

2022 Annual Report

Castle Hill High School



8382

Introduction

The Annual Report for 2022 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 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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Message from the principal

I am proud to be the Principal of Castle Hill High School and lead such an outstanding educational institution.

During 2022 Castle Hill High School continued to provide every student with a quality education. Our school takes pride in a long-standing culture of high expectations, respect, and responsibility. Castle Hill High School is renowned for its strong academic and HSC performance. In 2022, the school increased its HSC ranking from 197th the previous year to 113th in the state.

With a strong focus on the Department of Education's Wellbeing Framework, the school supports student academic growth and holistic development. At Castle Hill High School students are known, valued, and cared for. An array of extra curricula activities allow for the best opportunities to prepare them for the future world ahead.

Castle Hill High School staff continue to build their capacity and enhance their skills to support quality teaching and learning through high-impact professional learning. Student and staff well-being is of the highest priority, and we promote an environment where all school community members are treated with fairness and respect.

As a school, we value having strong partnerships with parents and the wider school community. During 2022, there were many opportunities for parents and carers to connect with staff through parent/teacher evenings, subject selection evenings, and information nights. Castle Hill High School welcomes parent and community voice and has a strong parent representative through the school's P&C Association.

Kind regards,

Georgina Fleming

PRINCIPAL

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. To strive for excellence in an environment that is safe, caring and ambitious, is key.

The school has used the Department's policies, the Curriculum Planning and Programming, Assessing and Reporting to Parents K-12 and School Excellence Policy in developing a shared vision with the school community to focus on strengthen the academic excellence through the three key domains of learning, teaching and leading.

School context

Castle Hill High School is a large, comprehensive secondary school. In 2022 the school had 138 teaching staff and 2075 students, 55% of whom are from a non-English speaking background, including a reduced number of international students due to COVID. 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. The school is committed to implementing both current and future policies on High Potential and Gifted, Behaviour Management and any new Curricula to be released.

The school wants to maintain and improve its academic performance through rigorous, challenging work for students. Programs to build character will focus on resilience, ethics and building positive relationships. The school continues to be committed to Glasser's Choice Theory, Reality Therapy to ensure the development of positive relationships by training new staff and running refresher courses as this underpins our school culture. Interest groups and individualised programs which recognise and celebrate differences and inclusivity must continue to evolve.

Improving teacher capacity through targeted professional learning will impact directly on student achievement to ensure a strong academic focus cited by parents and teachers as a priority. By building professional learning hubs to focus on the following areas; Literacy - Junior Writing, ALARM, Band 5 into 6, High Potential and Gifted, Wellbeing and Evidence based engagement strategies to uplift outcomes for Year 7 - 10 students throughout the next 4 years, we expect to build teacher capacity which will have a direct impact on student learning. Each learning hub will focus on analysing data to identify areas for growth, embedding explicit teaching strategies through collaborative practice. and evaluating the impact on student progress. The use of the Personal Development Framework and Quality Teaching Rounds is embedded at the school as strategies to improve teacher practice.

The school maintains its support to Aboriginal students by providing individual mentors, extra support or tuition as required as well as providing opportunities to be involved in programs such as AIME.

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 Strategic Improvement Plan and annual report.

Our self-assessment 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>

Strategic Direction 1: Student growth and attainment

Purpose

Our purpose is to target student programs in the junior and senior school that make a difference to numeracy, literacy and HSC results, with a particular emphasis on writing. We want to "challenge minds" with work that stretches and supports 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.

- Targeted, differentiated and individualised learning - Improve and strengthen the targeted programs for Foundations and EALD students, HP&G students and HSC students

Resources allocated to this strategic direction

Professional learning: \$24,300.00

Summary of progress

Castle Hill High School continued to implement whole school initiatives to strengthen literacy and numeracy across all key learning areas. EALD students and other identified students continued to be supported through a variety of ways including the Foundations of English course, small group interventions and specialised individual support. Engagement of students through a HPGE interest project was successful with students electing to participate in a project based learning initiative. Teachers participated in high impact professional learning, strengthening their capacity to provide differentiated teaching and learning in the classroom. HSC students were encouraged to continue to engage with courses and learning throughout the year with targeted feedback and through small group support. Each of these initiatives has been effective in strengthening differentiated teaching and learning to support student attainment.

