

2022 Annual Report

Crestwood High School



VISION AND PROGRESS

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Introduction

The Annual Report for 2022 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.

School contact details

Crestwood High School

17 Chapel Lane

Baulkham Hills, 2153

<https://crestwood-h.schools.nsw.gov.au>

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

9639 7422

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 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.

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>

Self-assessment using the School Excellence Framework

Elements	2022 School Assessment
LEARNING: Learning Culture	Excelling
LEARNING: Wellbeing	Excelling
LEARNING: Curriculum	Excelling
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	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

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: \$59,713.00

Socio-economic background: \$10,000.00

Professional learning: \$21,600.00

Summary of progress

Highly effective teaching practices

In 2022, 40.20% of Year 9 students achieved in the top two bands in NAPLAN for reading indicating 7.70% achievement from the previous year (2021) where 32.5% 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% (2021) to +8.6% (2022) indicating that the proportion of students in the top two bands in reading are well above SSG. In 2022, 42.9% of Year 9 students achieved in the top two bands for numeracy. This is an improvement of 12.7% from the previous year (2021). In 2022, Year 9 students in the top two bands for reading was 18.4% above state average and 20.4% above state average for numeracy. In 2022, 32.8% of Year 9 students achieved in the top two bands in writing. This is an improvement of 13.9% from the previous year (2021) where 18.9% 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 2022, expected growth percentages for reading, numeracy and writing cannot be measured as NAPLAN tests were not conducted in 2020 and target measures only include students who completed both NAPLAN tests at the school.

The numeracy team implemented a "pretest, learn, apply, post-test model" in measurement and geometry in semester 1 and 2. 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 Numeracy Action Team developed explicit teaching strategies to be taught to Year 8. They utilised data analysis from NAPLAN, Check-In assessment and school based assessment from whole school initiatives. Teachers reported that the professional learning along with the shoulder to shoulder professional support of the Maths faculty and Numeracy Team significantly increased their knowledge, skills and confidence to explicitly teach numeracy within their program. Pre-test data indicated that 67% of students achieved 80% or more in 'Measurement and Geometry' diagnostics and the post test data indicated that 89% of students achieved 80% or more correct responses. The impact of this strategy for year 8 2021-22 is demonstrated in the year 9 NAPLAN 2022 results with an improvement of 12.7% achieving in the top two bands, as well as an average of 16 points above similar schools group compared with 5 points below for the previous year group.

Activity data from CANVAS indicates that all KLAs were involved in delivering reading comprehension and writing strategies with 96% of staff completing the program with their classes. All faculties developed subject relevant writing for their stage 5 programs during designated weeks. 95% of teachers engaged in formal Professional Learning regarding the development of reading comprehension and writing strategies. Professional learning resources were uploaded by 5 key KLA's on CANVAS in the Literacy section for ongoing teacher support.

Implications:

NAPLAN results on internal data indicate there are positive impacts on student learning in developing the targeted skills. The distribution of expertise across faculties and the ability to build expertise within each KLA has strengthened. This has resulted in improved practice and teacher confidence to plan, deliver and implement explicit teaching strategies. The literacy action team is a key driver of literacy initiatives to improve student outcomes in terms of reading, vocabulary and

writing.

Likewise, the Numeracy Action team, through NAPLAN and Check in data analysis identified specific Numeracy items which needed to be taught more explicitly. A pre-test was conducted on student knowledge relating to the numeracy item, the Mathematics faculty taught the particular numeracy concept again, the numeracy skill was applied to other faculties across the school and then a post-test was conducted. Overall, there was a 16% increase in the Stage 4 numeracy results between the pre-test and the post-test. This method of using data analysis to drive programs and pedagogy has been successful for our school.

