2021 Annual Report

Crestwood High School

8552

Introduction

The Annual Report for 2021 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 Strategic Improvement Plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

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School vision

At Crestwood High School, safe and respectful learning underpins all practices supporting all students to achieve their potential through a broad range of experiences. Wellbeing programs inspire our students to become ethically and socially responsible citizens with a genuine sense of acceptance and inclusivity, prepared to make positive and valuable contributions to our society. Fostering a love of learning, students at Crestwood High School are encouraged to strive for excellence, welcome challenge and revere improvement at all levels. Curricular and extra-curricular experiences are organised to build resilience and resourcefulness that equip our students with the necessary skills and attitudes to meet life's challenges. To achieve this, staff 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 with a strong focus on collective efficacy and consistent quality practices.

School context

Crestwood High School is a 7-12 comprehensive high school with a support unit located in northwest Sydney. The student population of 1031 has seen a steady increase in the last three years. It is expected that these numbers will plateau in line with the enrolment cap and school capacity. Our school diversity includes 47 % of students who have a language background other than English, 25% of students require some level of EAL/D support with 7% of students requiring support at beginning or emerging level. There are 11 students who identify as Aboriginal or Torres Strait Islander. The Support Unit consists of three physical disability classes, one autism class and one multi-categorical.

The school's staffing entitlement in 2021 is 73.9 teaching staff and 18.6 non-teaching staff. The school also employs an additional Head Teacher Teaching and Learning, Head Teacher - Technology for Learning, Deputy Principal-Instructional Leader and a casual Business Manager. Our Executive is experienced and stable with all but one Head Teacher being in the role for more than 5 years.

The school has made strong connections with the community building a shared responsibility for the future of our young people. Our partners include Macquarie university, Western Sydney University, NSW University, The Hills Relay for Life, The Hills Rotary, Hills Shire Council, local primary schools (particularly Crestwood PS, Jasper Road PS and Bella Vista PS). Crestwood HS embraces the opportunity to network with other high schools in order to improve practice. Currently the school is working closely with Castle Hill HS (CANVAS implementation) and Model Farms HS (SIP).

Historically, NAPLAN data indicates that students generally perform above state average in literacy, numeracy and VALID assessment. There is an upward trend in students achieving in the top two bands for reading, writing and numeracy from 2016-18 however there was a decline in 2019 and no NAPLAN tests were conducted in 2020. Through the situational analysis we identified focus areas in writing, including spelling. The literacy team has representation from all KLAs and their role is to devise and implement research based strategies to improve student achievement in all KLAs. This will include the development and implementation of secondary curriculum related progressions. The situational analysis further showed a significant decline in the number of students in the top two bands in numeracy in 2019. In response to this the school has appointed a Numeracy coordinator who will lead the Numeracy Team to enhance teacher capacity and improve student achievement data. The person in this role will lead the Numeracy Team to analyse data and implement progressions across all KLAs. The progressions will be linked to numeracy skills required for HSC subjects.

The general trend in HSC results over the last five years has seen the number of subjects above state mean continually increase, from 18 subjects below state average in 2015 to 7 subjects below state average in 2019. In 2020 there was a slight decline to 16 subjects above state average. The situational analysis identified a need to focus on strengthening the rigour of stage 4 and 5. We will continue to increase the rigour of stage 5 subjects to provide students with a deeper understanding of their own capability in preparation to make suitable choices for success in stage 6. Collective efficacy in quality teaching practices and strengthening subject expertise is a focus supported by the school funded role of Deputy Principal - Instructional Leader. This role will oversee the areas of collective improved practice, quality teaching rounds program, effective Action Team performance and ongoing self assessment aligned with improvement measures and success criteria.

All equity funding will be linked to the learning support for specified students with additional needs.

Students are highly engaged in extra-curricular programs such as sport, competitions, performing arts, debating, public speaking and Duke of Edinburgh. School camps are usually held for years 7, 9 and 11 with a high attendance rate of 95%. The Year 7 and 11 camps were held in 2021 however, the Year 9 camp did not proceed. The Year 11 camp of 2020 was postponed to 2021 in Term 1.

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 and wellbeing that support quality teaching and learning across the school.

Crestwood High School 8552 (2021)

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 and participated in an external validation. 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 Strategic Improvement Plan and annual report. Every four years, our school undergoes an external validation process.

During the external validation process, an independent panel consisting of a Principal School Leadership and a peer principal considered our evidence and assessment of our school's progress against the School Excellence Framework.