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
Higher School Certificate results improve from previous year including an increase in the number of BAND 6 results.	In 2022, Higher School Certificate results significantly improved with an increase in state ranking from 197 in 2021 to 113 in 2022. The number of Band 6 responses also increased from 136 in 2021 to 200 in 2022.
Feedback from HSC students via surveys shows that they understand and use ALARM and can effectively deconstruct a Band 6 response.	During 2022, ALARM continued to be embedded into teaching and learning programs across key learning areas. The impact of ALARM can be evidenced by the significant increase in HSC results for 2022 where the school improved from 136 Band 6's in 2021 to 200 Band 6's in 2022.
Results for EALD students are equivalent to or exceed the progress and achievement of all students in the school.	In 2022, The EALD cohort of 24 students achieved an average result of 74.34, with a school vs state variation of 5.84 and a z score of .40. This compares favourably with the English Advanced 2 unit course (average result of 83.5, school vs state variation 1.67 and z score .21) and English Standard 2 unit course (average result of 73.11, school vs state variation 2.88 and z score .31), with the z-scores, in particular, indicating a strong performance in relation to the state mean, in comparison to both the English Standard and Advanced courses.
Literacy results for Foundations students exceed their entry level by 2 years in 12 months, using internal measures.	In 2022, 49 students were retained in Foundations of English for the duration of the year-long learning program. An additional 21 Year 7 EAL/D students were supported in a dedicated class. Students were pre and post tested using the PAT Reading Test 6 and PAT Vocabulary Test 2. These results were compared and analysed, showing an average effect size of 0.99 and 0.5 in reading comprehension and vocabulary respectively, for students in the Foundations of English program, and 0.99 and 0.6 for

Literacy results for Foundations students exceed their entry level by 2 years in 12 months, using internal measures.	comprehension and vocabulary respectively for the EAL/D cohort. A comparison group of students, not engaged in the Foundations or EALD program, achieved an effect size of 0.39 and 0.4 for reading comprehension and vocabulary respectively. Note an effect size of 0.4 typically represents a year's growth in learning. These results indicate more than two years average growth in reading comprehension for the students targeted for Literacy intervention.
Internal data from school reports indicate that students performing in the lowest bands in NAPLAN have improved by at least one grade (on a A-E scale) in numeracy and literacy. The baseline in the top two bands for reading in NAPLAN has been uplifted by 2.4%.	<ul style="list-style-type: none"> • 32.1% of students achieved in the top two bands in NAPLAN reading indicating progress yet to be seen toward the lower-bound target.
Internal data from school reports indicate that students performing in the lowest bands in NAPLAN have improved by at least one grade (on a A-E scale) in numeracy and literacy. The baseline in the top two bands for numeracy in NAPLAN has been uplifted by 12.5%.	<ul style="list-style-type: none"> • 50.9% of students achieved in the top two bands in NAPLAN numeracy indicating progress yet to be seen toward the lower-bound target.
65% of students achieve expected growth in NAPLAN reading.	<ul style="list-style-type: none"> • Expected growth cannot be calculated as NAPLAN was not conducted in 2020 and comparative student performance results are not available for 2022.
65% of students achieve expected growth in NAPLAN numeracy.	<ul style="list-style-type: none"> • Expected growth cannot be calculated as NAPLAN was not conducted in 2020 and comparative student performance results are not available for 2022. •
50% of students achieve in the top two bands in the HSC..	<ul style="list-style-type: none"> • 50.58% of students achieved in the top two bands in 2023 HSC indicating progress yet to be seen toward the lower-bound target.

Strategic Direction 2: Strengthened Teacher Capacity

Purpose

Our purpose is to target professional learning that assists teachers in improving the application of pedagogy so that students grow and attain their best. We want teachers to collaboratively work in teams, learning from experts within and outside of the school, sharing and implementing best-practice strategies with an emphasis on high expectations, explicit teaching and feedback.

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.

