



# Castle Hill High School

## 2008 Annual School Report



## Messages

### Principal's message



**Vicki Brewer – Principal**

The 2008 Annual School Report for Castle Hill High School is a wonderful reflection of pride and enthusiasm for the work, the people and the directions of the school. Castle Hill High School is a large, coeducational high school with high expectations. With over fifty international fee paying students choosing to study here from overseas, and increasing student applications from out of area, Castle Hill High School is seen as a desirable, premier place to learn. Academic excellence is prized as a priority, for all. It is a school that has a very strong creative and performing arts program and a dynamic sporting tradition.

The school has very strong links with its partner primary schools in order to ensure that learning is based on a continuum and relationships between students, teachers and parents are meaningfully developed.

There is an exemplary Gifted and Talented Program designed to maximise the potential of students and challenge those with special gifts and talents.

Additionally, the school's student leadership and welfare programs are excellent, providing opportunity for students to learn about themselves, work in teams and take initiative.

The school believes strongly that values underpin all learning and all relationships. Thus, there is a school culture based on respect, cooperation, celebration and personal responsibility.

I certify that the information in this report is the result of a rigorous school self evaluation process and is a balanced and genuine account of the school's achievements and areas for development.

Vicki Brewer – Principal

### P&C message

Curriculum participation.

The parent forum at Castle Hill High School believes that the public school system in New South Wales represents a place where common ground is made and where a sense of common good is shaped. Its membership believes that our "Comprehensive" high school is a great example of the best of the Public system. The parent body is totally supportive of the Principal's focus on academic achievement and excellence as a supplement to the school's proven reputation for both the provision of a quality-learning environment and development of a social conscience.

### Parent Organisation

Students and the wider school community benefit greatly from the contributions of the P&C. The P&C meets once per month during the evening. The meetings are a forum for discussion of matters of interest to parents both directly related to school and matters of broader interest. The P&C is the main fundraising organisation of the school and continues to contribute over \$50,000 each year for the betterment of school learning programs. The money comes from the two businesses run by the P&C, namely the canteen and the uniform shop. The P&C also conducts functions to provide parents with the opportunity to participate in the life of the school and within the wider community.

### Learning Support

The P&C believes that home-based support is critical to our children's effective learning. The support of parents in homework, research and adherence to the values of the school is extensive at Castle Hill High School. All forms of parent support are critical to the quality of learning and excellent academic achievements of students at this school. The parents respect the enormity of the teaching staff's dedication to our children.



**Gareth McCray – P&C President**

Charlotte Bronte said: "Prejudices, it is well known, are most difficult to eradicate from the heart whose soil has never been loosened or fertilized by education; they grow there, firm as weeds among rocks." We are fortunate that Public Education has created fertile ground. Vivat Educatio Publica.

Gareth McCray – P&C President

### Student representative's message

The Student Representative Council continued to be an active and influential group of students under the leadership of SRC President Angela Pike, Junior SRC Co-ordinator Emma Cowan and our School Captains Wendy Thomas and Johnathan Barhoumeh. Mention must also be made of the dynamic prefects who were always there to support their leaders and who played a major role in the various activities of the SRC.



**SRC members Samuel Quadrio, Andrew Ellis and Ryan Jameson**

Yet again, 2008 was a year when Castle Hill High School was involved in fundraising events to support those in our community facing adversity.

A major event on the SRC calendar was Relay for Life. A large group of students from Years 7 through to 12 worked hand in hand with the community to raise vital funds for cancer research. This year was made extra special by the involvement of Michael Walsh, a Year 11 student and SRC member, who rode his bicycle from Melbourne to Castle Hill to raise funds

for the Cancer Council. Daffodil Day, Red Nose Day, Legacy, Bandaged Bear Day, Bandana Day and the 40 Hour Famine were also major fundraising events for 2008.

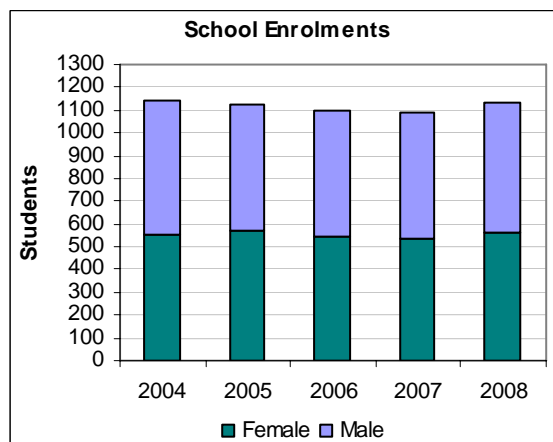
Castle Hill High School organised yet another Multicultural Day; when students and teachers were encouraged to dress up in their traditional costumes. During Pastoral Care a multi day collage was created showing the multicultural natures of our school. At lunch time students were able to purchase international cuisine. A mural was painted in the canteen with students writing greetings in different languages. Planning is well underway for 2009 under the new leadership of our SRC President, Samuel Quadrio and Junior SRC Co-ordinator Anisa Khozoei.

Samuel Quadrio and Anisa Khozoei

### School context

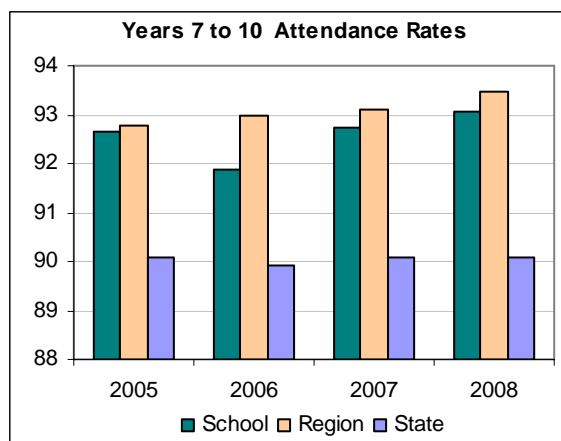
#### Student enrolment profile

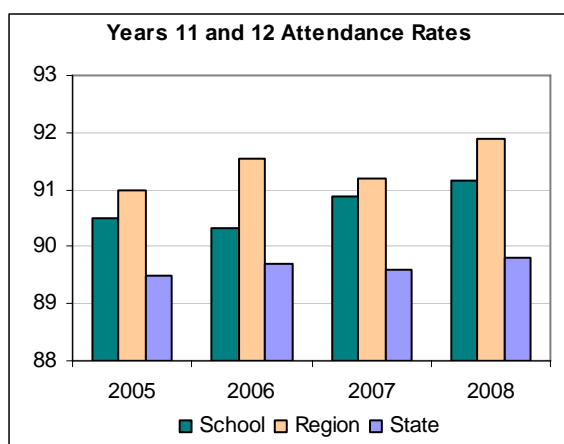
In 2008 the school had a total enrolment of 1134 students. The following graph reflects the total enrolment of the school by gender over a five year period.