Our self-assessment and the external validation process will assist the school to refine our Strategic Improvement 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/school-excellence

Self-assessment using the School Excellence Framework

Elements	2021 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	Excelling
LEARNING: Student performance measures	Sustaining and Growing
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Excelling
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	Excelling
LEADING: School resources	Excelling
LEADING: Management practices and processes	Excelling

Strategic Direction 1: Student growth and attainment

Purpose

Through explicit teaching practices, responsive to specific data analysis, each student will experience growth in their skills and learning. Students will demonstrate growth through purposefully designed educational programs and practices. Instruction will be adapted to suit the learning needs of each student through the effective use of assessment and a data informed culture across all KLAs, supporting progressive growth and attainment for all students.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Highly effective teaching practices
- HSC attainment - High Leverage Strategies

Resources allocated to this strategic direction

Low level adjustment for disability: $22,424.00
Professional learning: $3,875.00
: $34,781.00

Summary of progress

In 2021, 32.46% of Year 9 students achieved in the **top two bands in NAPLAN** for **reading indicating** 3.26% achievement from the previous year. (2019) where 29.2% of Year 9 students achieved in the top two bands for reading. Comparatively against similar schools groups (SSG), the school has improved the gap between SSG from -0.4% (2019) to 3.8% (2021) indicating that the proportion of students in the top two bands in reading are now above SSG. In 2021, 30.16% of Year 9 students achieved in the **top two bands** for **numeracy**. This is an improvement of 7.66% from the previous year (2019) where 22.5% of Year 9 students achieved in the top two bands for numeracy. In 2021, Year 9 students in the top two bands for reading was 11% above state average and 7.1% above state average for numeracy. In 2021, 19% of Year 9 students achieved in the **top two bands** in **writing.** This is an improvement of 7% from the previous year (2019) where 12% of Year 9 students achieved in the top two bands. Whilst writing is not included in the system negotiated targets, the school will continue to pursue this target as a school based target within the Strategic Improvement Plan in order to support the improvement of HSC results.

In 2021, 62.1% of Year 9 students achieved **expected growth** for **reading** which is 1.9% above SSG (59%). This an increase of 8.1% of students achieving expected growth against SSG from 2019 to 2021. The school will continue to pursue the system based target of 72.7% through strategically planned initiatives. Year 7 and 8 students will continue to be allocated an additional period for targeted literacy development within the English allocation and a targeted numeracy development in Mathematics as part of whole school strategic initiatives. The DEAR program will continue in 2022 with an evaluation of the initiative to be conducted in term 1 by the Literacy Team. The promotion of reading for leisure initiative by Library staff will continue in 2022 with a continued focus on resourcing and promotion that is responsive to student feedback and interest. Continued focus on explicit writing strategies supported by assessment design in stage 4 and 5 will continued to be supported by professional learning and collegial support. Incorporating external expertise (Brian Miller and Ruth Phillips) were valuable in lifting teacher expectation, practices and pedagogy in their own subject area for stage 4 and 5.

In 2021, 37.14% of Year 9 students achieved **expected growth in numeracy** which was a decrease of 9.56%. The numeracy Team is reviewing initiatives implemented. The focus of numeracy initiatives targeted Year 8 and it is anticipated that the impact of the initiatives will be evidenced in Year 9 NAPLAN Numeracy in 2022. The check in assessments for 2021 (term 4) will be reviewed to assess progress and identify focus for strategies for 2022. The numeracy team implemented a "pretest, learn, apply, post-test model" in area and perimeter in term 2. In term 4, this initiative is being repeated with Year 8 with the focus being symmetry and rotation. Next year there is an increased focus to encourage more staff to be a part of the numeracy action team. The focus skill/outcome is pre-tested and concepts are taught in their numeracy lesson which is one dedicated lesson per cycle in Year 8 Mathematics. The establishment of the Numeracy Action Team and working with the Numeracy Strategy Advisor (Nirimba) explicitly designed targeted initiatives in response to performance improvement needs and addresses system negotiated targets. The Numeracy team will continue to work with the Numeracy Advisor in 2022, utilise data analysis from Check In assessment and school based assessment from whole school initiative.

In 2021, 72.5% of Year 9 students achieved **expected growth in writing** which is 10.1% above SSG (61.4%). This is an increase of 16% of students achieving expected growth in writing from 2019 to 2021. In 2022, the school will continue to pursue external expertise in building writing capacity in stage 4/5, utilise Quality Teaching Rounds (QTR) and ensure

writing quality is a focus of PL and Literacy Team initiatives. Continued focus on explicit writing strategy supported by assessment design in stage 4 and 5 will continued to be supported by professional learning and collegial support. Incorporating external expertise (Brian Miller and Ruth Phillips) were valuable in lifting teacher expectation, practices and pedagogy in their own subject area for stage 4 and 5.