- Effective Classroom Practice that makes a difference to students

Resources allocated to this strategic direction

Professional learning: \$17,740.00

Summary of progress

During 2022, there was a focus on building the capacity of teachers to enhance teaching and learning programs to support student growth and attainment. Professional learning time was allocated for teachers to evaluate student assessment data and to plan for future learning to support student need. With the introduction of the new Inclusive, Engaging and Respectful Schools Policy, the school continued to use strategies associated with Glasser's Choice Theory with the addition of the introduction of restorative practices to support positive student behaviour. Strategies to support higher student engagement were enhanced through professional learning delivered by CHHS Positive Behaviour Committee. During Term 4, Quality Teaching Rounds allowed teachers to build their capacity to enhance student learning outcomes. Additionally, teachers continued to engage and enhance their skills to use CANVAS as an additional platform to support student learning.

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
40% of teachers volunteer for Quality Teaching Rounds and all demonstrate high quality skills in intellectual quality, applying them critically in the classroom.	During Term 4, there was a re invigoration of teachers engaging in Quality Teaching Rounds to support student engagement, growth and attainment. Ten teachers were involved in this process. This will continue to be a focus in 2023.
Behaviour management policy and procedures are reviewed and written for implementation across the school.	In 2022, a behaviour management team was created that led the implementation of the Inclusive, Engaging and Respectful Schools Policy. A whole school review of the management of student behaviour occurred that led to enhanced and clearer procedures for staff. A focus on restorative practices and individualised support was implemented through whole school professional learning.
The teaching and learning programs have evolved to include more specific differentiation strategies in comparison to the previous program.	During 2022, teachers were allocated professional learning programs to evaluate student assessment data and plan for future learning. Strategies to support High Potential and Gifted students were also enhanced through the HPGE Learning Hub. Differentiated teaching and learning programs supported the needs of students with high potential and who were classed as gifted across the HPGE domains.

Strategic Direction 3: Wellbeing

Purpose

Our purpose is to ensure all feel connected, valued, mentally strong and purposeful in this "small country town" in order that they learn and teach well. This will be done through programs founded on strong relationships that enhance mental health, promote each individual's strengths, build grit and promote self-possessiveness. We want to "build character".

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.

- Effective wellbeing programs that make a difference

Resources allocated to this strategic direction

Socio-economic background: \$20,000.00

Low level adjustment for disability: \$160,000.00

Summary of progress

During 2022, professional learning was delivered that gave information relevant to individual students' learning needs to support them in achieving subject outcomes and improving their connectedness with the school. Glasser's Choice Theory Reality Therapy continued to be a platform to engage students in developing their social and emotional well-being. During 2022, an additional ten staff members were trained in this model promoting a consistent approach to supporting student well-being across the school. To further support student well-being, the school introduced the ReConnect Room at the start of Term 4. This initiative was established to provide additional support for students to access their learning. Through this program, students are given support with their studies and the development of their emotional and social areas of well-being. Additionally, planning for the establishment of a Wellbeing Learning Hub began with this due to be established at the beginning of 2023.

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
The newly targeted wellbeing programs have been evaluated.	Two new targeted well-being programs were introduced in 2022. Student emotional wellbeing was targeted through the program Cherish. Feedback overwhelming stating that there was a positive impact on student self esteem and targeted areas for development. The Social Skills Program also had an impact with an evaluation displaying a positive effect on student behaviour.
Results from the TTFM survey on student wellbeing criteria exceed results from previous years.	Results from Tell Them from Me Wellbeing displayed a level of 75.68% demonstrating an uplift of 2.66% on 2021 results.
All new teachers are trained in Glasser's CTRT and refresher courses are available for all staff who wish to participate.	There continues to be a whole school approach to Glasser's Choice Theory with ten engaging in training in 2022.
The % of students achieving 90% plus attendance has been increased by 16% from system negotiated target baseline.	61.91% of students achieved 90% or above for attendance however; this data has been heavily impacted by the Public Health Orders in place at the beginning of 2022 in relation to COVID 19 when this data was harvested.
Results on Wellbeing continue to be 4% above the school targets.	Results from student wellbeing measured 72.98% which is above the lower bound target. Progress is yet to be seen towards wellbeing being 4% or above school targets.