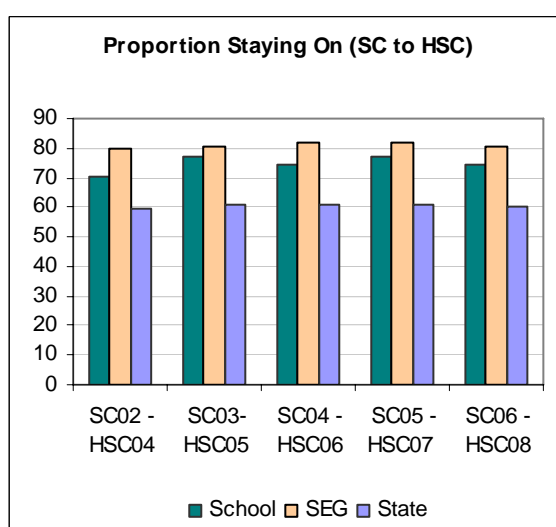
#### Student attendance profile

Attendance rates for all students was higher than the state averages and lower than the regional average.





### Retention to Year 12



### Post-school destinations

Following the 2008 HSC, students pursued the following post school destinations.

- University 46%
- TAFE 26%
- Apprenticeships 10%
- Employment 18%

### Staff information

#### Staff establishment

In 2008 the school had a total teaching staff of 76.5. The following table reflects the composition of the school teaching staff.

Position	Number
Principal	1
Deputy Principal(s)	2
Head Teachers	12
Classroom Teachers	58.1
Support Teacher Learning Assistance	0.4
Teacher Librarian	1
Teacher of ESL	1
Counsellor	1
Total	76.5

#### Staff retention

Staff retention rates at the school continue to remain very stable. During 2008 one teacher, Simon Kelly achieved a promotion to Head Teacher and one Deputy Principal, Timothy O'Brien achieved promotion to Principal. Neil Cooper retired at the end of 2008 after many years of service as a Science teacher at Castle Hill High School.

#### Staff attendance

Staff have access to leave entitlements such as sick leave. In 2008 the average daily attendance rate for staff, as determined by the Department, was 96.4.

Note: The staff attendance is determined by subtracting the number of short-term, unplanned days absent from the total available teaching days.

#### Teacher qualifications

All teaching staff meet the professional requirements for teaching in NSW public schools.

As the following statistics show the staff are highly qualified and experienced with the majority of staff having in excess of 20 years teaching experience.

Qualifications	% of staff
Degree or Diploma	78
Postgraduate	22



## Financial summary

This summary covers funds for operating costs and does not involve expenditure areas such as permanent salaries, building and major maintenance.

Date of financial summary:	30/11/2008
<b>Income</b>	<b>\$</b>
Balance brought forward	467 146.92
Global funds	520 835.45
Tied funds	254 804.35
School & community sources	806 271.07
Interest	40 334.55
Trust receipts	86 707.77
Canteen	0.00
<b>Total income</b>	<b>2 176 100.11</b>
<b>Expenditure</b>	
Teaching & learning	
Key learning areas	181 568.59
Excursions	233 225.42
Extracurricular dissections	128 733.63
Library	0.00
Training & development	0.00
Tied funds	237 618.48
Casual relief teachers	126 841.86
Administration & office	219 178.04
School-operated canteen	
Utilities	132 556.69
Maintenance	97 668.35
Trust accounts	98 045.62
Capital programs	169 731.95
<b>Total expenditure</b>	<b>1 625 168.63</b>
<b>Balance carried forward</b>	<b>550 931.48</b>

A full copy of the school's 2008 financial statement is tabled at the annual general meetings of the School Council and/or the parent body. Further details concerning the statement can be obtained by contacting the school.

## School performance 2008

### Achievements

#### Arts

#### Annual Report 2008



Stephen Fleming performing at Showcase

Throughout 2008, Castle Hill High School's talented students and teachers have been tireless in building on previous successes. We continued our tradition in developing and celebrating the diverse skills and talents of our students.

Highlights include:

- Alexandra Dennison's HSC Drama Individual Project in Promotional Design was exhibited at *Onstage – A Showcase of Outstanding works*



Leader of the Pack – the 2008 School Musical



**Leader of the Pack**

- from the HSC Drama exam. It was one of only 3 promotional Design works exhibited.
- The Year 11 Drama class was selected to perform their class devised item “*Sweet Dreams*” at the State Drama Festival. This Festival presents items from NSW students who display excellence in drama and theatre. This item was one of only three selected from our region indicating outstanding achievement for the students and a great honour for our school.
- The annual school musical *Leader of the Pack* featured the talents of more than 150 students on stage and behind the scenes. The show wowed capacity crowds over the five performances in late May. Audiences were taken by surprise with the arrival of a Harley Davidson motorcycle on stage and couldn’t get enough of Helen Wardle’s rendition of *River Deep, Mountain High* and they demanded an encore every performance. It was especially pleasing to have ex-student Veronica Sahabu join us as Choreographer and her skill and enthusiasm meant the show was a dance spectacular in every number.
- In August for our annual Showcase of the Performing Arts, students rocked around the clock through time and space, presenting *Rock of Ages*, a program

inspired by different places in time. The talents of over 100 dance, drama and music students were showcased in this theatrical bonanza.

- In term three, the school auditorium was once again transformed into a gallery for the Annual Art Show. Visitors were treated to the artistic talents of our Visual Arts and Photography students from Years 7-12. Commencing with a classy opening, this week-long exhibition provided us with an opportunity to host Year 5 students and their teachers from our Partner

Primary schools who participated in workshops led by Year 10 students. Music students entertained visitors to the Artshow at the evening opening session.

- Over 60 students participated in three dance items selected for the Sydney West Dance Festival. These pieces were choreographed by Laura Campbell, Kristy Schneeberger, Anna Wiwatowska, Alexandra Ragno and Laurence Kim in such diverse styles as modern, contemporary and hip-hop.
- Dance students were selected to perform as part of the Schools Spectacular at the Sydney Entertainment Centre. This annual highlight showcases the outstanding performing artists of our NSW Public School. We continued our decade long tradition of being involved in this event by being part of combined items and in



**Castle Hill High School Concert Band in rehearsal**



featured roles. Our boys hip-hop dance troupe comprising of Laurence Kim, Devan S, Mikael Yu, Lachlan Armstong-Sue and Bornha Hagh Pazhooh were selected as part of a featured segment.

