2020 Annual Report

Castle Hill High School

8382

Introduction

The Annual Report for 2020 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

School vision

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 2020 the school had 128 teaching staff and 1950 students, 44%of whom are from a non-English speaking background, including 70 international students. Student enrolments have continued to rise.

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

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 is a statement of what is valued as excellence for NSW public schools, both now and into the future. 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.

Each year, we assess our practice against the Framework to inform our school plan and annual report.

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

For more information about the School Excellence Framework: https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability

Self-assessment using the School Excellence Framework

Elements	2020 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Sustaining and Growing
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Excelling
LEADING: Management practices and processes	Sustaining and Growing

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.

Improvement Measures

-
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

Progress towards achieving improvement measures

Process 1: Research high quality professional readings and practices to inform a school wide plan on higher order thinking

Implement a whole school approach to the explicit teaching of higher order questioning and problem solving skills so students can thrive and feel challenged

Implement additional professional learning sessions focused on conceptual learning for Year 7 teachers of gifted and talented classes

Evaluation	Funds Expended (Resources)
In 2020, small faculty based professional learning was managed in a COVID safe way to introduce the new High Potential and Gifted Education Policy and analyse the way these students are identified at Castle Hill High School. By using case studies, teachers were able to identify students who fit this profile to recognise how they would need to adjust their teaching strategies to accommodate giftedness and high potential.	Professional learning time

Process 2: Develop a set of protocols and expectations which draw on best - practice for faculties to redesign teaching programs that explicitly integrate higher order skills and rich assessment tasks (of, as and for learning)

Provide substantial time for teachers to collaborate on best - practice programming

Implement whole school professional learning to establish best-practice on formative and summative assessments that are more high order.

Evaluation	Funds Expended (Resources)
COVID impacted on the progress as professional learning time in 2020 was impacted by working at home as well as implementing training to manage the shift to learning at home for students. Although, faculties are still working on embedding HOT strategies and reprogramming to create richer learning outcomes.	Professional learning time

Process 3: Embed literacy and numeracy throughout the KLAs by explicit teaching of writing, reading and numeracy skills.

Identify every student failing to meet minimum standards for HSC accreditation and plan for their

Progress towards achieving improvement measures

Process 3:   success

Evaluation	Funds Expended (Resources)
All students who graduated in 2020 passed the minimum standards tests for literacy and numeracy. Targeted program was implemented for a very small number of students who needed support to achieve this goal. Year 10 students needed to be tested earlier in the year to provide enough time within the school structures to support students to meet this goal in 2020. Due to COVID, there are a larger number of Year 11 students than normal who need to complete some of the minimum tests before graduating in 2021.	Release time to managing the testing.

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.

Improvement Measures

- 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

Progress towards achieving improvement measures

Process 1: Develop and implement a high quality review of Quick-smart literacy and numeracy and the Maths Pathways Program

Evaluation	Funds Expended (Resources)
Continue to use pre and post data to evaluate the success of the program and make modification to improve the delivery of both programs. In 2020, COVID required a significant shift in teaching pedagogy to allow the program to run remotely.	Professional learning time Diagnostic testing SLSO time towards the programs

Process 2: Implement a professional learning program to upskill head teachers on coaching methods

Evaluation	Funds Expended (Resources)
There continues to be a large number of teachers interested in participating in the Quality Teaching Rounds. Only 1 group was able to complete the training and classroom observations due to COVID restriction. The Quality Teaching Rounds will continue to be a direction the school undertakes in the next school planning cycle.	Release time

Process 3: Promote requirements for a deeper understanding of HAT and LEAD

Implement a coaching program for teachers and executive aspiring to HAT or LEAD

Evaluation	Funds Expended (Resources)
The school will continue to support any teachers aspiring to HAT or LEAD but limited progress was made due to COVID in 2020.	Release time

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.

Improvement Measures

-
Remodel teaching and learning spaces to incorporate flexible, contemporary furniture to ensure learning for students and teaching for teachers is enhanced
-
Increase the percentage of students, including girls, engaged in STEM subjects in 2019 and 2020

Progress towards achieving improvement measures

Process 1: Implement a whole - school approach to the design of classrooms to meet 21st century learning needs of students

Evaluation	Funds Expended (Resources)
Continue to redesign classroom spaces which are more flexible learning spaces to cater for project based learning which is linked to the HOT agenda. 8 classrooms have been refurbished.	$10 000 per faculty to redesign 1 classroom

Process 2: Implement a project team to investigate STEM electives and strategies in other schools with a view to developing a plan for future STEM inclusion at CHHS