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$19,750.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Castle Hill High School in mainstream classes who require moderate to high levels of adjustment.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • additional staffing to assist students with additional learning needs <p>The allocation of this funding has resulted in the following impact: The allocation of this funding has resulted in students receiving targeted support from an SLSO to access the curriculum.</p> <p>After evaluation, the next steps to support our students will be: Continue to utilise employment of SLSO's to provide targeted support for students and provide ongoing professional learning to staff to identify students that require targeted support.</p>
<p>Socio-economic background</p> <p>\$70,057.00</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Castle Hill High School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Effective wellbeing programs that make a difference • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional staff to support wellbeing program implementation <p>The allocation of this funding has resulted in the following impact: Improved engagement and well-being for identified students and groups.</p> <p>After evaluation, the next steps to support our students will be: Continue to engage additional staff to deliver programs and provide specific support according to student needs.</p>
<p>Aboriginal background</p> <p>\$8,722.00</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Castle Hill 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.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional staff to support literacy and numeracy programs <p>The allocation of this funding has resulted in the following impact: Targeted support for Aboriginal students to improve literacy and numeracy achievement.</p>

<p>Aboriginal background</p> <p>\$8,722.00</p>	<p>After evaluation, the next steps to support our students will be: Continue to provide targeted support through the employment of additional teaching staff.</p>
<p>English language proficiency</p> <p>\$492,393.00</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Castle Hill High School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • provision of additional EAL/D support in the classroom and as part of differentiation initiatives • additional staffing intensive support for students identified in beginning and emerging phase <p>The allocation of this funding has resulted in the following impact: Annual completion of EALD survey evaluated and identified the level of support needed. Based on this information, classes and programs are structured within school context to deliver EALD programs. Identified students demonstrated progress towards personalised learning goals.</p> <p>After evaluation, the next steps to support our students will be: Continue to employ additional staff to support the learning needs of EALD students</p>
<p>Low level adjustment for disability</p> <p>\$380,448.00</p>	<p>Low level adjustment for disability equity loading provides support for students at Castle Hill High School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Effective wellbeing programs that make a difference • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional staff to support teachers to differentiate the curriculum and develop resources and classroom activities resulting in improvement for students with additional learning needs • providing support for targeted students within the classroom through the employment of School Learning and Support Officers <p>The allocation of this funding has resulted in the following impact: An increase in students achieving at or above expected growth in NAPLAN numeracy results.</p> <p>After evaluation, the next steps to support our students will be: To continue to provide additional staff to support the specific needs of identified students. Continue to provide allocated time for learning support team staff to review and deliver targeted programs.</p>
<p>Professional learning</p> <p>\$197,324.00</p>	<p>Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy at Castle Hill High School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Targeted, differentiated and individualised learning - Improve and strengthen the targeted programs for Foundations and EALD students, HP&G students and HSC students

<p>Professional learning</p> <p>\$197,324.00</p>	<ul style="list-style-type: none"> • Effective Classroom Practice that makes a difference to students • Other funded activities <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Engaging staff in high impact professional learning linked to their professional development plans and the school's school strategic targets <p>The allocation of this funding has resulted in the following impact: Building of teacher capacity to improve classroom practice, pedagogy and differentiation strategies.</p> <p>After evaluation, the next steps to support our students will be: Continue to engage staff in high impact professional learning to improve teaching practice.</p>
<p>COVID ILSP</p> <p>\$46,020.00</p>	<p>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 2022.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employment of teachers/educators to deliver small group tuition • releasing staff to analyse school and student data to identify students for small group tuition groups/monitor progress of student groups <p>The allocation of this funding has resulted in the following impact: Targeted students were provided with explicit instruction in small student groups for literacy/numeracy supporting growth in student achievement.</p> <p>After evaluation, the next steps to support our students will be: Continue to evaluate student assessment achievement and target areas for improvement.</p>
<p>Student support officer (SSO)</p> <p>\$96,811.00</p>	<p>These funds have been used to support improved outcomes and the achievements of staff and students at Castle Hill High School</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this Staffing - Other funding include:</p> <ul style="list-style-type: none"> • Specific targeted support for students with additional learning and wellbeing needs. <p>The allocation of this funding has resulted in the following impact: Support for students to reengage in learning through addressing well-being needs.</p> <p>After evaluation, the next steps to support our students will be: Continue to support students through the engagement of the Student Support Officer.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	910	1001	1035	1072
Girls	889	961	971	978