- The Vocal Ensemble participated as part of the Massed Choir at the ArtsNorth Music Festival where they joined students from other schools in the region in a program of diverse genres. This demonstrated the flexibility of our vocalists whose outstanding skills and preparation did not go unnoticed.
- Yasmin Arkinstall (Year 7) was selected to perform an improvisational solo in the piece *Thurma Mina* at the Arts North Music Festival. This was an exceptional achievement!
- The Concert Band under the conductorship of Adam Tomkins continued to expand their repertoire and embrace performance opportunities such as Showcase and Presentation Day.
- Several students were selected by audition to perform as part of the State School Singers who were involved in a variety of performance opportunities and workshops to further their talents.
- Our drama students impressed audiences on the Regional stage. Original play built pieces such as *The Great Time Burglary* by Year 9, *The Attic* by Year 10 drama and *Sweet Dreams* by Year 11 Drama were all selected to perform at NIDA as part of the Arts North Festival of Drama.
- Year 11 student Hanni Trewin was selected for the NSW Senior Drama Ensemble. As one of only 16 students selected for this ensemble it was recognition of Hanni's talent and commitment to be given such an opportunity. Similarly, Year 8 students Nicolette Freris and Ainsley Vanecek were selected as part of the NSW Junior Drama Ensemble.
- As always our CAPA students were generous with their time and talents throughout the wider community, demonstrating pride in their school and rousing community spirit in various forms. This included events such as

Relay for Life, various fetes and events at our Partner Primary schools.

- Mark and Stephen Fleming of Year 11 were invited to provide entertainment for a Business After Hours function at the Norwest Chamber of Commerce and the Inala School Fair.
- Photography and Visual Arts students exhibited work in the annual Castle Hill Show and won first and second prizes in the Black and White section. Again these are wonderful achievements and are a testament to the expertise of our photography students and their teachers.

2008 has been another year of outstanding individual and collective student successes and achievement in the Creative and Performing Arts at Castle Hill High School.

### Sport

2008 was again a successful year for Castle Hill High School students at Zone, Regional and State Carnivals.



**2008 Girls Water Polo**

There were also knockout teams representing the school to a high level of distinction. A summary of the students achievements is listed below.

### NSW State Swimming Championships

The highest level of competitive swimming in NSW again saw a number of swimmers from Castle Hill High School competing at these championships.

Athletes who achieved the exceptional honour of medalling at this event were:

- Alana Seager:
  - Silver Medal: 200 metre Individual Medley
  - Silver Medal: 400 metre Individual Medley

- Bronze Medal: 200 metre Freestyle
- Bronze Medal: 100 metre Butterfly
- Gabrielle Ralphs:
  - Bronze medal: 50 metre Freestyle
- Castle Hill High All Age Relay Team: Bronze Medal:
- Gabrielle Ralphs, Katherine Gamble, Alison Jalvo, Jessica Le Quesne, Natalie Steel, Alana Seager

#### **NSW All Schools Triathlon Championship**

- Junior Boys Team – Jared Seager, Jackson Dwyer and Timothy Pond-Saarelainen
  - Second Place for NSW Public Schools
- Senior Boys Teams – Timothy Richards, Michael Walsh and Ryan Johnstone
  - Second Place for NSW Public Schools
- Senior Girls Team – Alana Seager, Nicole Franks and Xanthe Dwyer

#### **C.H.S Athletics**

The following students achieved the high distinction of winning a medal at the C.H.S Athletics Carnival

- Katherine Gamble: First in the 12 years Girls 800m
- Gabrielle Ralphs:
  - First in the 13 years Girls Long Jump
  - Second in the 13 years Girls High Jump
- Xanthe Dwyer: Second in the 16 years Girls 800m

#### **Hills Zone Representatives**

- Boys Open Tennis – Gregory Cumming
- Girls Open Tennis – Wendy Thomas
- Boys Open Volleyball – Igor Mileusnic
- Boys Open Baseball – Benjamin Lees, Deniz Oymen, Timothy Richards, Thomas Cunningham, Mark Hern
- Girls Open Basketball – Tara Kilminster, Nicole Franks
- Boys 15's AFL – Jack Dwyer, David Western
- Boys Open Football – Ceysun Esen, Jack Baum, Nicholas Trimble, Ryan Johnstone, Blake Fowler, Todd Fowler, Andres Carol Villavedra, David McNaughton
  - Girls Open Hockey – Ana Maria Acevedo, Taylor Breeze-Backers, Emily Jameson, Samantha Rien
  - Girls Open Hockey – Xanthe Dwyer, Bronwyn Button, Danielle Watson, Brooke Dwyer, Kirstyn Button
  - Boys Open Hockey – Udayan Sharma, Shaun Van Veenhuysen
  - Girls Open Netball – Nicole Franks

#### **Met West Representatives**

- Girls Open Tennis – Wendy Thomas
- Boys Open Baseball – Benjamin Lees, Deniz Oymen, Timothy Richards, Mark Hern
- Girls Open Basketball – Tara Kilminster
- Girls Open Hockey – Xanthe Dwyer, Bronwyn Button, Kirstyn Button
- Boys Open Rugby Union – Aaron Quadrio, Mark McKee
- Boys Open Cricket – Kieran Meurant

#### **CHS Representatives**

- Girls Open Netball – Nicole Franks

#### **State Knockout Teams**

Castle Hill High School entered into a number of state wide knockout sporting competitions during 2008. These



#### **2008 Athletics Carnival**

##### **NSW All Schools Cross Country**

- First Place – 16 years Boys School Team (Ryan Johnstone, Jackson Dimery, Angus Baird and Ceysun Esen)
- Second Place – 16 years Girls Regional Team (Xanthe Dwyer)
- Third Place – 14 years Girls Regional Team (Alison Jalvo)
- Third Place – 16 years Boys Regional Team (Ryan Johnstone, Jackson Dimery)
- Third Place – 18 years Girls Regional Team (Alana Seager)



are the following outstanding results from some of our teams:

- Boys Open Hockey – Metropolitan West Finalist
- Girls Open Hockey – Metropolitan West Finalist
- Boys Open Football – Metropolitan West Semi Finalists
- Girls 15 years Basketball – Metropolitan West Champions

Special mention must go to the Open Boys Basketball team who finished a highly impressive third place overall from all NSW Public Schools. The students who have represented Castle Hill High School during 2008 at Zone, Regional and State Level Sport are to be congratulated for the positive and mature manner in which they approached their sporting endeavours. They have shown themselves to be excellent representatives of their school.



**2008 Boys Basketball Team**

The staff are to be congratulated for their wonderful efforts during sporting carnivals and for the coaching/managing of knockout teams. Without their commitment and endeavour, the carnivals and knockout teams would not have been as successful as they were in 2008. Parental involvement within sport during this year has been of great value with the transport of students to different sporting venues for knockout competitions. Parents have been such a great assistance with their support of school sport. We also need to acknowledge the ongoing benefit obtained from use of the mini bus to transport students to sporting venues. This would not be possible without the sponsorship of the Mini Bus from Castle Hill RSL, P&C Association and the Student Representative Council.

## Academic

In the National Assessment Program, the results across 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 the assessments.