In the **HSC 2021,** 38.02% of students attained results in the top two bands demonstrating progress toward the lower bound target of 45.01%. Continued focus on explicit writing strategies supported by assessment design in stage 4 and 5 (both formative and summative) will aim to develop explicit writing skills in the context of each KLA in preparation for the rigour of stage 6 courses. Professional learning experiences and collegial support will focus on best practice and pedagogy, incorporating external expertise (eg Brian Miller and Ruth Phillips) in lifting teacher expectation and capacity in their own subject area for stage 4 and 5. During 2021, the HPGE Team were able to continue with the development and implementation of Personalised Learning Plans for all HPGE students. The CANVAS study hub provides support for HPGE students to access techniques for study in a central area. This subsequently expanded to a Crestwood HS Study Hub (hosted by a variety of teachers) available for all students. In 2022, further development of personalised support program for HPGE students will include management anxiety, stress and time frames.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
Numeracy - top two bands Increase the proportion of students in the top two bands to **38.6%**	28.79% of students in Year 7 and 9 achieved in the top two bands in NAPLAN numeracy indicating progress toward the lower bound target of 38.6% improving by 6.57% (NAPLAN 2019)
Writing - top two bands Increase the proportion of students in the top two bands of year 7 and 9 to **32%** in NAPLAN writing.	In 2021, 18.9% of Year 9 students achieved in the top two bands in writing demonstrating progress toward the school based target of 32% this is an improvement of 6.5% (NAPLAN 2019). Whilst writing is not included in the system negotiated targets, the school will continue to pursue this target independently in order to support the improvement of HSC results.
HSC - top two bands Increase the proportion of students in the top two bands of Year 12 HSC to 42%	38.02% of students attained results in the top two bands demonstrating progress toward the lower bound target of 45.01%. In 2022, the school will continue to pursue external expertise in building writing capacity in stage 4/5, utilise QTR and ensure writing quality is a focus of PL and Literacy Team initiatives.
Reading - top two bands Increase the proportion of students achieving in the top two bands in Year 7 and 9 to **32%** in NAPLAN reading	32.46% of students achieved in the top two bands in NAPLAN reading indicating that the school has achieved the lower bound target of 31.65% and is making progress toward the upper bound target of 36.65%
Reading - expected growth Increase the proportion of students achieving expected growth in **reading** in Year 9 NAPLAN to **70%**	The percentage of students achieving expected growth in reading increased to 62.1% indicating progress toward the lower bound target of 72.7%.
Numeracy - expected growth Increase the proportion of students achieving expected growth to **63%** in year 9 NAPLAN numeracy	NAPLAN 2019 indicated that 46.7% of Year 9 students achieved expected growth in numeracy. The focus of numeracy initiatives targeted Year 8 2021 and it is anticipated that the impact of the initiatives will be evidenced in Year 9 NAPLAN Numeracy in 2022. The Numeracy team will continue to work with the Numeracy Advisor in 2022, utilising data analysis from Check in assessment and school based assessment. from whole school initiatives.

Strategic Direction 2: Quality teaching and effective teaching practice

Purpose

Effective quality teaching practices and collective efficacy in consistent classroom management supports an improved quality of learning for students. We will develop this through reflective planning and professional learning for improvement. A whole school approach to effective teaching strategies will be modeled and shared by teachers resulting in the collective contribution to productive learning for all students.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Improve effective classroom practice
- Innovative Learning Community

Resources allocated to this strategic direction

Professional learning: $27,300.00
Socio-economic background: $34,781.00

Summary of progress

The data indicates that teachers have adopted the use of CANVAS as the primary learning management platform in the school and students have adapted well to using it for all aspects of learning. The process of implementing CANVAS across the school was accelerated by extended periods of remote learning. The next step in the process is to use specific analytics to determine the type of individual teacher usage and where the points of need are to refine skills. Once that data is obtained, strategies will be developed to support professional learning to make all professional learning responsive to individual teacher needs. This will include exploring the capacities of CANVAS to continue to improve the quality of lesson delivery providing challenge and differentiation for all students. Feedback from teachers and students on the CANVAS experience in 2021 has highlighted what constitutes quality teaching practices and what constitutes effective content from both teacher and student perspectives. Professional learning 2022 will include initiatives and professional learning events that will be responsive to the needs of staff and students as articulated through the survey and other anecdotal evidence eg usage rates, type of usage, student engagement. Leaders of non KLA portfolios and initiatives such as Wellbeing, Careers, Library and Study Skills have commenced developing their section ('hubs') in CANVAS. The student Leadership Team have been committed and active in supporting the area of Wellbeing for both staff and students.

The school maintained a whole school focus on quality teaching and underpinning all practice and professional learning with the Quality Teaching Framework. In 2022, PDPs will incorporate the metalanguage of the Quality Teaching Framework to promote the consistency of professional language and focus on improved practice through observation and feedback. Quality Teaching Rounds commenced in term 1 2021 with the formation of QT groups of teachers however the program was delayed due to discontinued face to face operations. This program will continue in term1 2022.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
All teachers (100%) have been able to create a digital classroom on CANVAS for at least one class that includes completed programming, assessment, resources.	Implementation of Canvas at start of 2021 with the goal that all staff would be using Canvas with at least one class. Each faculty had a representative for the T4L action group. A Canvas planning day was organised for the T4L action group to establish collective efficacy in Canvas implementation. PL sessions were organised for SDD. Canvas coordinator role was established to assist faculties and staff in its implementation, which was very well received and utilised. Canvas analytics indicates that 94% of permanent teachers on duty and 92% of SLSOs were using CANVAS.From the initial whole school implementation of Canvas, total of 98 teachers (including SLSOs) are active Canvas users. Barriers included resistance to change, comfort with previous Learning