Evaluation	Funds Expended (Resources)
The curriculum Head Teachers have been implementing STEM within the Computers, Science and TAS faculties based on new syllabi and evaluating current practices.	Release Time

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	SLSO support, excursions, uniforms and fees	Continued to run mentoring program where each student is partnered with a teacher. The teacher meets regularly with their student to support their needs. Approval of the RAP though the reconciliation Australia. Other programs that regularly run were impacted by COVID.
English language proficiency	EALD programs	Annually completed the EALD survey to evaluate and identify the level of support needed. In Term 1, Year 7 undergo testing to double check the information provided by the primary school in terms of EALD support required. Based on this information, classes and programs are structured within school context to deliver programs to build on English proficiency. Internal data measures are showing improvements in student outcomes.
Low level adjustment for disability	Learning support team including SLSO time	Continued to update student information through school systems as well as the NDIS to identify individual needs and implement programs to support student growth and development.
Socio-economic background	Excursion, uniforms and fees provided	Identified families are provided support as required.
Support for beginning teachers	Beginning Teacher Funds	All new scheme teachers and new teachers to Castle Hill High School participated and completed at least 9 hours of NESA registered Professional Learning, in-house. All new scheme teachers are on reduced teaching loads with support through the Head Teacher Teaching and Learning as well as the appropriate curriculum Head Teacher by providing mentoring and feedback on classroom practice.

Student information

Student enrolment profile

Students	Enrolments			
	2017	**2018**	**2019**	**2020**
Boys	835	864	910	1001
Girls	794	865	889	961

Student attendance profile

School				
Year	**2017**	**2018**	**2019**	**2020**
7	95.8	95.5	93.6	96.1
8	94.1	92.5	92.6	93.9
9	93.9	92.4	89.7	94.2
10	92.9	91.3	90.1	90.6
11	93.4	92.5	89.7	92.9
12	93.4	95.4	92.4	92.3
All Years	93.9	93.3	91.4	93.4
State DoE				
Year	**2017**	**2018**	**2019**	**2020**
7	92.7	91.8	91.2	92.1
8	90.5	89.3	88.6	90.1
9	89.1	87.7	87.2	89
10	87.3	86.1	85.5	87.7
11	88.2	86.6	86.6	88.2
12	90.1	89	88.6	90.4
All Years	89.6	88.4	88	89.6

NSW student attendance data in 2020 is not comparable to previous years due to the effects of the COVID-19 pandemic. The NSW Government encouraged students to learn from home, where possible, for a seven week period from 24 March to 22 May. During this period, schools monitored engagement with learning to determine whether students were marked present. This changed the attendance measure. There was also some evidence of varied marking practices as schools adjusted to the learning from home period, with some schools recording higher attendance rates while others recording markedly lower rates.

Management of non-attendance

Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non-attendance.

Castle Hill High School 8382 (2020) Printed on: 23 April, 2021

Post school destinations

Proportion of students moving into post-school education, training or employment	Year 10 %	Year 11 %	Year 12 %
Seeking Employment	NA	NA	NA
Employment	2	3	5
TAFE entry	1	1	12
University Entry	NA	NA	75
Other	3	4	5
Unknown	1	1	3

Year 12 students undertaking vocational or trade training

16.15% of Year 12 students at Castle Hill High School undertook vocational education and training in 2020.

Year 12 students attaining HSC or equivalent vocational education qualification

98.2% of all Year 12 students at Castle Hill High School expected to complete Year 12 in 2020 received a Higher School Certificate or equivalent vocational education and training qualification.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	3
Head Teacher(s)	18
Classroom Teacher(s)	94.2
Learning and Support Teacher(s)	0.9
Teacher Librarian	2
Teacher ESL	3
School Counsellor	1
School Administration and Support Staff	19.37
Other Positions	2

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2020, 3.7% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

Workforce ATSI

Staff type	Benchmark[1]	2020 Aboriginal and/or Torres Strait Islander representation[2]
School Support	3.30%	6.30%
Teachers	3.30%	2.80%

Note 1 - The NSW Public Sector Aboriginal Employment Strategy 2014-17 introduced an aspirational target of 1.8% by 2021 for each of the sector's salary bands. If the aspirational target of 1.8% is achieved in salary bands not currently at or above 1.8%, the cumulative representation of Aboriginal employees in the sector is expected to reach 3.3%.

Note 2 - Representation of diversity groups are calculated as the estimated number of staff in each group divided by the total number of staff. These statistics have been weighted to estimate the representation of diversity groups in the workforce, where diversity survey response rates were less than 100 per cent. The total number of staff is based on a headcount of permanent and temporary employees.