Yr 3: from Band 1 (lowest) to Band 6 (highest for Year 3)

Yr 5: from Band 3 (lowest) to Band 8 (highest for Year 5)

Yr 7: from Band 4 (lowest) to Band 9 (highest for Year 7)

Yr 9: from Band 5 (lowest) to Band 10 (highest for Year 9)

In the School Certificate the performance of students is reported in performance bands ranging from Performance Band 1 (lowest) to Performance Band 6 (highest).

## Literacy – NAPLAN Year 7

2008 was the first year that Castle Hill High School students completed a National Literacy Assessment (NAPLAN), rather than the state-wide ELLA. The Literacy component of the NAPLAN assessment was broken up into four sections including reading, writing, spelling and grammar and punctuation. Students at Castle Hill High School performed well with the average mark higher than our like school group average and the state average. 12% of our students achieved the highest band (9), whilst 96% of them were in the top four bands. The following tables show the percentage of students in the relevant bands and how this relates to the previous school average, the like school average and state average.



**Castle Hill High School students preparing for examinations**

## Year 7 Naplan Reading

Average mark, 2008						
Skill Band Distribution						
Band Number in band 2008 Percentage in band 2008 School average 2005 - 2007 LSG average 2008 State average 2008	4	5	6	7	8	9
	1	16	58	58	52	33
	0.5	7.3	26.6	26.6	23.9	15.1
	1.4	6.1	19.5	32.9	27.6	12.6
	1.9	9.8	27.8	26.2	22.5	11.8
	4.2	13.8	29.2	23.7	18.5	10.7

## Year 7 Naplan Writing

Average mark, 2008						
Skill Band Distribution						
Band Number in band 2008 Percentage in band 2008 School average LSG average 2008 State average 2008	4	5	6	7	8	9
	1	15	53	71	52	26
	0.5	6.9	24.3	32.6	23.9	11.9
	3.5	12.6	25.6	28.0	18.9	11.4
	4.0	9.0	28.1	26.1	22.5	10.3
	6.8	11.3	29.6	23.8	18.8	9.7

## Year 7 Spelling

Average mark, 2008						
Skill Band Distribution						
Band Number in band 2008 Percentage in band 2008 LSG average 2008 State average 2008	4	5	6	7	8	9
	2	9	45	53	68	41
	0.9	4.1	20.6	24.3	31.2	18.8
	3.1	6.7	19.1	31.3	29.0	10.8
	5.7	9.2	20.4	28.9	25.2	10.6

## Year 7 Grammar and Punctuation

Average mark, 2008						
Skill Band Distribution						
Band Number in band 2008 Percentage in band 2008 School average 2005 - 2007 LSG average 2008 State average 2008	4	5	6	7	8	9
	2	18	34	42	58	62
	0.9	8.3	15.7	19.4	26.9	28.7
	1.8	5.3	12.1	22.9	30.4	27.5
	1.2	9.8	21.4	25.6	23.3	18.8
	3.0	15.9	23.8	23.8	17.8	15.7

## Numeracy – Naplan Year 7

2008 was the first year that Castle Hill High School students completed a National Numeracy Assessment (NAPLAN), rather than the state-wide SNAP. Our students performed well above state average in all areas of numeracy: Number, Patterns and Algebra, Measurement and Data, Space and Geometry. 29% of our students achieved the highest band (9), whilst 91% of them were in the top four bands. We had less than half of the state average of students in the lower bands.

Compared with our local area schools, this Year 7 group is strong in all areas of numeracy, but fall just below the group average.

## Year 7 Naplan Numeracy

Average mark, 2008						
Skill Band Distribution						
Band Number in band 2008 Percentage in band 2008 LSG average 2008 State average 2008	4	5	6	7	8	9
	0	18	46	62	56	36
	0.0	8.3	21.1	28.4	25.7	16.5
	3.7	10.9	22.4	27.7	24.4	10.9
	7.3	14.2	23.5	25.0	20.2	9.9

## Literacy – NAPLAN Year 9

The Year 9 cohort also performed well with the average mark higher than the like school group average and the state average. 12% of our students achieved the highest band (10), whilst 85% of them were in the top four bands. The following graphs show the percentage of students in the relevant bands and how this relates to the like school average and state average.

### Year 9 Naplan Reading

		School	LSG	State		
Average mark, 2008		604.3	593.0	584.0		
Skill Band Distribution						
Band  Number in band 2008  Percentage in band 2008  LSG average 2008  State average 2008	5	6	7	8	9	10
	5	19	41	63	33	17
	2.8	10.7	23.0	35.4	18.5	9.6
	3.3	12.7	27.9	30.9	18.4	6.8
	5.6	16.6	28.2	26.5	16.0	7.1

### Year 9 Naplan Writing



## Year 9 Naplan Spelling

		School	LSG	State		
Average mark, 2008	601.7		594.5	586.4		
Skill Band Distribution						
Band Number in band 2008 Percentage in band 2008 LSG average 2008 State average 2008	5	6	7	8	9	10
	7	16	42	49	52	12
	3.9	9.0	23.6	27.5	29.2	6.7
	5.5	9.2	27.1	26.2	25.5	6.5
	8.6	10.9	27.1	24.5	22.0	6.9

### Year 9 Grammar and Punctuation

Average mark, 2008	School	LSG	State			
	610.3	589.5	578.8			
Skill Band Distribution						
Band	5	6	7	8	9	10
Number in band 2008	12	27	35	43	35	26
Percentage in band 2008	6.7	15.2	19.7	24.2	19.7	14.6
LSG average 2008	7.2	14.9	29.0	23.8	14.3	10.8
State average 2008	11.2	16.8	29.2	20.7	11.7	10.5

## Numeracy – NAPLAN Year 9

In previous years, students completed SNAP in Years 7 and 8. With the introduction of NAPLAN, they are now tested in Years 7 and 9. The reporting process now places them in six bands rather than four proficiency levels. This makes value adding comparisons difficult. 23% of our students were ranked in the High band (10), while 89% were in the top four bands.

Of all the 180 students trackable since Year 7, only 7 of them are reported with a lower overall numeracy score. This means that 96% of our students moved forward in numeracy over their first two years at High School.



Compared with our local area schools, this group has improved considerably, but still come in just short of the group.