HSC attainment - High Impact Strategies

Recognising that HSC attainment is predicated on successful quality teaching practices in stages 4 and 5, in 2023, the school will continue to pursue external expertise in building writing capacity in stage 4/5, utilise a Quality Teaching model and ensure writing quality is a focus of PL and Literacy Team initiatives. Continued focus on explicit writing strategies aligned with learning design in stages 4 and 5 will continue to be supported by professional learning and collective collegial support. Incorporating external expertise, Graham Wright, will continue in 2023 to refine practices, strengthen pedagogy in all KLAs for stage 4 and 5.

Continued focus on quality writing through explicit strategies supported by assessment design (both formative and summative) in stage 4 and 5 will aim to develop explicit writing skills in the context of each KLA in preparation for the rigor of stage 6 courses. Professional learning experiences and collegial support will focus on best practice and pedagogy.

During 2022, the HPGE Team were able to continue with the development and implementation of Personalised Learning Plans for all HPGE students in Years 8 to 10. 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 2023, staff will be given Tier 1 training to further familiarise and develop training in the implementation of the DoE's HPGE policy. Ongoing development of personalised support programs for HPGE students will include a focus on wellbeing and use of executive functioning strategies.

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 achieving in the top two bands in Year 7 and 9 NAPLAN to the system negotiated target of 40% in numeracy	42.86% of students achieved in the top two bands in NAPLAN numeracy exceeding this progress measure.
Writing - top two bands Increase the proportion of students in the top two bands of year 7 and 9 to 36% in NAPLAN writing.	33% of students achieved in the top two bands in NAPLAN writing indicating an improvement of 14% from the previous year.
HSC - top two bands Increase the proportion of students in the top two bands of year 12 to the system negotiated target of 43% in the HSC.	35% of students achieved in the top two bands of year 12.
Reading - top two bands Increase the proportion of students in the top two bands of year 7 and 9 to 34% in NAPLAN reading.	40.2% of students achieved in the top two bands in NAPLAN reading exceeding the system negotiated upper - bound target.
Reading - expected growth	Expected growth cannot be calculated as NAPLAN was not conducted in

<p>Increase the proportion of students achieving expected growth in reading in Year 9 NAPLAN to 70%.</p>	<p>2020 and comparative student performance results are not available.</p>
<p>Numeracy - expected growth</p> <p>Increase the proportion of students achieving expected growth in numeracy in Year 9 NAPLAN to 65%.</p>	<p>Expected growth cannot be calculated as NAPLAN was not conducted in 2020 and comparative student performance results are not available.</p>

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: \$34,000.00

Summary of progress

All faculties have engaged in the process of universal practices in analysing internal and external data. Evidence from minutes between senior executive and middle leaders has indicated that staff have engaged with the data to adjust programs accordingly to include explicit teaching strategies. Teachers have also adjusted practices in the classroom in response to the analysis.

Data from CANVAS indicates that 98% of teachers are utilising the capabilities of CANVAS as a learning platform. Through surveys, teachers have greatly valued the professional learning and support delivered by the T4L team. All faculties are operating their learning programs through this system. Non KLA areas are also delivering services through CANVAS such as wellbeing, careers and the study hub. Through student surveys and focus groups, students have indicated that they find learning from one platform much more streamlined, organised and effective in supporting their learning. Teachers also participated in professional learning in the quality teaching framework and applied this to lesson design and delivery through CANVAS. The Quality Teaching Rounds (QTR) were postponed due to staffing limitations during Semester 1 & 2.

This activity has strengthened the capacity of staff in data skills and use. It has resulted in a greater focus on explicit teaching strategies using evaluative practices through data analysis. This activity will continue into 2023 to consolidate the inclusion and implementation of explicit teaching strategies responsive to data analysis.

To move towards achieving our progress measure the school will continue its commitment in refining educational delivery through the CANVAS learning platform and to build the quality of educational experience and provision for both KLA and non KLA purposes. QTR will recommence in term 1 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
All teachers are skilled in the use of the CANVAS to create their digital classroom enabling them to design and deliver innovative programs, personalised learning experiences and assessment.	Increased capacity of all teachers to use CANVAS to create a digital classroom to design and deliver innovative programs. Personalised learning experiences and assessment in the explicit teaching of writing, resulting in improved internal student results.
The eLearning Community on CANVAS includes the development of non KLA sections of Welfare and Careers Data harvested from CANVAS indicates	Increased capacity of non KLA teachers in Welfare and Careers teachers to use CANVAS to create a digital classroom to deliver innovative programs, access to curriculum and resources.