All teachers (100%) have been able to create a digital classroom on CANVAS for at least one class that includes completed programming, assessment, resources.	Management Systems, time and the steep learning curve associated with learning new technology. Remote learning presented opportunities and barriers. It took staff along the journey of developing their skills in CANVAS usage through necessity but also prevented meaningful face to face PL opportunities, 'hands on' collegial support through team teaching and lesson observation.
The eLearning Community on CANVAS is being implemented. PL implemented to support staff to upskill and adapt to CANVAS.	The school has commenced the development of non KLA support and eLearning hubs through the CANVAS platform. In 2021, focus groups and specific teams have developed CANVAS 'hubs' in Wellbeing, Careers, Study Skills and professional learning and resources (staff only). The student leadership team are taking an active role in the development of the non KLA student 'hubs' with particular focus in Wellbeing in 2022.
The language of the Quality Teaching Model is embedded in whole school professional learning and PDP process. The first Quality Teaching Round group is established and complete their rounds in semester 2. The experience of this initiative is shared with the rest of the staff and school community.	QT Model delivered at the Exec Conference and whole school SDD where the whole school was invited to be a part of the QTR, which resulted in staff volunteering to be a part of this process in Semester 2. The fact that enough staff volunteered for conveners to consider two groups reveals the degree of enthusiasm and success of the PL. Future QT Rounds in 2022-23 anticipated following feedback from QTR 1. QTR1 was formulated and 4 team members were briefed and organised two rounds per term before lockdown made QTR impossible this semester. They have been rescheduled for Term 1, 2022. QT Model PL is uploaded on to CANVAS IL page. The incorporation of Quality Teaching metalanguage is yet to be embedded in the PDP process and this is a focus for 2022. This will be further developed with the Executive Team and teachers in 2022. It is currently proposed to include the QT Framework table incorporating the 3 dimensions and 6 elements, encouraging staff to use the language when they are phrasing their goals as a means to further develop their practice within the framework of QT. It is anticipated that this will provide a common language for collegial discussion and promote teachers to embrace collegially supportive practices in improving pedagogy collectively across the school.

Strategic Direction 3: Engagement and wellbeing for learning (connectedness)

Purpose

The collection of data and feedback identified the need for targeted strategies in wellbeing, connectedness and engagement in response to challenging and changing learning environments. Wellbeing, connectedness and engagement programs will support a holistic and shared approach to ensure optimum teaching and learning conditions for all. This will assist all individuals to fulfil their potential within our school community maximising the performance of both staff and students.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Wellbeing in action program (a whole school approach)
- Engage and connect

Resources allocated to this strategic direction

Socio-economic background: $20,330.62

Summary of progress

The Untapped (boys education) and Be You (girls education) programs were conducted over two terms. Students from both programs indicated that they gained benefit from being involved and genuinely felt they had an advocate in the school. 89% of students involved demonstrated improved attendance or maintained consistent attendance. All students from both programs have either continued to the next stage of learning or have secured a career pathway (apprenticeship). The value of both programs is strongly evidenced through the data gathered and will continue in 2022. The Year Advisors leading these programs will incorporate the expertise of the newly appointed School Support Officer (SSO) to further improve the programs for the next cohort. The Wellbeing Team have been working with Headspace to develop a framework of resources and programs to promote positive mental and social health for both students and staff. Headspace have conducted mental health education workshops with stage 5 students. Evaluation of the workshops indicate that most students found the sessions to be useful, informative and valuable in starting conversations. A Wellbeing Hub has been developed on CANVAS with some resources, videos and links uploaded. The Wellbeing Team will continue to build the whole school wellbeing framework in collaboration with Headspace and the school community. Feedback from the workshops and targeted programs will assist with the refinement of these programs. The Wellbeing Hub on CANVAS will continue to be developed for use by the school community in collaboration with supporting personnel. The newly appointed School Support Officer (SSO) will be able to provide strong links with community resources and personnel to enrich the wellbeing framework.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
Student attendance The proportion of students attending 90% of the time increased to 82%	The number of students attending greater than 90% of the time or more has decreased by 1.4% from 75.8% (2019) to 74.45% (2021).
Student wellbeing 1. Using TTFM data, at least 70% of students indicate an overall state of positive wellbeing. 2. Increase to proportion of students who felt they have an "advocate" in the school to 82%	Tell Them From Me data indicates 61.97% of students report a positive sense of wellbeing (Expectations for success, advocacy, and sense of belonging at school). The school will continue to work towards the system based target of 70.8% (and beyond) through dedicating Strategic Direction 3 and incorporated initiatives to support this goal. Delayed initiatives to promote school advocate for each student during term 2 and 3 prevented progress of this target. This is a focus initiative commencing term 1, 2022.
Staff wellbeing	The school was working toward these targets however, the ongoing impact

1. Reduce the annual rate of staff sick leave to 5% 2. School based staff survey indicate at least 73% of staff indicate an overall state of positive wellbeing.	of COVID based absences has been a significant barrier to achieving these targets. Staff wellbeing will continue to be a primary focus in 2022 in order to best cater to the needs of our students.