### Year 9 Numeracy

Average mark, 2008		School	LSG	State		
		622.8	606.1	593.7		
Skill Band Distribution						
Band	5	6	7	8	9	10
Number in band 2008	5	15	32	55	30	41
Percentage in band 2008	2.8	8.4	18.0	30.9	16.9	23.0
LSG average 2008	2.4	13.4	23.1	28.0	18.3	14.8
State average 2008	5.0	18.6	24.0	24.7	14.6	13.1

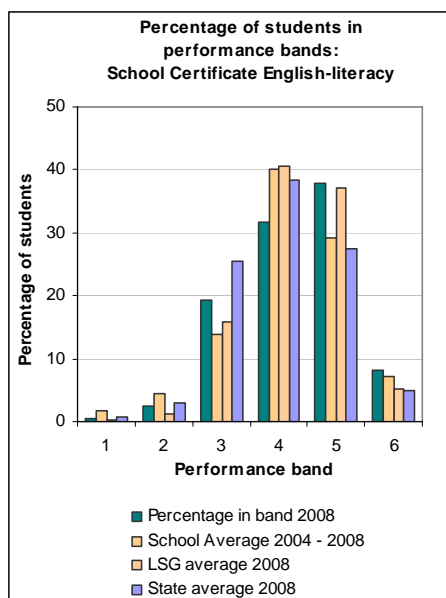
### School Certificate

In 2008 the Castle Hill High School Year 10 cohort performed to an impressive standard in the School Certificate.

### English

46% of students were placed in the top two bands for English. This compared most favourably with state-wide results of 38.55% of students in bands 5 and 6. Comparative performance from Year 5 to Year 10 remains positive for English with relative growth of 0.92 across all band ranges. English – literacy relative performance ranked students in the higher bands, in the top 23% of the state.

Whilst the results of the G&T stream are pleasing, it is evident that students of all levels of ability are benefiting from the revised programming with positive growth achieved across all band ranges.

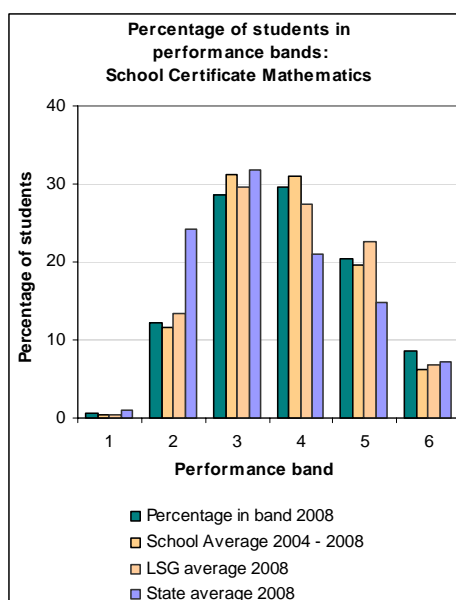


### Maths

School Certificate external tests were slightly higher than the state average.

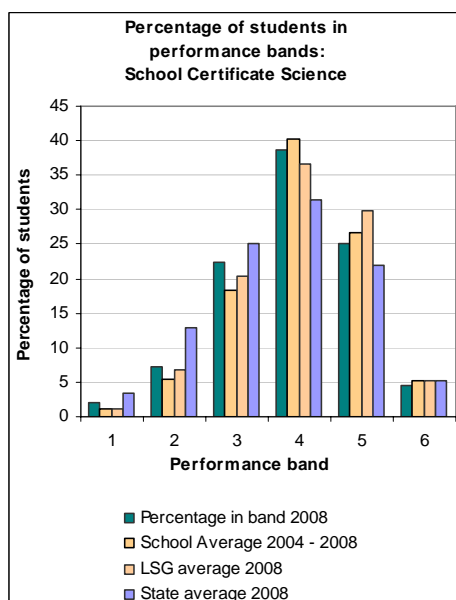
Value added data places all our high and middle ability students at the high end of the state average range, reflecting a continued trend of improvement. Our low achievers have shown value added right on state average, reflecting the commitment of our teachers working with students of all abilities.

Our challenge is to continue the growth performance of all students. The addition of a G&T stream has brought great results at the top. Remedial work (detected and assisted by SNAP / NAPLAN results) has allowed us to produce pleasing improvement in our lower achieving students.



## Science

In Science the percentage of students in the top 3 bands in Science was 68.4%, which was well above the state average of 58.8%. In the lower bands the percentage of students continues to be below the state average.

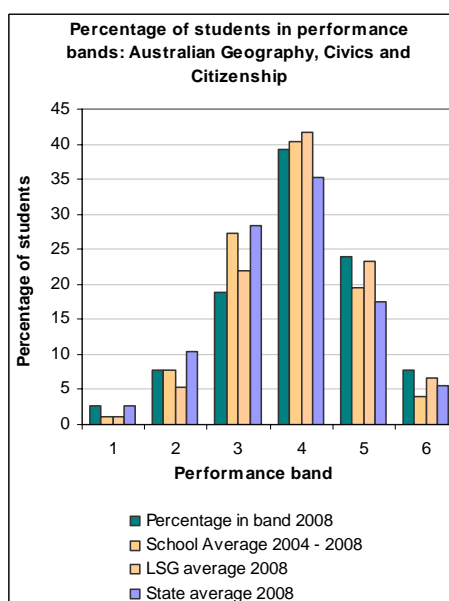
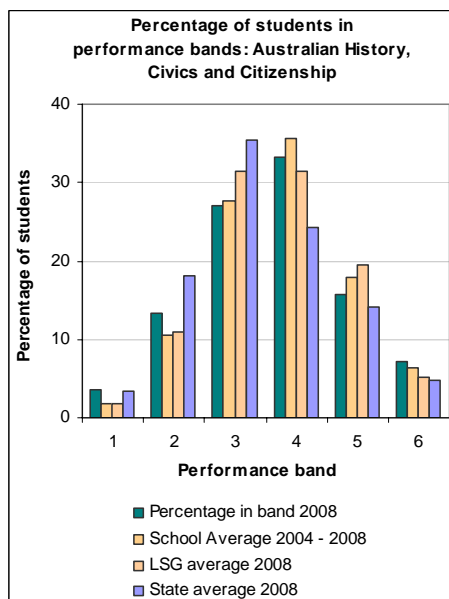


## HSIE

In Australian History, Civics and Citizenship the percentage of students gaining the top band was 7.1% compared to the state average of 5.5%. The percentage of students in the top three bands was 54.6%, again higher than the state average of 50.1%.

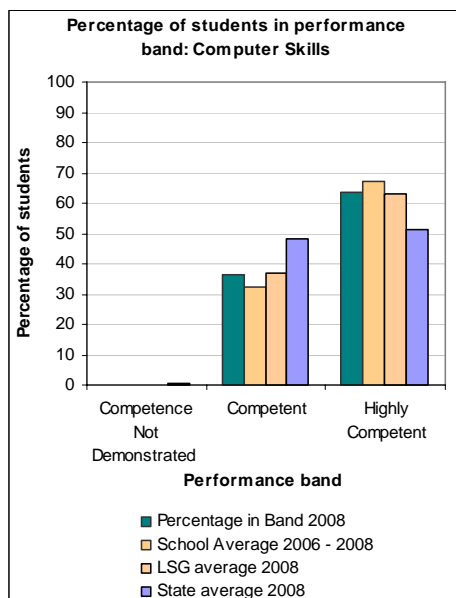
This continues the trend established in recent years of considerably improved results in School Certificate History.