Student attendance profile

School				
Year	2019	2020	2021	2022
7	93.6	96.1	93.7	92.7
8	92.6	93.9	92.3	89.1
9	89.7	94.2	90.3	87.9
10	90.1	90.6	90.7	87.6
11	89.7	92.9	88.4	88.1
12	92.4	92.3	90.4	89.2
All Years	91.4	93.4	91.1	89.0
State DoE				
Year	2019	2020	2021	2022
7	91.2	92.1	89.7	85.5
8	88.6	90.1	86.7	82.1
9	87.2	89.0	84.9	80.5
10	85.5	87.7	83.3	78.9
11	86.6	88.2	83.6	80.0
12	88.6	90.4	87.0	83.9
All Years	88.0	89.6	85.9	81.7

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 from 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 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.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2022, student attendance was impacted by a range of factors:

- Families evacuating and relocating due to NSW floods
- Sick students staying at home until a negative COVID-19 test was returned
- Household members testing positive to COVID-19
- The easing of COVID-19 border controls at the beginning of 2022 which allowed families to travel inter-state and overseas.

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	0	0
Employment	1	1	1
TAFE entry	0	4	2
University Entry	0	0	81
Other	0	0	0
Unknown	0	0	16

Year 12 students undertaking vocational or trade training

26.73% of Year 12 students at Castle Hill High School undertook vocational education and training in 2022.

Year 12 students attaining HSC or equivalent vocational education qualification

98.5% of all Year 12 students at Castle Hill High School expected to complete Year 12 in 2022 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)	20
Classroom Teacher(s)	98.9
Learning and Support Teacher(s)	0.9
Teacher Librarian	2
Teacher ESL	3.8
School Counsellor	2
School Administration and Support Staff	21.17
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 2022, 4.6% of the department's overall workforce identify as Aboriginal and/or Torres Strait Islander Peoples.

Aboriginal and Torres Strait Islander school workforce composition

Staff type	Benchmark ¹	2022 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.00%	4.10%
Teachers	3.00%	3.30%

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 2022 to 31 December 2022. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with department policy requirements.

	2022 Actual (\$)
Opening Balance	2,748,631
Revenue	22,521,828
Appropriation	20,686,366
Sale of Goods and Services	200,431
Grants and contributions	1,474,765
Investment income	46,508
Other revenue	113,758
Expenses	-21,503,324
Employee related	-18,827,863
Operating expenses	-2,675,461
Surplus / deficit for the year	1,018,504
Closing Balance	3,767,136

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.

	2022 SBAR Adjustments (\$)
Targeted Total	47,370
Equity Total	782,583
Equity - Aboriginal	8,722
Equity - Socio-economic	50,057
Equity - Language	492,393
Equity - Disability	231,411
Base Total	18,467,524
Base - Per Capita	507,002
Base - Location	0
Base - Other	17,960,522
Other Total	983,637
Grand Total	20,281,114