<p>that students are accessing resources in Welfare and careers according to appropriate need.</p>	
<p>Incorporate data skills and analysis to strengthen evaluative practices in the classroom.</p> <p>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.</p>	<p>PL in data skills analysis led by Graham Wright to build capacity in executive to lead their KLA in data analysis and strengthening classroom practices.</p> <p>Improved staff confidence and teaching practice. Teachers use learning intentions, success criteria and have a strong focus on formative assessment. Teachers have now embedded evidence-based, high impact teaching strategies within their classroom practice.</p>

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: \$41,653.09

Summary of progress

The Wellbeing Team has been working with LoveBites to develop a framework of resources and programs to promote positive relationships for all year students. Overwhelmingly, all students engaged in the program led by the Student Support Officers network and the Police Youth Liaison Officers and the Love Bites survey. In the session, students developed their own resources, in the form of posters, to be displayed in the SSO's classroom for regular referral.

Coming Back Stronger was the presentation by a clinical psychologist from The Kidman Centre presented at the year 11 and 12 year assemblies. It looked at implementing strategies to support students in returning to school, post COVID-19, and applying themselves to complete their Preliminary and HSC courses.

The targeted wellbeing programs used Sentral data to identify the students and Stage 4& 5 year advisors to lead the Boys Program - Untapped and Top Blokes. The Girls Program identifies Year 9 girls who would benefit from additional support strategies associated with self-esteem and confidence. Other targeted small group programs to further support identified students include RAGE, Friendship Program, Anxiety Program including the Student Support Officer and student advisors. The Rock and Water Pastoral Care program continued in Term 4, 2022.

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 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 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 increases to 85.9%	The proportion of students attending 90% of the time has decreased to 54.4%.
Student Wellbeing 1. Using TTFM data, at least 72% 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 85%	Tell Them From Me data indicates 60% of students report a positive sense of belonging (felt accepted and valued by their peers and others). TTFM data indicates 82% of students reported a positive relationship (friends at school they can trust and who encourage them to make positive choices).

<p>Staff wellbeing</p> <p>TTFM staff survey indicate at least 75% of staff indicate an overall state of positive wellbeing.</p>	<p>Tell Them From Me data indicates 69% of staff reported that they agreed and strongly agreed that morale amongst the staff at school is good.</p>

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$162,308.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Crestwood 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 • staffing release for individual case conferences and development of Personalised Learning and Support Plans (PLSPs) <p>The allocation of this funding has resulted in the following impact: The allocation of this funding has resulted in students achieving their learning goals. Wellbeing of identified students was supported by employment of additional SLSOs and targeted PL to cater for student needs.</p> <p>After evaluation, the next steps to support our students will be: Continue to employ SLSOs in 2023 and provide appropriate PL to support them in this role.</p>
<p>Socio-economic background</p> <p>\$51,653.09</p>	<p>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.</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"> • Highly effective teaching practices • Wellbeing in action program (a whole school approach) <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 identified students in numeracy program implementation. • staff release to support the implementation of this targeted strategy. <p>The allocation of this funding has resulted in the following impact: This funding has resulted in identified students achieving their learning goals in literacy and numeracy.</p> <p>After evaluation, the next steps to support our students will be: Continue to employ SLSOs and provide allocation of time to relevant personnel to support strategic programs.</p>
<p>Aboriginal background</p> <p>\$8,910.76</p>	<p>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.</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 specialist additional staff (LaST) to support Aboriginal