In Australian Geography, Civics and Citizenship the percentage of students gaining the top band was 7.7% compared to the state average of 6.7%. The percentage of students in the top three bands was 69.4% compared to the state average of 65.6%. As with History, students in Geography have continued the trend established in recent years of performing significantly above state average figures.



## Computing Skills

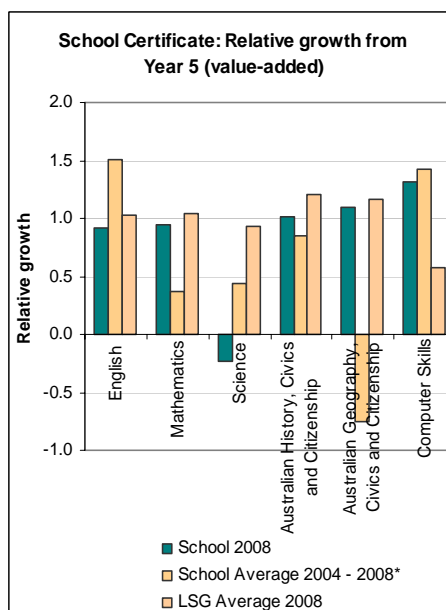
The results in Computer Skills for 2008 were impressive. 63.8% of students were in the highly competent performance band. The performance band judged as competent consisted of 36.2%. The school's average mark of 82.3% compared favourably to the state average of 79% and the like school group average of 81.7%.



## School Certificate relative performance comparison to Year 5 (value-adding)

As is shown in the table, Castle Hill High School Year 10 students clearly performed significantly above the state average in English, Mathematics, Science, Australian History Civics and Citizenship, Australian Geography Civics and Citizenship and Computer Skills. Furthermore, Castle Hill High School Year 10 students substantially value added in English, Mathematics, Australian History Civics and Citizenship, Australian Geography Civics and Citizenship and Computer Skills. It is also pleasing to note that in two subjects, English and Computer Skills, Year 10 students were able to value add at a level above the like school group average during 2004 – 2008.

These strong results reflect consistent and effective teaching practice across the broad spectrum of Year 10 courses at Castle Hill High School. Constant evaluation of quality teaching programs by each subject faculty ensures continued focus on improved student learning at the School Certificate level.



## Higher School Certificate

2008 was an exceptional year for Castle Hill High School at the HSC with the school being positioned 148 in the top 200 schools in NSW based on the number of Band 6 grades achieved. A total of 87 Band 6 grades were attained with a further 283 Band 5 grades being awarded to Castle Hill High School students. This reflects the creation of learning environments which foster deep knowledge and understanding and the emphasis on pedagogical practice that enables the development of higher order skills.

The commitment of the teaching staff across all the KLA's, towards more effective preparation of students for the rigours of HSC study has also been a strong contributing factor. More specifically, the two day Year 12 Study Skills and revision workshops conducted during the holiday break appear to have lifted the performance of the 2008 HSC student cohort.

The 2008 HSC results provide further evidence that by involving all the principal stakeholders: students, staff and parents in effective programs, student performance can be maximized at the HSC level.

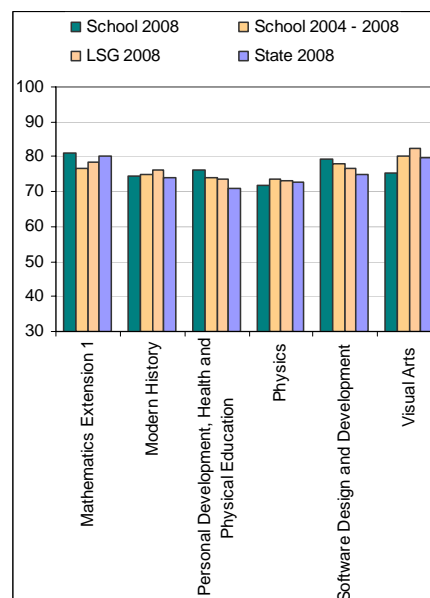
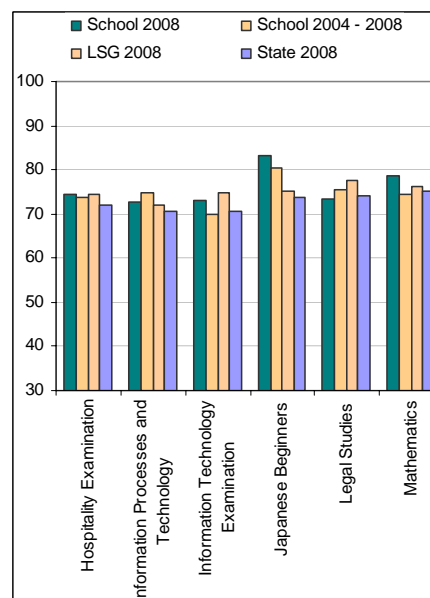
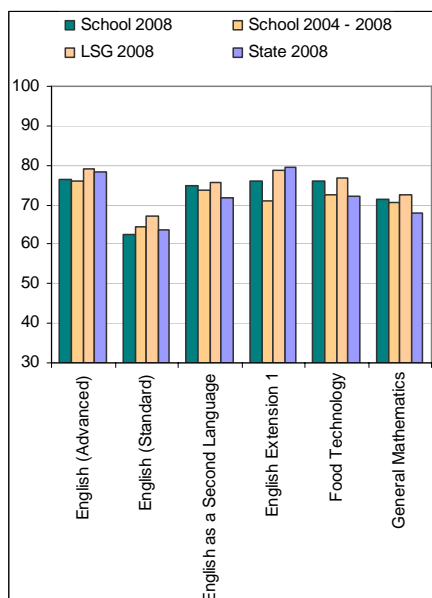
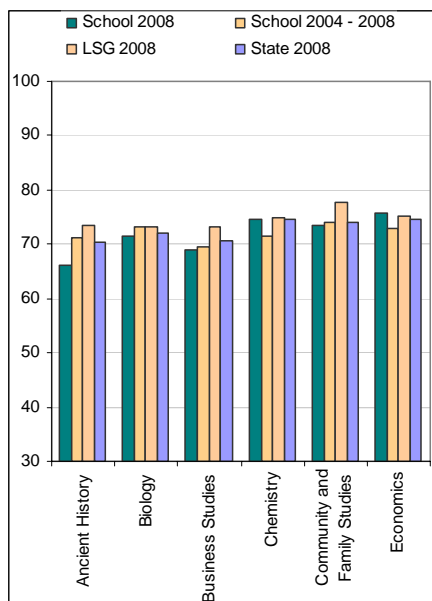
Included amongst the outstanding performances for this HSC group were a seventeenth placement in Personal Development/Health Physical Education and one NSW HSC High Achiever Award.