Funding sources	Impact achieved this year
Integration funding support $199,748.00	Integration funding support (IFS) allocations support eligible students at Crestwood High School in mainstream classes who require moderate to high levels of adjustment. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Other funded activities **Overview of activities partially or fully funded with this targeted funding include:** • additional staffing to assist students with additional learning needs • staffing release for individual case conferences and development of Personalised Learning and Support Plans (PLSPs) **The allocation of this funding has resulted in:** all eligible students received personalised learning support in their classes. All eligible students demonstrated progress towards their personalised learning goals **After evaluation, the next steps to support our students with this funding will be:** to continue to support all eligible students by engaging SLSO and teaching staff to ensure all eligible students continue to progress toward their learning goals
Socio-economic background $55,111.62	Socio-economic background equity loading is used to meet the additional learning needs of students at Crestwood High School who may be experiencing educational disadvantage as a result of their socio-economic background. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Innovative Learning Community • Engage and connect **Overview of activities partially or fully funded with this equity loading include:** • professional development of staff in the use of CANVAS through T4L team PL initiatives to support student learning. This is lead by the HT T&L Technology. • employment of staff in higher duties role to lead CANVAS program implementation and professional learning. **The allocation of this funding has resulted in:** CANVAS being implemented in all KLAs as the main learning platform in the school. Staff have built collective capacity to deliver their programs through CANVAS and utilise the range of functions available. **After evaluation, the next steps to support our students with this funding will be:** to continue to employ a teacher with expertise in the high duties role of Head Teacher - Teaching and Learning (technology). In this role, The HT T&L (technology) will lead the T4L team to further develop skills of staff and students in the capabilities of CANVAS for learning and also develop the non KLA hubs.
Aboriginal background $11,881.01	Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Crestwood High School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.

| Aboriginal background

$11,881.01 | **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:**
 • Other funded activities

Overview of activities partially or fully funded with this equity loading include:
 • employment of additional staff time to deliver personalised support for Aboriginal students
 • staffing release to support development and implementation of Personalised Learning Plans
 • employment of specialist additional staff (SLSO) to support Aboriginal students

The allocation of this funding has resulted in:
All aboriginal families were engaged in the PLP process and authentically contributed to developing learning goals for each aboriginal student. Each student made progress toward the personalised learning goals with allocated slso support during remote learning.

After evaluation, the next steps to support our students with this funding will be:
Continue to allocate a timetable allowance for staffing to develop and deliver curricular and extracurricular learning support and programs. Continue to engage SLSO support for targeted tuition. |
|---|---|
| English language proficiency

$139,313.59 | English language proficiency equity loading provides support for students at all four phases of English language learning at Crestwood High School.

Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:
 • Other funded activities

Overview of activities partially or fully funded with this equity loading include:
 • Employment of 0.8 EAL/D teacher as allocated in staffing entitlement.
 • employment of additional time for welfare staff to support delivery of targeted support.
 • additional teacher time timetabled for 8 periods/ cycle to provide vertical stage 6 English course for EAL/D students

The allocation of this funding has resulted in:
EAL/D students are more confident in their use of English language and prepared to embrace challenging tasks as noted by by teacher observations and work samples. All EAL/D HSC students demonstrated improvement from year 11 results, all achieving a band 5.

After evaluation, the next steps to support our students with this funding will be:
to continue to provide specialist staffing in EAL/D in stage 6 English. Continue to employ SLSO support for stage 4 and 5 students. Continue to provide professional learning for staff in all KLAs in differentiated practices to support EAL/D students. |
| Low level adjustment for disability

$150,774.83 | Low level adjustment for disability equity loading provides support for students at Crestwood High School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.

Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:
 • Highly effective teaching practices
 • Other funded activities

Overview of activities partially or fully funded with this equity loading include: |

Low level adjustment for disability $150,774.83	• providing support for targeted students within the classroom through the employment of School Learning and Support Officers • engaging specialist staff to collaborate with classroom teachers to build capability in meeting the literacy needs of identified students **The allocation of this funding has resulted in:** the improvement of writing skills for students with learning needs through the employment of SLSOs to support students in class during the whole school literacy program. **After evaluation, the next steps to support our students with this funding will be:** to continue to support students with specific learning needs to be able to access the next phase of the whole school literacy initiatives.
COVID ILSP $62,190.00	The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2021. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Other funded activities **Overview of activities partially or fully funded with this targeted funding include:** • employment of teachers/educators to deliver small group tuition • employing staff to provide online tuition to student groups in literacy/numeracy -comprehension . writing number sense and algebra • providing targeted, explicit instruction for student groups in literacy/numeracy - comprehension . writing number sense and algebra • development of resources and planning of small group tuition **The allocation of this funding has resulted in:** *The majority of the students in the program achieved significant progress towards their personal learning goals. * 42% of the students who participated in the COVID ILSP only engaged in our online sessions throughout LOCKDOWN. These students did not engage in any other classes. Without this funding these students would not have engaged in learning in Term 3 and 4. Students engaged in the program throughout Terms 2 to 4 and have an increased level of confidence and willingness to engage in class work. Teachers have noted changes in the students commitment to their studies. 90% of students were able to answer correctly questions compare, order and calculate decimals to one point. 81% of students were able to answer correctly questions explaining how authors use evidence and support details in text. 90% of students improved their marks in class based assessments **After evaluation, the next steps to support our students with this funding will be:** to continue the implementation of literacy and numeracy small group /individual tuition using data sources to identify specific student needs. The school learning and support processes will continue with providing withdrawal support and in class assistance for students on the program . Staff in 2022 will be informed of the progress the students have made throughout the program and identified areas of strengths and weaknesses to assist the students in maintaining their personal educational goals.