<p>Aboriginal background</p> <p>\$8,910.76</p>	<p>students</p> <p>The allocation of this funding has resulted in the following impact: All Aboriginal families were engaged in the PLP process and authentically contributed to developing learning goals for their child. Each student made progress towards their personalised learning goals with SLSO support.</p> <p>After evaluation, the next steps to support our students will be: Continue to allocate timetable allowance in staffing to develop and deliver curricular and extra-curricular learning support and programs. Continue to engage SLSO to support tuition.</p>
<p>English language proficiency</p> <p>\$163,667.85</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Crestwood 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"> • additional staffing intensive support for students identified in beginning and emerging phase • additional staffing to implement co-teaching programs to provide intensive support for all students from EAL/D backgrounds • employment of additional staff to support delivery of targeted initiatives <p>The allocation of this funding has resulted in the following impact: EALD students are more confident in their use of English language and prepared to embrace challenging tasks as noted by teacher observations and work samples.</p> <p>After evaluation, the next steps to support our students will be: To continue to provide specialist EALD staff in Stage 6 English. Continue to employ SLSO support and additional teacher for Stage 4 and 5 students. Continue to provide professional learning for staff in all KLAS in differentiated practices to support EALD students.</p>
<p>Low level adjustment for disability</p> <p>\$151,649.80</p>	<p>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.</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"> • Highly effective teaching practices • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • 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 <p>The allocation of this funding has resulted in the following impact: Identified students have strengthened their writing skills as indicated in school-based assessment and NAPLAN.</p> <p>After evaluation, the next steps to support our students will be: Continue to support students with specific learning needs through the employment of SLSOs and additional staff.</p>
<p>Professional learning</p> <p>\$88,360.52</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 Crestwood</p>

<p>Professional learning</p> <p>\$88,360.52</p>	<p>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"> • Highly effective teaching practices • Improve effective classroom practice • Other funded activities <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • engaging a specialist teacher to unpack evidence-based approaches to teaching writing and explore modelled, interactive, guided and independent writing <p>The allocation of this funding has resulted in the following impact: Strengthened capacity of teachers to embed literacy (writing) strategies into their programs and increased confidence in effectively supporting each student in their learning progress.</p> <p>After evaluation, the next steps to support our students will be: To continue to seek the professional learning opportunities with 'experts in the field' according to strategic and staff needs. Continue to employ invigilators for stage 6 exams to provide faculties with time to engage in targeted PL in the context of their KLA.</p>
<p>COVID ILSP</p> <p>\$87,910.96</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 • identify students for small group tuition groups/monitor progress of small student groups. • providing targeted, explicit instruction for student groups in literacy/numeracy - [focus area] <p>The allocation of this funding has resulted in the following impact: The majority of the students in the program achieved significant progress towards their personal learning goals.</p> <p>After evaluation, the next steps to support our students 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 2023 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.</p>
<p>Student support officer (SSO)</p> <p>\$96,058.00</p>	<p>These funds have been used to support improved outcomes and the achievements of staff and students at Crestwood 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"> • Participation and contribution to targeted Year 9 boys' and girls' programs.

<p>Student support officer (SSO)</p> <p>\$96,058.00</p>	<ul style="list-style-type: none"> • Leading the RAGE program in the school targeting identified students from wellbeing data. <p>The allocation of this funding has resulted in the following impact: Sentral behaviour data showing a reduction in the number of negative incidents exhibited by individual students participating in the programs the SSO is involved with. Observation and feedback by student advisors and DPs that participants are using the strategies taught in the program to better regulate their responses to conflict situations. The SSO's external connections as a Youth worker has provided additional support to students and their families.</p> <p>After evaluation, the next steps to support our students will be: To continue the implementation of specific wellbeing programs to support identified students. The identified students come from data from Sentral as well as input by the wellbeing team consisting of the HT Welfare, student advisors, counsellors, DP and the SSO.</p>
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Student information

Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	507	535	523	526
Girls	459	485	483	485

