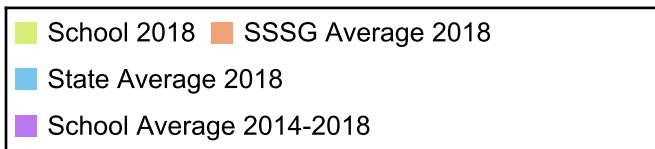
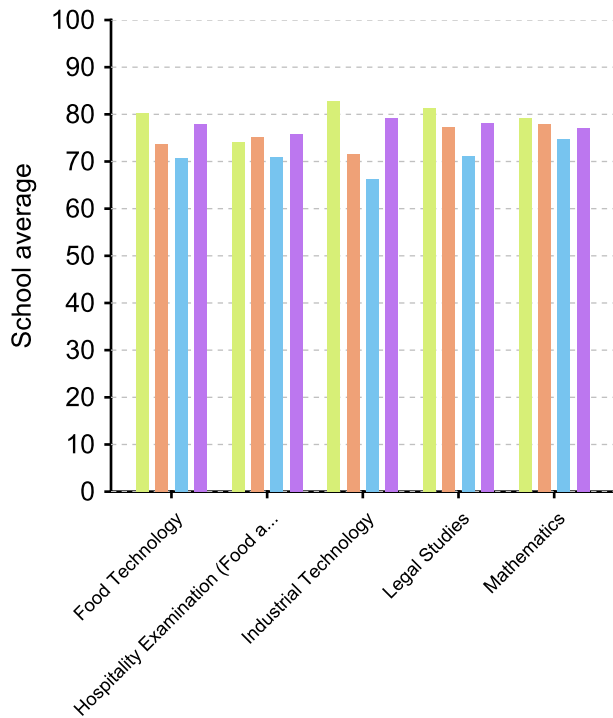
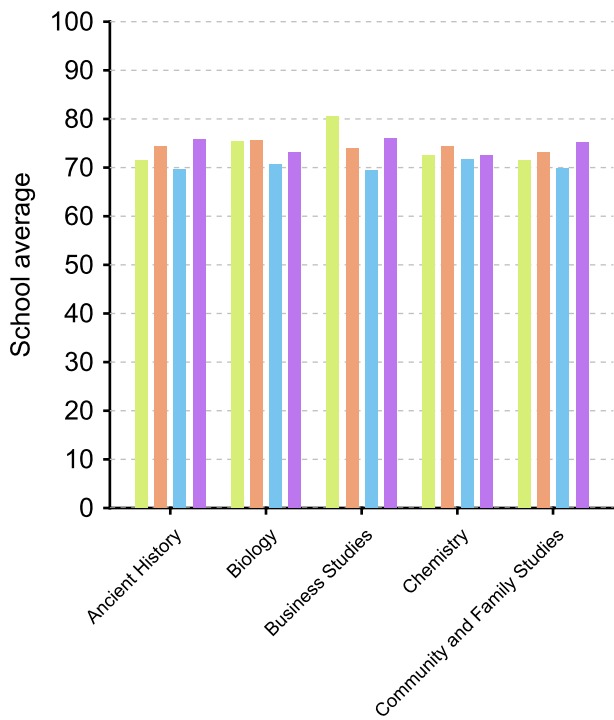
* short response and multiple choice items presented in item sets with a stimulus comprising videos, animations, graphics, audio and/or text. All items in a set are contextually linked to the stimulus.

The VALID assessments are constructed against an assessment framework based on the educational theorem known as Structure of Observed Learning Outcomes (SOLO). The assessments examined associated stage content and skills as described in the Science Years 7–10 Syllabus.

Year 8 students

achieved an average score above State average (4.5 points) and SSSG. The trend over the past 4 years indicates movement from the lower levels into the higher levels with level 5 slowly increasing. The percentage of students in levels 5 and 6 combined has been maintained at approx. 37% over the last 3 years. Level 4 and 5 is above State average mean values. However, lower than state in level 6, this is against the trend of the last 3 years. Levels 3, 4 and 5 are trending in the right direction.

Year 10 students completing the Assessment in Year 10 achieved an average score above State average (11 points) and SSSG, with a significant increase from the previous cohort. Exceptionally higher than state in level 6 (more than 3 times State and twice SSSG). This is the same cohort that in 2016 year 8 VALID was significantly higher than state (6.7%v1.7%) level 5 and 6. Substantial shift towards level 6 with level 4/5 at a similar percentage. Low level 3 compared to previous years and no level 1 or 2. In terms of extended response tasks, there was a massive improvement in level 6 students from 17% to 25% to 36% from 2016 to 2018, reflective of our development of ALARM and IDEL. Mitchell Davies ranked number 1 and he was the only student to achieve the highest score. Ethan



Subject	School 2018	SSSG	State	School Average 2014-2018
Ancient History	71.5	74.4	69.5	75.8
Biology	75.4	75.5	70.7	73.2