Student information

Student enrolment profile

Students	Enrolments			
	2018	**2019**	**2020**	**2021**
Boys	487	507	535	523
Girls	431	459	485	483

Student attendance profile

School				
Year	**2018**	**2019**	**2020**	**2021**
7	95.1	94.6	95.6	94.7
8	93.9	92.3	94.1	93.4
9	92.3	93.4	93.5	91.1
10	94.4	91.8	94.5	89.7
11	91.4	93.2	92.5	92.9
12	93	91.1	94.6	92.4
All Years	93.3	92.9	94.3	92.4
State DoE				
Year	**2018**	**2019**	**2020**	**2021**
7	91.8	91.2	92.1	89.7
8	89.3	88.6	90.1	86.7
9	87.7	87.2	89	84.9
10	86.1	85.5	87.7	83.3
11	86.6	86.6	88.2	83.6
12	89	88.6	90.4	87
All Years	88.4	88	89.6	85.9

Attendance

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 2020. 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.

Attendance figures in 2021 were calculated differently to align with the third edition of ACARA's National Standards for Student Attendance Data and Reporting. Changes include treating partial absences over 120 minutes as a half day absence (instead of their actual value, calculated as a proportion of a nominal 6-hour day) and covers all weeks during Semester 1. Prior to 2021, the final week of Term 2 was excluded.

Furthermore, the Department implemented an automated attendance feed (AAF) system in Semester 1 2021. AAF transfers data automatically from third-party attendance management systems to the Department's centralised data warehouse every night. The AAF has significantly improved data quality in 2021, which has affected data comparability

with previous years.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2021, COVID-19 continued to affect student attendance. Analysis of attendance codes showed a change in the structure of absence reasons in 2021.

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.

Post school destinations

Proportion of students moving into post-school education, training or employment	Year 10 %	Year 11 %	Year 12 %
Seeking Employment	0	2	3
Employment	8	14	8
TAFE entry	3	4	9
University Entry	0	0	41
Other	N/A	3	9
Unknown	N/A	N/A	30

Year 12 students undertaking vocational or trade training

30.00% of Year 12 students at Crestwood High School undertook vocational education and training in 2021.

Year 12 students attaining HSC or equivalent vocational education qualification

98.4% of all Year 12 students at Crestwood High School expected to complete Year 12 in 2021 and received a Higher School Certificate or equivalent vocational education and training qualification.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	2
Head Teacher(s)	11
Classroom Teacher(s)	55.3
Learning and Support Teacher(s)	0.8
Teacher Librarian	1
Teacher ESL	0.8
School Counsellor	1
School Administration and Support Staff	18.65
Other Positions	1

*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 2021, 4.3% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

Workforce ATSI

Staff type	Benchmark[1]	2021 Aboriginal and/or Torres Strait Islander representation[2]
School Support	3.30%	4.40%
Teachers	3.30%	3.20%

Note 1 - The NSW Public Sector Aboriginal Employment Strategy 2019-2025 takes a career pathway approach in that it sets an ambitious target of 3% Aboriginal employment at each non-executive grade of the public sector by 2025.

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.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2021 to 31 December 2021. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2021 **Actual** ($)
Opening Balance	1,932,881
Revenue	12,561,631
Appropriation	11,947,223
Sale of Goods and Services	3,441
Grants and contributions	589,624
Investment income	2,252
Other revenue	19,091
Expenses	-12,618,259
Employee related	-10,985,636
Operating expenses	-1,632,623
Surplus / deficit for the year	-56,627
Closing Balance	1,876,253

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.

	2021 **SBAR Adjustments** ($)
Targeted Total	181,637
Equity Total	357,081
Equity - Aboriginal	11,881
Equity - Socio-economic	55,112
Equity - Language	139,314
Equity - Disability	150,775
Base Total	10,618,514
Base - Per Capita	259,005
Base - Location	0
Base - Other	10,359,509
Other Total	540,788
Grand Total	11,698,020

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.