Student attendance profile

School				
Year	2019	2020	2021	2022
7	94.6	95.6	94.7	89.6
8	92.3	94.1	93.4	89.4
9	93.4	93.5	91.1	88.1
10	91.8	94.5	89.7	85.9
11	93.2	92.5	92.9	86.7
12	91.1	94.6	92.4	88.6
All Years	92.9	94.3	92.4	88.0
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	2	1
Employment	10	15	4.55
TAFE entry	3	5	9.09
University Entry	0	0	77.27
Other	N/A	2	4.54
Unknown	N/A	N/A	3.55

Year 12 students undertaking vocational or trade training

20.99% of Year 12 students at Crestwood High School undertook vocational education and training in 2022.

Year 12 students attaining HSC or equivalent vocational education qualification

100% of all Year 12 students at Crestwood 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)	2
Head Teacher(s)	11
Classroom Teacher(s)	55.6
Learning and Support Teacher(s)	0.8
Teacher Librarian	1
Teacher ESL	1
School Counsellor	1
School Administration and Support Staff	19.65
Other Positions	1

*Full Time Equivalent

Workforce composition statement

From 2022 onwards, the new Assistant Principal Curriculum and Instruction (APCI) roles form part of entitlement. The FTE of these roles are counted as per entitlement in line with other non-deputy principal/head teacher executive positions as there is no off-set requirement from the teaching allocation. The APCI is included under the assistant principal(s) position grouping.

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	1,730,024
Revenue	13,308,112
Appropriation	12,537,345
Sale of Goods and Services	4,363
Grants and contributions	724,994
Investment income	20,250
Other revenue	21,160
Expenses	-13,077,578
Employee related	-11,290,668
Operating expenses	-1,786,910
Surplus / deficit for the year	230,534
Closing Balance	1,960,558

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	162,308
Equity Total	375,882
Equity - Aboriginal	8,911
Equity - Socio-economic	51,653
Equity - Language	163,668
Equity - Disability	151,651
Base Total	10,894,582
Base - Per Capita	260,932
Base - Location	0
Base - Other	10,633,650
Other Total	660,790
Grand Total	12,093,563