The following graphs show that in 14 out of the 29 subjects attempted by Castle Hill High School students, their performance exceeded the figures recorded for state averages. More specifically, Chemistry, Economics, General Mathematics, Mathematics 2 Unit, Mathematics Extension 1, English ESL, Food Technology, Hospitality, Information processes and Technology, Information Technology, Japanese Beginners, Modern History, Personal Development/Health and Physical Education, and Software Design and Development, all attained



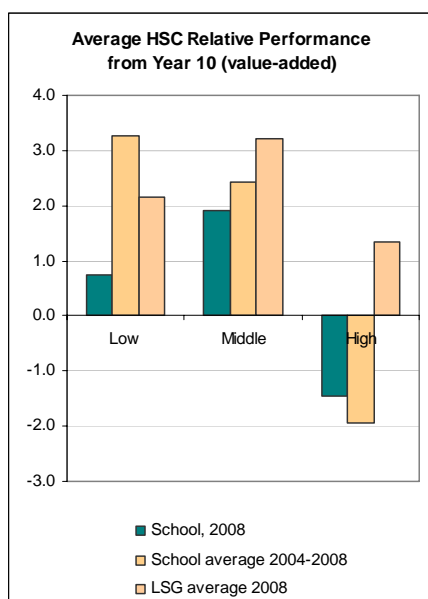
marks which on average, were above their state counterparts.

A substantial number of subjects including Economics, Mathematics 2 Unit, Mathematics Extension 1, Information Processes and Technology, Japanese Beginners, Hospitality, Software Design and Development, Personal Development/ Health and Physical Education were also able to achieve higher marks on average than students in their Like School Group.



### Higher School Certificate relative performance comparison to School Certificate (value-adding)

The average HSC relative performance from Year 10 data for Castle Hill High School shows many students are making steady progress and demonstrating positive value adding. Considerable discussion time has also been set aside at the executive and senior executive level to evaluate the performance of 'high band' students. Continued emphasis has been placed on the tracking of students from the gifted and talented classes in Years 7-10 through to their HSC year. Priority has been placed on the development of Quality Teaching and Learning programs and the refinement of HSC assessment tasks in order to lift the marks of high achievers.



#### Percentage of Year 9 students in our school achieving at or above the minimum standard in 2008

Percentage of Year 9 students achieving at and above minimum standard	
Reading	97.2
Writing	95.5
Spelling	96.1
Punctuation and grammar	93.3
Numeracy	97.2

#### Minimum standards

The Commonwealth Government sets minimum standards for reading, writing, grammar and punctuation, spelling and numeracy for Years 3, 5, 7 and 9.

The performance of the students in our school in the National Assessment Program – Literacy and Numeracy is compared to these minimum standards. The percentages of our students achieving at or above these standards are reported below.

#### Percentage of Year 7 students in our school achieving at or above the minimum standard in 2008

Percentage of Year 7 students achieving at and above minimum standard	
Reading	99.5
Writing	99.5
Spelling	99.1
Punctuation and grammar	100.0
Numeracy	99.1

## **Significant programs and initiatives**

### **Peer Tutoring**

The peer tutoring program has been running very successfully at Castle Hill High School for the past seven years. The program aims to support and improve the reading skills of targeted Year 7 students who are experiencing literacy difficulties. Each nominated student is partnered with a nominated Year 10 student and over the period of three terms, each pair works together in the library during Pastoral Care. The benefits for both groups of students are enormous both academically and in terms of peer support. For the Year 7 students, as their skills develop, their confidence is also lifted and for the Year 10 students, it provides them with excellent experience in serving the school community and many continue on to become respected and considerate school leaders.

The invited guests were entertained by musicians Stephen and Mark Fleming, provided with a wonderful breakfast cooked by our hospitality students and heard from keynote speaker, Mr Jamie Isbister from Caritas Australia.



**The 2008 Business Breakfast**

The Business Breakfast has now become an annual feature of the school's ongoing program to connect with the wider community to showcase our school, students and our achievements.

### **Thinking Skills**

Thinking Skills is a school based initiative designed to teach students the ability to think in varied ways, thus maximising learning potential. It explicitly teaches students how to think critically and creatively, work co-operatively, utilise graphic organisers, study effectively and to tap into multiple intelligences. During 2008 students in Year 7 met with their Thinking Skills teacher once a week to focus on, and participate in, activities designed to enhance their potential for learning.



**Castle Hill High School Students**

### **Business Breakfast**

In Term 2 2008 Castle Hill High School invited teachers, students, parents and members of the local community for our annual Business Breakfast.

The aim of the breakfast is to build upon our already strong relationship with the local community and for business representatives to become fully aware of the outstanding education programs that exist at Castle Hill High School.

An evaluation survey, conducted of the four classes, indicated that students found the entire course very useful. Particularly, the unit of work that focused on Study Skills was found to be of most benefit to students.



## Aboriginal education

The profile of Aboriginal education has continued to grow at Castle Hill High School. All school assemblies are commenced with an "Acknowledgement to Country" which provides students opportunity to reflect upon and recognize the traditional custodians of the land on which Castle Hill High School is built.

## Curriculum

### Gifted and Talented Education

The strength and reputation of Castle Hill High School's Gifted and Talented Program continues to grow. This is emphasised by the number of students who sit for acceptance into the program. In 2008 the school had 10 Gifted and Talented classes.



**Year 8 Award Winners at Presentation Day**

A significant promotion of the profile of Aboriginal education was achieved during these years Spirit Week when Koori Radio broadcast from the school grounds. The radio announcer for Koori Radio interviewed our Aboriginal students and provided valuable insights into the media industry. Our non-indigenous students were also provided with the opportunity to perform for and be recorded by Koori radio. This allowed the establishment of dialogue between these groups and gave all students valuable insight into the contemporary thriving Aboriginal culture.

Professional Development continues to be a priority to consolidate teachers' understanding of educating gifted and talented students. It has focused on learning how to cater for the academic, social and emotional needs of gifted and talented students.

Four teachers completed the Enrich, Engage and Extend course offered by the New South Wales Department of Education. This saw the teachers develop, implement and access units of work for their classes.

Staff will continue to gain Professional Development in research based models focusing on the academic, social and emotional needs of gifted and talented students. Similar attention will be placed on learning in differentiation to enhance learning opportunities.

### **Multicultural education**

The Multicultural Team has continued to play an active role in the culture of Castle Hill High School. 2008 saw us farewell our World Vision Sponsor child, Yisma. Due to our ongoing sponsorship, he is now an independent, self-sufficient adult. We now welcome a new member to our community, Getachew. It was both sad and joyous to farewell Yisma as he had been

in our family for a considerable period of time. He was initially sponsored by a Pastoral Care class and then funding responsibilities were transferred four years ago to the Multicultural Team.