Teacher qualifications

All casual, temporary and permanent teachers in NSW public schools must hold a NSW Department of Education approval to teach. Teachers with approval to teach must be accredited with the NSW Education Standards Authority, and hold a recognised teaching degree. All NSW teachers must hold a valid NSW Working With Children Check clearance.

Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice. Professional learning includes five student-free School Development Days and induction programs for staff new to our school and/or system. These days are used to improve the capacity of teaching and non-teaching staff in line with school and Departmental priorities.

In 2020, an additional School Development Day was included at the start of Term 2 to assist school leaders, teachers

and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

Castle Hill High School 8382 (2020)

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2020 to 31 December 2020. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2020 **Actual** ($)
Opening Balance	1,724,767
Revenue	19,507,343
Appropriation	18,401,234
Sale of Goods and Services	294,880
Grants and contributions	756,691
Investment income	7,559
Other revenue	46,979
Expenses	-18,861,834
Employee related	-16,744,729
Operating expenses	-2,117,105
Surplus / deficit for the year	645,509
Closing Balance	2,370,276

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.

Financial summary - Equity loadings

The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

	2020 **Approved SBA** ($)
Targeted Total	23,569
Equity Total	649,193
Equity - Aboriginal	9,770
Equity - Socio-economic	45,148
Equity - Language	378,810
Equity - Disability	215,465
Base Total	16,714,314
Base - Per Capita	432,811
Base - Location	0
Base - Other	16,281,503
Other Total	609,618
Grand Total	17,996,694

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.

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.

The My School website provides detailed information and data for national literacy and numeracy testing. Go to myschool.edu.au to access the school data.

2020 NAPLAN

As agreed by the Education Council, the National Assessment Program (or NAPLAN) did not proceed in 2020 due to the COVID-19 pandemic. This was to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

The Education Council also agreed to defer the full transition to NAPLAN Online from 2021 to 2022 and the continuation of current NAPLAN governance arrangements through 2021.
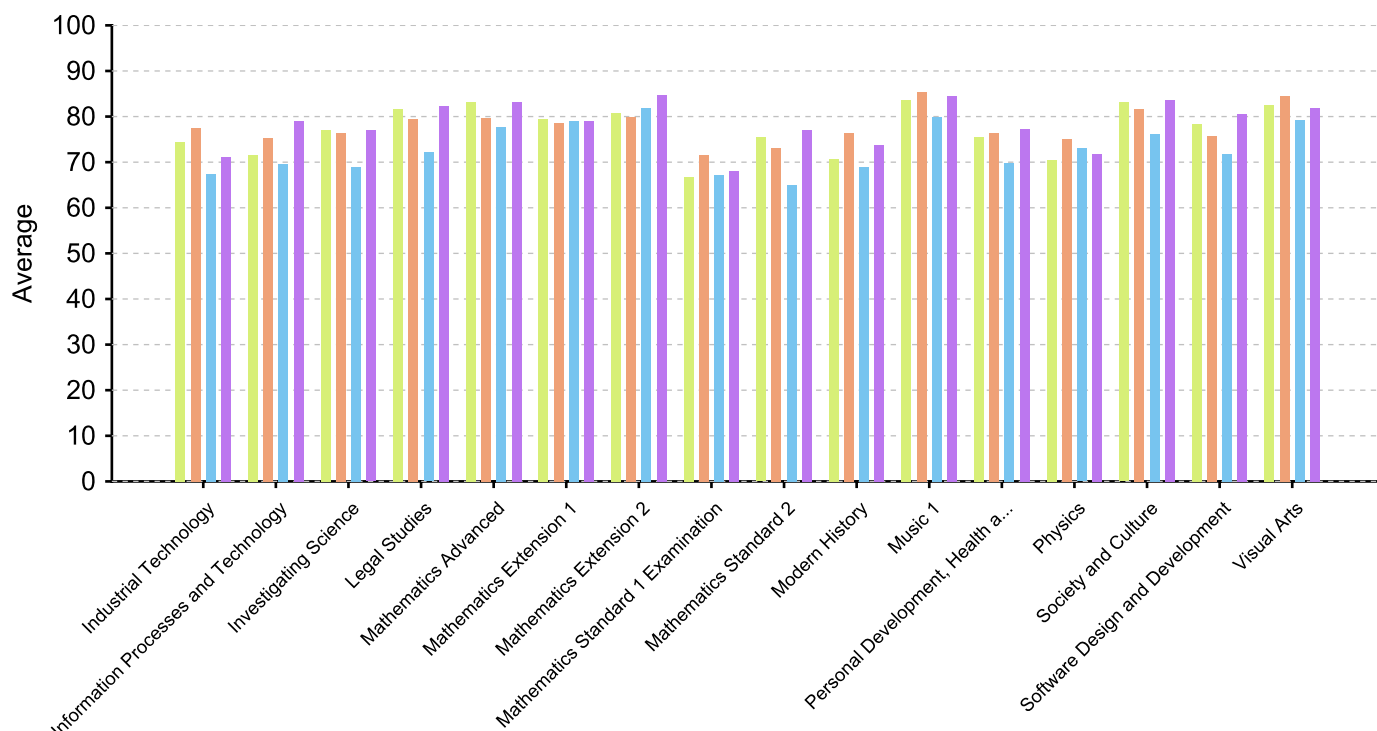
School performance - HSC