Parent/caregiver, student, teacher satisfaction

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

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

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

Business Studies	80.5	73.9	69.3	75.9
Chemistry	72.4	74.3	71.8	72.5
Community and Family Studies	71.4	73.2	69.9	75.2
Drama	84.8	77.8	74.8	81.2
Economics	69.0	74.6	74.7	69.0
English (Advanced)	82.9	80.9	77.5	81.5
English (Standard)	70.3	70.8	65.0	69.1
English Extension 1	85.8	85.4	85.8	83.3
Food Technology	80.3	73.8	70.7	77.8
Hospitality Examination (Food and Beverage)	74.0	75.2	71.0	75.9
Industrial Technology	82.7	71.5	66.2	79.3
Legal Studies	81.4	77.4	71.2	78.2
Mathematics	79.2	78.0	74.8	77.0
Mathematics Extension 1	74.6	75.8	78.7	75.0
Mathematics General 2	70.5	72.5	65.1	68.6
Modern History	77.9	75.5	69.5	75.4
Personal Development, Health and Physical Education	71.2	74.6	69.5	71.2
Physics	67.4	71.6	70.6	67.8

Policy requirements

Aboriginal education

In 2018 our Aboriginal students participated in a variety of activities. Two students were then chosen to give a speech about their excursion at our Naidoc Ceremony in July.

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

Multicultural and anti-racism education

Diversity Day has become an annual event at Crestwood where the whole school participates in a variety of events. The highlight of 2018 diversity day was a performance by Christine Anu, a proud Torres Strait Islander woman. The school appoints an Anti-Racism Contact Officer (**ARCO**). The **ARCO** is the central point of contact for complaints of racism. They record complaints and resolution methods, and maintain all data in line with the policy guidelines.

Other school programs

Sports

Junior Girls Champion – This student has represented Crestwood High School in various sports throughout the year. She was a netball referee for both the Year 7 gala day and the primary school PSSA gala day. She was part of the Crestwood High School Basketball, Netball, Oz Tag and Touch Football for both knockout and Macquarie Cup competitions. She was also selected and represented Macquarie Zone in the opens team for Netball and Oz-tag. This student also competed in the NSWCHS tournament representing Sydney West in Touch Football where she was commended on her leadership skills. The junior girl champion for 2018 is **Sophie Williams**.

Junior Boys Champion – This student has represented Crestwood High School at all the major carnivals this year. He competed against more than 150 competitors in the All School Triathlon Carnival. He placed 6th overall and 3rd in government schools receiving a bronze medal and in consideration to compete in the Australian carnival in April. He also competed in the School Sport Australia Triathlon Championships where he placed 3rd overall from the NSW competitors. He represented the school for Swimming and for Cross Country where he placed 4th at the Macquarie Zone carnival and made it through to Sydney West. The junior boy champion for 2018 is **Adam Dickson**.

Senior Girls Champion – This student has represented Crestwood High School at Macquarie Zone, Sydney West and state level and has been involved in various sports throughout the year. She 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, Oz tag and cross-country. This student also made it to state for Athletics in the girls relay team. The senior girl champion for 2018 is **Matilda Bloomfield**.

Senior Boys Champion – This student has been involved in various sports throughout the year. He represented the school for Athletics where he was awarded the U16 boys age champion at the Macquarie Zone carnival. He represented the school for Cross Country where he placed 8th at the Macquarie Zone carnival and made it through to Sydney West. This student was part of the Crestwood High School futsal, oz.-tag, and cricket and soccer team for both knockout and Macquarie Cup competitions. He was also selected in the Macquarie Zone team for soccer and the CHS state invitational soccer team. The senior boys champion for 2018 is **Sam O'Connor**.

The most outstanding individual sport performance – This student participated at a national and international level this year in the U15 boy's discus event. He placed 1st in the Macquarie Zone carnival, 1st in the Sydney West carnival, and 3rd in CHS State. He also attended the NSW All Schools Championships where he placed 3rd taking a bronze medal with a

throw of 50.75 metres. By taking out 3rd place, he has qualified for a direct entry in to the NSW Athletics team and he will therefore represent NSW and compete at the Australian National Athletics Championships in March next year. This student was also one of 32 athletes in NSW this year who was invited to compete in an athletics tour in Canada. He competed in discus, javelin, shot put and the 300-metre race. Tour highlights included winning the discus event with a new personal best throw of 50.94m. This throw also broke the U/15 boy's record of 37 years. The most outstanding individual sport performance for 2018 is **Jayden Duncum**.

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. We are pleased to be able to offer this opportunity to our students for the seventh consecutive year.

Award completion is at a record high and we are proud to have presented 22 Bronze Awards and 10 Silver Awards in 2018. Many more students have almost completed their Awards and will have the opportunity to progress to the next level in 2019.