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.
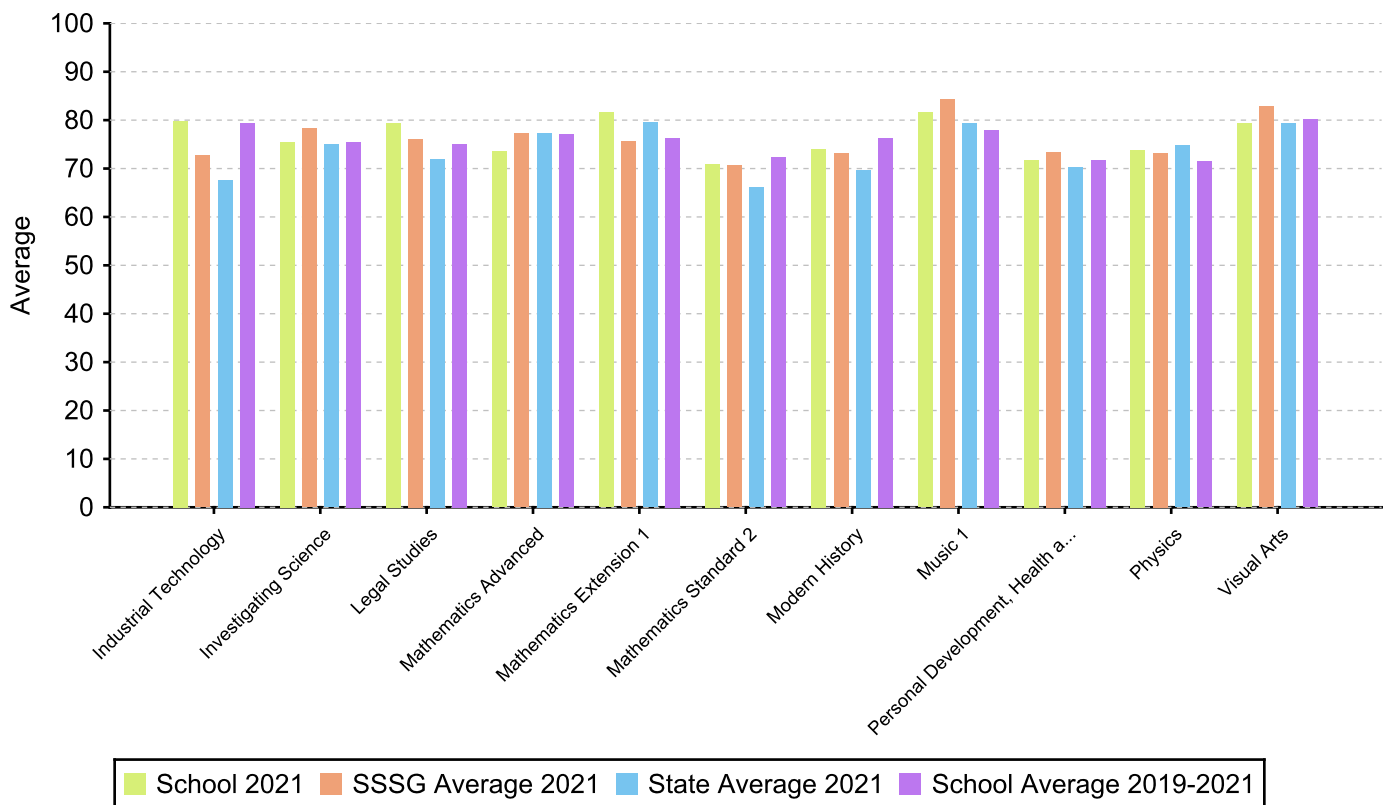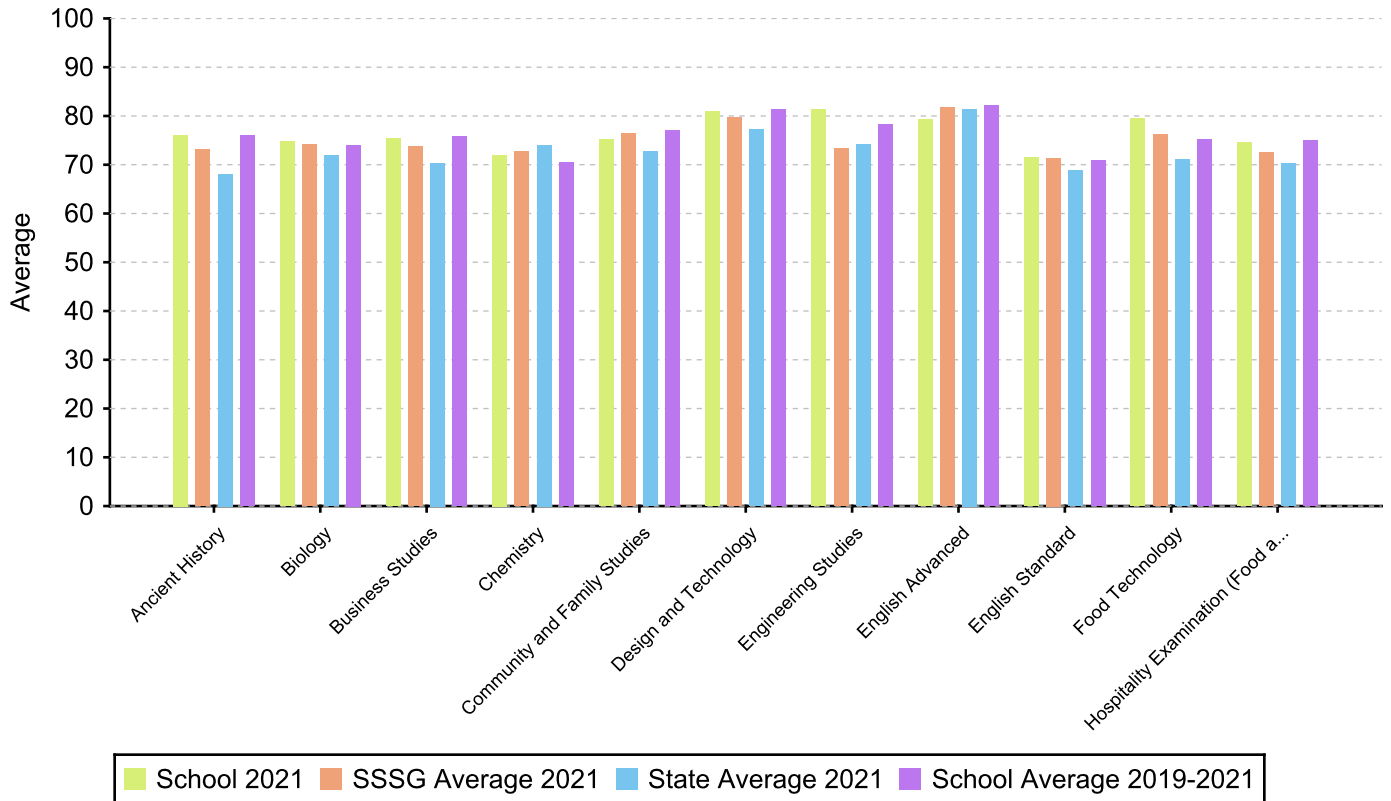
Subject	School 2021	SSSG	State	School Average 2019-2021
Ancient History	76.1	73.1	68.1	76.0
Biology	74.8	74.2	71.9	74.0
Business Studies	75.4	73.8	70.4	75.8
Chemistry	72.0	72.7	74.1	70.5
Community and Family Studies	75.1	76.5	72.7	77.1
Design and Technology	80.9	79.7	77.2	81.3
Engineering Studies	81.3	73.3	74.1	78.3
English Advanced	79.2	81.8	81.4	82.1
English Standard	71.4	71.4	68.8	70.8
Food Technology	79.5	76.3	71.0	75.2
Hospitality Examination (Food and Beverage)	74.5	72.5	70.3	75.0
Industrial Technology	79.8	72.7	67.7	79.4
Investigating Science	75.5	78.2	74.9	75.5
Legal Studies	79.4	76.1	72.0	75.1
Mathematics Advanced	73.5	77.2	77.4	77.1
Mathematics Extension 1	81.6	75.6	79.5	76.3
Mathematics Standard 2	70.9	70.6	66.1	72.3
Modern History	74.1	73.1	69.7	76.3
Music 1	81.6	84.4	79.4	78.0
Personal Development, Health and Physical Education	71.8	73.4	70.3	71.8
Physics	73.8	73.2	74.8	71.5
Visual Arts	79.3	82.8	79.4	80.1