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

The information in this report must be consistent with privacy and personal information policies. Where there are fewer than 10 students in a course or subject, summary statistics or graphical representation of student performance is not available.
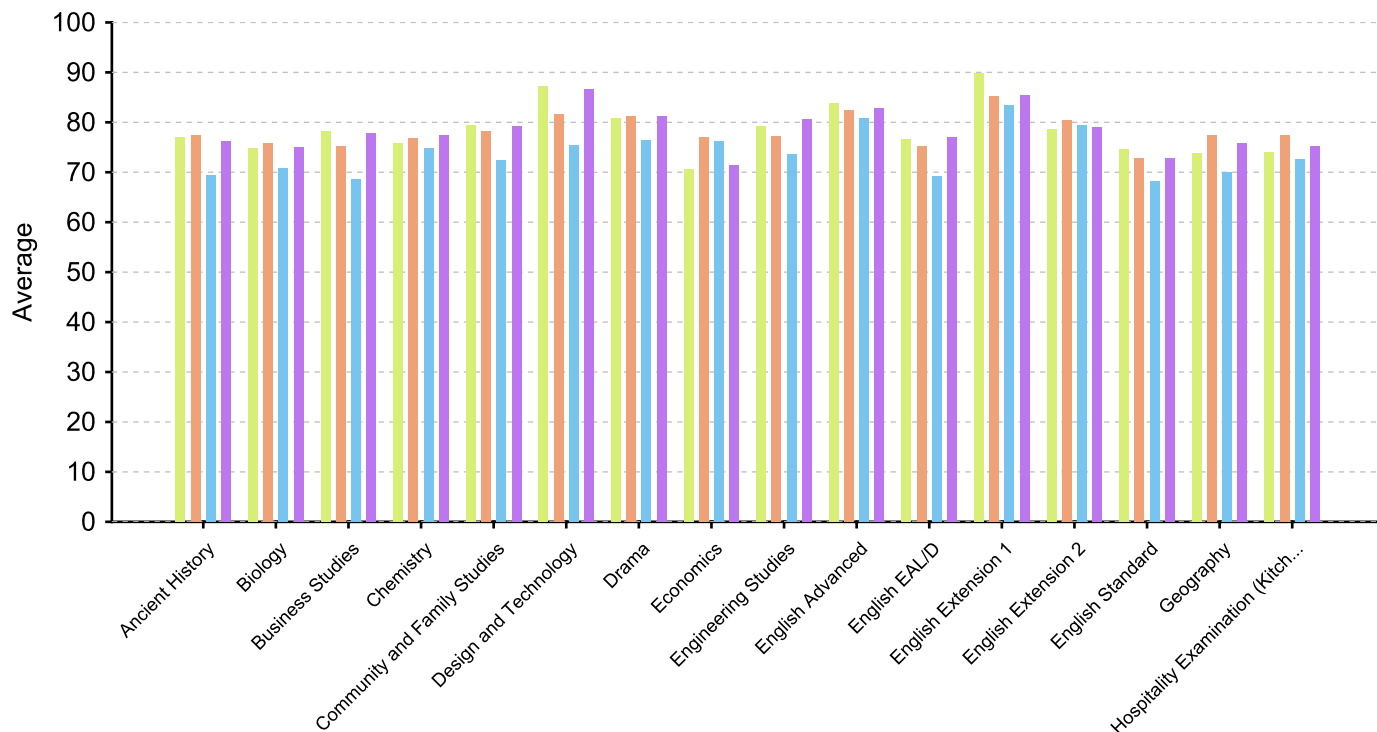
Subject	School 2020	SSSG	State	School Average 2018-2020
Ancient History	76.9	77.4	69.4	76.2
Biology	74.8	75.7	70.8	75.0
Business Studies	78.1	75.1	68.6	77.8
Chemistry	75.7	76.9	74.8	77.4
Community and Family Studies	79.5	78.2	72.4	79.3
Design and Technology	87.2	81.5	75.4	86.6
Drama	80.8	81.2	76.4	81.1
Economics	70.6	77.0	76.1	71.4
Engineering Studies	79.2	77.3	73.6	80.6
English Advanced	83.9	82.4	80.8	82.8
English EAL/D	76.5	75.2	69.3	77.1
English Extension 1	89.8	85.1	83.4	85.4
English Extension 2	78.7	80.4	79.3	79.0
English Standard	74.6	72.8	68.1	72.9
Geography	73.7	77.3	70.1	75.8
Hospitality Examination (Kitchen Operations and Cookery)	73.9	77.4	72.5	75.1
Industrial Technology	74.4	77.6	67.5	71.2
Information Processes and Technology	71.5	75.3	69.6	78.9
Investigating Science	77.0	76.3	69.0	77.0
Legal Studies	81.6	79.4	72.1	82.3
Mathematics Advanced	83.2	79.7	77.7	83.2
Mathematics Extension 1	79.4	78.7	79.1	79.0
Mathematics Extension 2	80.8	80.0	81.8	84.7
Mathematics Standard 1 Examination	66.8	71.6	67.2	68.1
Mathematics Standard 2	75.4	73.1	64.9	77.0
Modern History	70.7	76.4	68.9	73.7
Music 1	83.6	85.5	79.8	84.4
Personal Development, Health and Physical Education	75.5	76.4	69.9	77.3
Physics	70.5	75.1	73.0	71.8
Society and Culture	83.1	81.6	76.2	83.6
Software Design and Development	78.4	75.8	71.8	80.6
Visual Arts	82.5	84.5	79.2	81.8