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

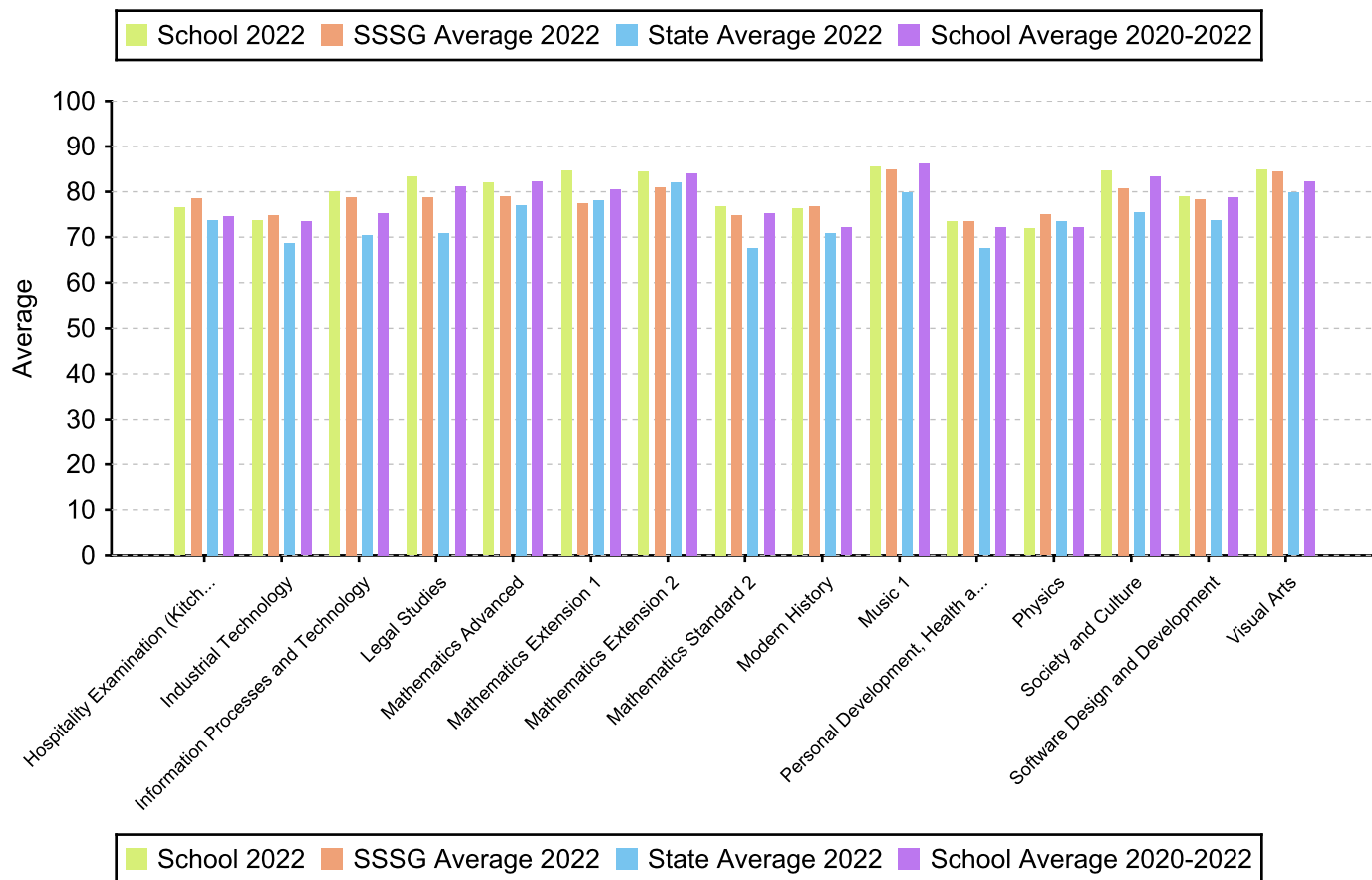
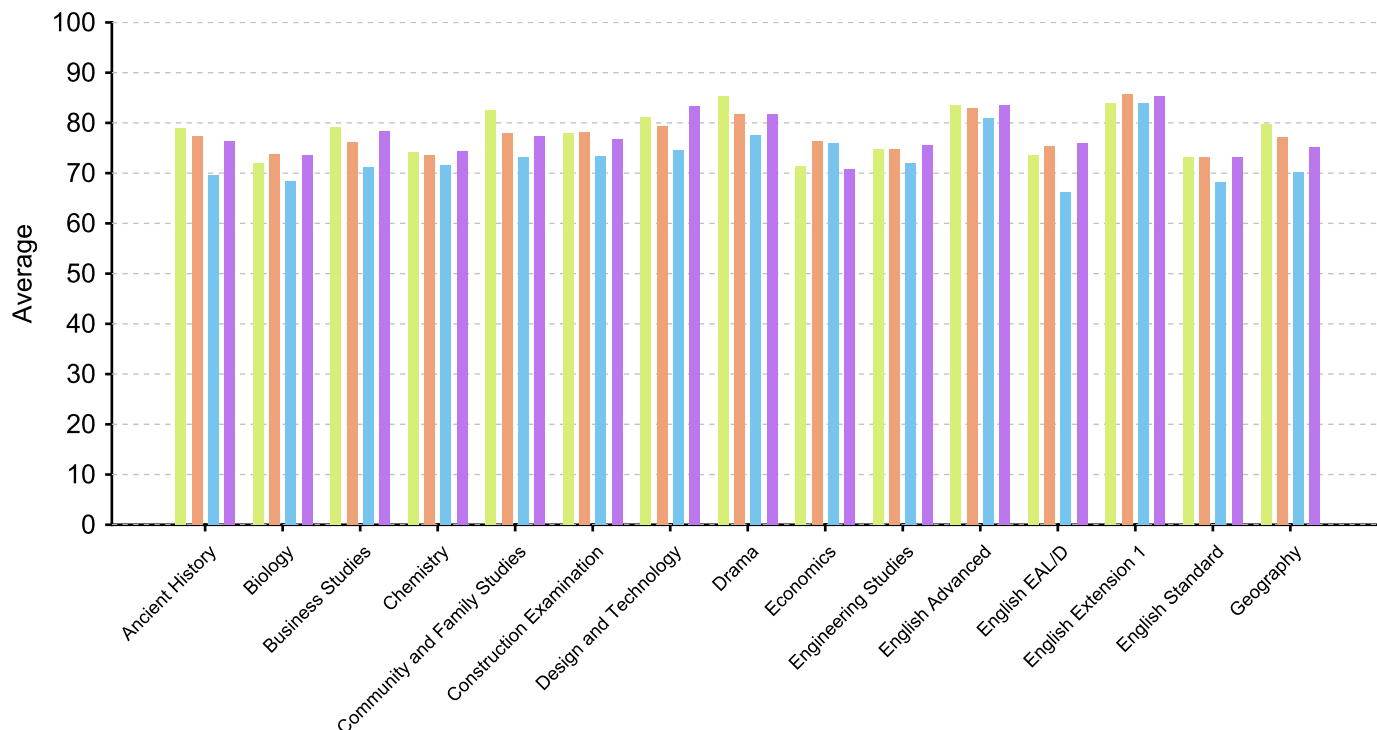
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