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

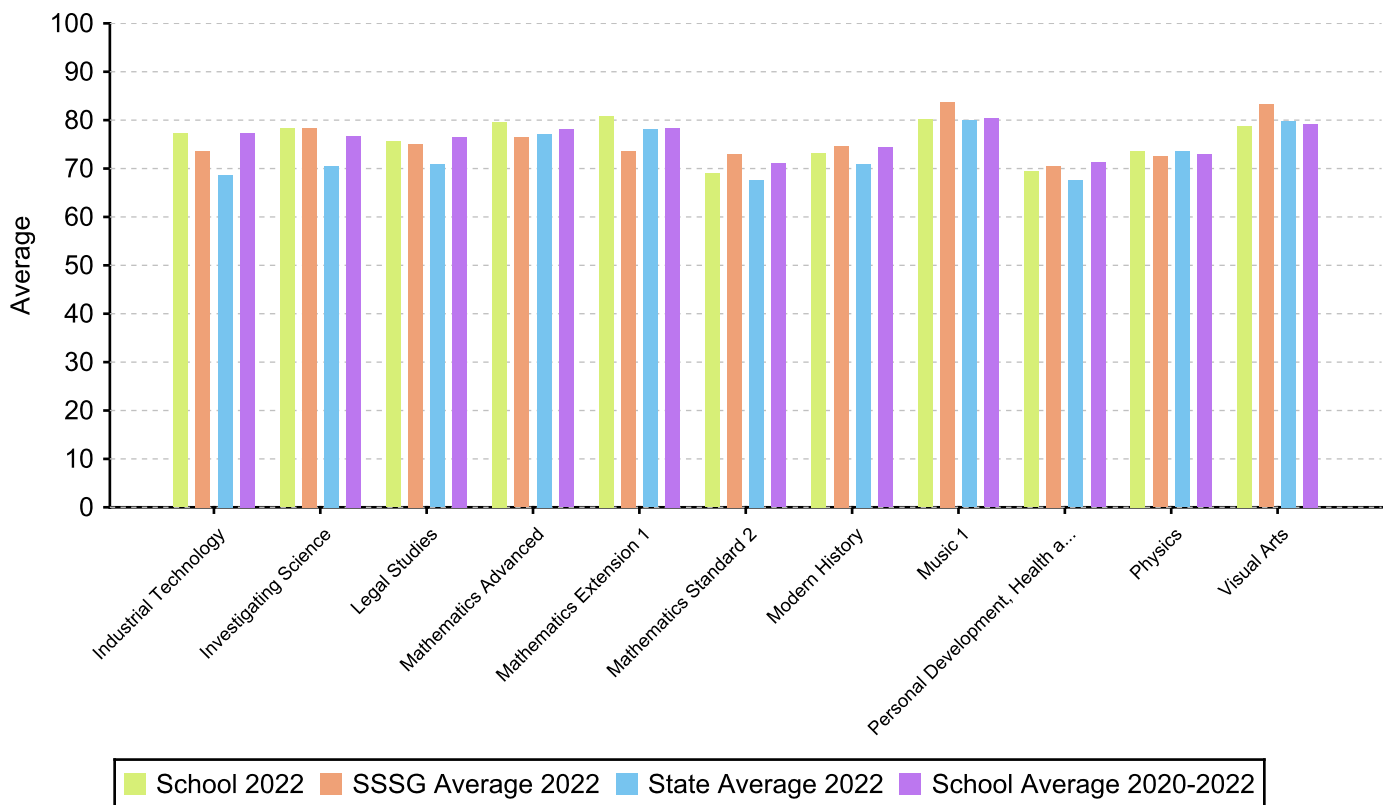
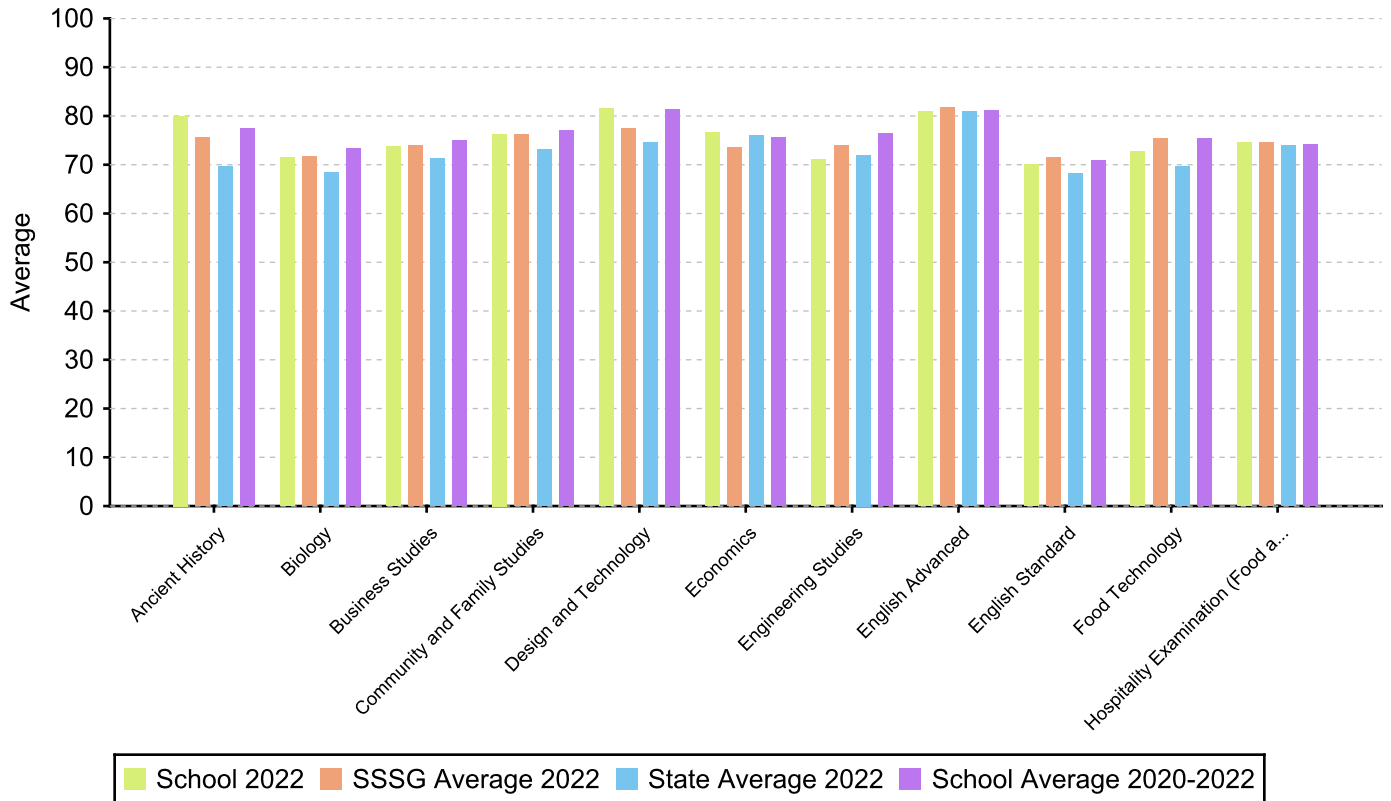
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