Castle Hill High School 8382 (2020) Printed on: 23 April, 2021
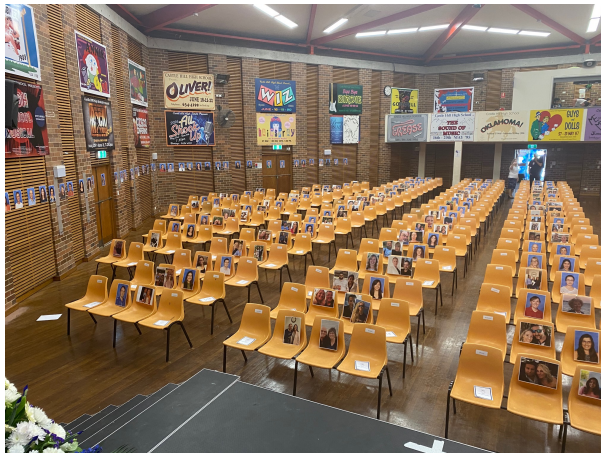
Parent/caregiver, student, teacher satisfaction

Students in Years 7 - 11 completed an Online Learning survey to provide feedback on the progress of remote learning. after two weeks of remote learning. The feedback provided the opportunity for the school to reflect and improve practices to ensure students were able to access work easily and not be overwhelmed by the tasks being provided. Parent feedback was generally positive as they felt the school and staff were supportive in trouble shooting problems and supporting student learning.

The Tell Them From Me survey showed that 80% of students had positive Wellbeing which is up 9.71% based on the previous years results.

Parent feedback obtained for the next school plan showed they were very proud of the strong academic results that the school continues to obtain through its highly professional and supportive staff as well as the numerous programs which are run within the school context. The leadership team has strong communication skills and awareness of the issues and there is a commitment for continual growth or improvement. Positive school culture which is inclusive where "every student counts" was recognised as a strength by parents. In light of the growing number of students and the age of the school, they identified areas which required upgrading to meet the demands of the students. They also identified other areas of curriculum exposure for students both academically and non-academically inclined as well as providing further support and information around subject selection choices. Teacher communication around general progress and warning letters was flagged as an area for more consistency.

Policy requirements

Aboriginal Education Policy

The responsibility for enacting the Aboriginal Education Policy rests with all Departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings.

Evidence of effective implementation of the policy included:

- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
- Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.

Anti-Racism Policy

All teachers are responsible for supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. Principals are responsible for examining school practices and procedures to ensure they are consistent with the policy. All schools have an Anti-Racism Contact Officer who is trained to respond to concerns in relation to racism.

Multicultural Education Policy

Teachers address the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. Principals are responsible for ensuring that school policies, programs and practices respond to the cultural, linguistic and religious diversity of the school community, and provide opportunities that enable all students to achieve equitable education and social outcomes.