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 2022	SSSG	State	School Average 2020-2022
Ancient History	79.0	77.4	69.6	76.3
Biology	72.0	73.7	68.5	73.6
Business Studies	79.2	76.2	71.2	78.4
Chemistry	74.2	73.6	71.7	74.4
Community and Family Studies	82.5	77.9	73.2	77.4
Construction Examination	77.9	78.2	73.3	76.8
Design and Technology	81.2	79.4	74.6	83.4
Drama	85.3	81.8	77.5	81.7
Economics	71.3	76.4	76.0	70.7
Engineering Studies	74.7	74.8	72.0	75.6
English Advanced	83.6	82.8	81.0	83.4
English EAL/D	73.6	75.3	66.1	76.0
English Extension 1	84.0	85.7	83.9	85.3
English Standard	73.2	73.2	68.1	73.2
Geography	79.8	77.2	70.2	75.3
Hospitality Examination (Kitchen Operations and Cookery)	76.5	78.6	73.7	74.6
Industrial Technology	73.7	74.8	68.6	73.4
Information Processes and Technology	80.1	78.7	70.5	75.4
Legal Studies	83.3	78.8	70.8	81.2
Mathematics Advanced	82.0	79.1	77.1	82.4
Mathematics Extension 1	84.7	77.4	78.0	80.6
Mathematics Extension 2	84.4	81.1	82.2	84.2
Mathematics Standard 2	76.9	74.8	67.6	75.2
Modern History	76.3	76.9	70.9	72.1
Music 1	85.7	85.0	79.9	86.3
Personal Development, Health and Physical Education	73.6	73.6	67.5	72.2
Physics	71.9	75.0	73.5	72.3
Society and Culture	84.8	80.8	75.5	83.3
Software Design and Development	79.1	78.3	73.7	78.8
Visual Arts	84.9	84.5	79.8	82.2

Parent/caregiver, student, teacher satisfaction

Castle Hill High School welcomes and values the feedback of our students, staff, parents, carers and the wider community. Throughout 2022, data was sought from a range of sources including Tell Them From Me Survey, Parent Teacher Evenings and evaluation surveys from staff professional learning.

Tell Them from Me data captured student feedback with 'Sense of Belong' at a level of 74% compared to a state average of 66% and 'Positive Learning Environment' at a level of 6.6 compared to a state average of 5.6. Teacher feedback displayed that 79.3% of staff believed that their capacity was enhanced by Professional Learning delivered throughout the year. Anecdotal data from parents and parental numbers from Parent Teacher Evenings have indicated a strong interest in their child's education.

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.