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	80.0	75.5	69.6	77.4
Biology	71.4	71.7	68.5	73.4
Business Studies	73.7	73.9	71.2	75.0
Community and Family Studies	76.3	76.2	73.2	77.0
Design and Technology	81.6	77.4	74.6	81.4
Economics	76.6	73.5	76.0	75.7
Engineering Studies	71.1	73.9	72.0	76.4
English Advanced	81.0	81.8	81.0	81.2
English Standard	70.0	71.4	68.1	70.8
Food Technology	72.7	75.5	69.7	75.3
Hospitality Examination (Food and Beverage)	74.5	74.5	74.0	74.2
Industrial Technology	77.2	73.6	68.6	77.3
Investigating Science	78.3	78.4	70.6	76.7
Legal Studies	75.6	75.1	70.8	76.6
Mathematics Advanced	79.6	76.4	77.1	78.1
Mathematics Extension 1	80.9	73.6	78.0	78.4
Mathematics Standard 2	69.0	73.0	67.6	71.0
Modern History	73.2	74.7	70.9	74.3
Music 1	80.1	83.7	79.9	80.3
Personal Development, Health and Physical Education	69.4	70.5	67.5	71.2
Physics	73.6	72.5	73.5	72.9
Visual Arts	78.8	83.2	79.8	79.2

Parent/caregiver, student, teacher satisfaction

Using the Tell Them From Me (TTFM) data, 82% of students indicate they experience positive relationships at school. The Wellbeing team consisting of the Head Teacher Welfare, the school counsellors, student advisors, the Student Support Officer and the Deputy Principals have implemented targeted boys' and girls' programs, RAGE and Rock and Water programs to equip students with additional strategies to regulate their emotional wellbeing with positive outcomes. In the TTFM survey, students acknowledge and value that teachers strive for high levels of engagement by providing quality instruction, a positive learning climate and high expectations for success.

In the TTFM survey, parent responses were very positive (well above the Govt norms) when indicating school reports on their child's progress are written in terms they can understand. Parents overwhelmingly supported learning at home by discussing how their child is doing in their class. They supported the high expectations that teachers had of homework being done on time and 71% of parents would recommend Crestwood High to parents of primary school.

The TTFM survey indicated very high levels of satisfaction from teachers towards school leaders with regard to helping them in their teaching, providing guidance for monitoring student progress, supporting staff during stressful times and they appreciated being able to talk openly and collegially with staff about strategies that increase student engagement.

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.