Crestwood High School 8552 (2021)

Parent/caregiver, student, teacher satisfaction

Using the Tell Them From Me data, at least 72% of students indicate an overall state of positive wellbeing in the school. Using a school based survey at least 76% of staff indicated an overall state of positive wellbeing. The wellbeing team consisting of the Deputy Principals, Head Teacher Welfare, student advisors, the school counsellors and the student support officer are keenly aware of an increase in the number of students presenting with anxiety in 2021 and they have expanded their wellbeing programs and referral systems to accommodate this. The aim is to further improve on positive well being for both students and staff. Parents in the Tell Them From Survey also requested that their child have an advocate, a teacher whom they connect with in the school. In response to this, in Home Room classes in years 7-12, all students were asked to identify a teacher who they felt comfortable with who could be an advocate.

In discussions with the Student Representative Council about well being, students suggested an initiative of "Be kind to a teacher" where students in years 7 - 12 wrote kind words about their teacher on a template to be delivered to teacher pigeon holes. This initiative was very well received by staff. In a school based survey, 43% of students indicated a preference for one learning platform only in which school work is delivered. As a result of this, CANVAS is the primary learning platform that staff use to upload school work, assignments and deliver messages. The school has devoted significant amounts of Professional Learning time to upskill staff in the use of CANVAS which has been highly successful.

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

Multicultural Education Policy

Teachers are responsible for addressing the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. The Principal is 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.