Enrolment numbers are also strong, maintaining Crestwood High School's position as one of the top 100 providers of the Duke of Edinburgh's Award in NSW. In 2018, 56 students enrolled in the program; 30 students in the Silver level and 26 in the Bronze level. More students are electing for direct entry to the Silver program as positive word of mouth spreads. Four students also elected to pursue their Gold Awards with the support of the school through our partner, Youth Advance. This endeavour is ongoing, but these students will be the first to take on the rigours of the Gold Award since our last cohort in 2013.

2018 saw the school conduct five adventurous expedition and training activities to support students achieving the award, trialling several new venues which were well received. The aim of these expeditions is to develop and refine students' cross country navigation skills and achieve competencies in bush craft, first aid and camping. It is expected that students will continue to complete the other aspects of the award and achieve their awards throughout 2019.

Student Representative Council

The Student Representative Council (SRC) exists to provide opportunities for students to address the interests and concerns of students and to develop leadership skills. It is comprised of elected students from Year 7 to 12 and each year we hold a training and

planning day to determine the direction of the group in support of the school's objective. The SRC meet as a group in homeroom every day and more formally each week on Thursday at lunchtime. This year we once again 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.

Our outgoing leaders led by Rebecca Longworth and Prathamesh Tarde and SRC president Joel Davis, 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. After returning from the Mitchell Youth Leadership Camp our school leaders decided their aim for the year would be to lift school spirit and with this in mind they established the inaugural "School Spirit week". This involved a week of activities aim to be inclusive of all students to score house points. It consisted of sporting, artistic, academic and other activities held during lunchtime. The school community wholeheartedly embraced it with many staff helping to supervise some well-organised and fun events which culminated in a Friday lunch soccer game.

The Valentine's Day rose service has become a Crestwood tradition and every year the SRC provides a courier service for people to send and receive roses. This tradition was embraced once again in 2018 with all funds raised going to "Relay for Life".

The Leukaemia Foundation's "World's Greatest Shave" took place in March with 10 students shaving publically at school raising \$13000. RSPCA, Fiver for a Farmer, Jersey Day, Beyond Blue and Lisa Harnum foundation also benefited from the organisation of students. Again our biggest event was Hills Relay for life where we were awarded "Most Valuable Team" for the third time. This year we had over 100 team members and raised over \$40000 to support Cancer research.

Students from the SRC played a very valuable support role at the funerals of Mr White and Ms Mcloughlin acting as ushers and helping with the organisation of refreshments at the events. Their dignified and humble approach to all tasks was a comfort to staff and the families on the day.

Camps Program

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

environment.

Year 9 camp, held at the Port Hacking Conference & Outdoor Centre, saw the students involve themselves in all aspects of the camp, challenging them to complete the variety of land and water activities. The slogan of "challenge by choice" was continued from their year 7 camp from 2 years ago and with an attendance of over 80% of students, each and every one of them pushed themselves to their limit. Horizon Education presents a personal discovery program that is interactive and allows students to reflect on relevant issues and personal growth. A variety of activities based around outdoor themes included a high ropes challenge course, sandbar activities, sailing, billy carts, waterslides, archery, abseiling, canoeing and dragon boat racing. The students demonstrated their maturity and appreciation of many different talents within the cohort during Talent Night and as always a new discovery of incredible talent 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 the 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.

Gifted and Talented Program

Throughout the year much time has been devoted to refining and reorienting the Gifted & Talented program to suit the individual needs of our students here at Crestwood. While the entrance examination that Year 6 students sit in early March to be able to get into Crestwood the following year remains, along with the portfolio, the projects undertaken in Stage 4 have been modified and Stage 5 have been refined. The concept of the accelerated class in Stage 5 remains and we have introduced a vertically structured Gifted and Talented class consisting of students in Years 7 through to Year 10 to commence in 2019.

The Stage 4 innovation project has been replaced with the Academic Decathlon which was a huge success in its inaugural year. This was a result of student evaluation of the innovation project that indicated student motivation and engagement levels with the task declined citing the nature of the task was sizeable and it didn't directly relate to the school curriculum. The idea of the decathlon took this into consideration. Students worked in groups to answer questions on a range of topics that challenged their critical thinking and problem solving skills in a fun and supportive environment.

The Stage 5 United Nations project that was introduced two years ago has broadened its base to include invited G&T delegates from neighbouring high schools. This has the effect of strengthening relationships between schools as well as presenting opportunities for all students involved to work with like-minded students. Senior students chair and adjudicate the event as students work in groups representing a UN country to respond and give their stance on world issues that face them.

Three staff attended the Gifted and Talented conference this year at James Ruse High School and Penrith Selective High school. As a result of this conference we devised a vertically structured Gifted and Talented class consisting of identified students in Years 7 through to 10 who would be better challenged and supported by having one of their classes set up in this way. A program was devised around critical thinking, analysis and project based learning and individual learning plans will be developed for each student to meet their academic expectations.

This year has been exciting in reorienting the program and refining it to better suit the individual needs of our students. We look forward to achieving further Gifted and Talented milestones next year and professionally developing all staff to equip them with teaching strategies to better identify and cater for our G&T students.