We also continue to support Mina and her children in Afghanistan through the charity Mahoba's Promise. The students receive letters and photographs from Mina and find it rewarding and enlightening when they see the



**Abigail Mallari and Ashmita Singh**



challenges faced by many children less fortunate than themselves.

Our charities are funded through the selling of chocolates by a small band of junior students who are enthusiastic and committed to the cause of helping others.

Through the daily notices we continue to bring attention to culturally significant events in order to initiate discussion and awareness in Pastoral Care groups. The biggest celebratory event in 2008 was the Multicultural Day held in May which was organised and promoted by the Student Representative Council. It was an amazing celebration of the multicultural nature of our school and both teachers and students alike were passionate about the chance to embrace multiculturalism and celebrate diversity.

### **Respect and responsibility**

Castle Hill High School teaches values, including those that underpin learning. Respect and responsibility are taught explicitly in classrooms and through the activities, relationships and policies of the school and its community.



**Castle Hill High School Students discussing ways to improve the school**

Leadership from the SRC has instilled a greater awareness of these values within the student body. Our school policies, particularly Welfare, Discipline, Aboriginal, Multicultural and Attendance and the curriculum programs in all KLA's emphasise the importance of respect and responsibility. These values underpin the work of teachers, both in the classroom and in broader responsibilities.

The school's newsletter allows the Principal and staff to convey the importance of these values to parents.

The school will continue to highlight and develop strategies for making core values more explicit within the context of the teaching programs.

### **Progress on 2008 targets**

2008 brought with it the conclusion of the 2006-2008 Castle Hill High School strategic plan. As part of the annual management process, the school agreed on improvement targets that required more intense focus to achieve the priorities that had been part of the management plan for 2008.

In this section of the Annual School Report description is given of the progress made towards achieving the improvement targets for 2008 and outlines the targets set for 2009.

### **Target 1: Further implement the NSW Quality Teaching Model (QTM) across all KLAS**

Our achievements include:

- All faculty programs reflect the 18 elements of the QTM, including assessment tasks.
- All staff received QTM professional learning including "backward mapping" of assessment tasks, explicit teaching strategies and increasing teacher expectations of the Quality Learning Environment.
- Behaviour management strategies were also enhanced through engagement with the QTM and the promotion of quality learning

### **Target 2: Further implement differentiation for gifted and talented students**

Our achievements include:

- Faculty programs and units of work have been enriched with a variety of research based gifted and talented models of differentiation. In particular the Maker model was a focus in 2008.
- Gifted and Talented programs indicate that the extension activities are different to those offered in the mainstream. In particular more time is spent in the high order thinking areas of Bloom's Taxonomy.
- Gifted and talented student progress has been identified and tracked. Growth has improved particularly in Mathematics with over one quarter of students receiving Band 6 in the School Certificate.

### Target 3: Integrate ICT

Our achievements include:

- Computing Skills test results in the School Certificate are significantly above State average. This indicates that teachers are confident in teaching the mandatory ICT competencies that are required of them by their syllabus.
- ICT strategies have been audited across the curriculum and are embedded in all teaching and learning programs.
- The 2008 Computing Skills School Certificate average mark of 82.3% compared favourably to the state average mark of 79% and the like school group average of 81.7%.



**Lauren Ferguson helping students from our partner schools with robotics**

### Target 4: Address Boys Education & Middle Schooling

Our achievements include:

- While boys' academic outcomes have remained constant, the needs of boys continue to be prioritised at Castle Hill High School.
- There has been significant increase in enrolment from our partner primary schools. This suggests that the focus on the middle years at Castle Hill High School is having a positive effect. Year 7 enrolments have gone up 37% in the last 3 years and enrolments from one partner primary school has improved from 20% to 50%.
- A 50% plus reduction in lateness and a marked improvement in fractional truancy is an indication of increased engagement in the classroom.

### Target 5: Implement the DET Aboriginal Education Strategy

Our achievements include:

- Reconciliation Week was recognised and celebrated with a positive evaluation from students and teachers.
- There was also an Indigenous flavour to Castle Hill High School's Spirit Week with the addition of a visit by Koori Radio which served to raise the profile of our Indigenous students.
- The whole school engaged with the Prime Minister's Apology to Indigenous Australians. This included a personal reflection from one of our Indigenous students' experience of the Stolen Generations.
- Attendance and retention of Indigenous students is equal to or better than that of non indigenous students.

### Key evaluations

It is a requirement for all NSW public schools to conduct at least two annual evaluations – one related to educational and management practice and the other related to curriculum. In 2008 our school carried out evaluations of assessment practices and the Mathematics faculty.

### Educational and management practice

#### Background

Castle Hill High School has spent a significant period of time ensuring that its assessment practices across the senior school, Years 10 – 12, were consistent in their expectations, quality and procedures. Students in each of these years, at the commencement of their year of study are given an assessment handbook which clearly outlines Board of Studies and school policy and their individual assessment program for the school year.

In 2008 it was decided to evaluate assessment practices in the junior years. All teaching staff and 20% of students in Year 9 were issued with surveys which asked them to consider specific aspects of the Year 9 assessment program for 2008. Data was collated with a view to aligning assessment protocols across faculties and embedding quality assessment practices that reflect NSW Professional Teaching Standards at Professional Competence.



## Findings and conclusions

- Teachers are aware of the need to provide students with adequate task notification and that all tasks should include the following: learning outcomes, explicit marking guidelines, explicit task instructions, a marking rubric and task weighting towards the final result.
- There is less consistency in faculty approaches to: providing students with assessment outlines at the commencement of units; dealing with lateness, non-completion, absence; providing students with models or exemplars; providing students with appropriate feedback both summative and formative; returning marked work to students in an appropriate time frame.
- Many teachers are preparing assessments using the quality teaching model as a framework; however, they still would like time to do this more effectively.
- Many students enjoyed a variety of assessment tasks, particularly those that they saw as being more practical or relevant to them. Some students commented that while certain tasks were engaging, they did not necessarily see them as being relevant to the topic they were studying.
- The most significant issue for students was the timing and the spacing of assessment tasks. They felt that there were periods when the task load was overwhelming and consequently they felt that they could not always produce work that was their best.



Castle Hill High School assembly

## Curriculum

### Background

Each year Castle Hill High School conducts an evaluation of one of the Key Learning Areas within the school. This is a requirement of the annual school

reporting process and must be communicated to all stakeholders of the school community.

The aim of these evaluations is to examine elements of the teaching and learning process that are conducted well and should continue, but also, identify possible areas for improvement. In 2008 the nominated Key Learning Area for review was Mathematics.

The evaluation team consisted of the Deputy Principal (Team Leader), Head Teacher Teaching and Learning, Head Teacher Mathematics and Head Teacher HSIE.

The method used for conducting the evaluation was to survey students in Years 7-11, parent members of the Castle Hill High School community and teachers from within the faculty. The surveys themselves were very lengthy documents that required written responses from all those who were surveyed. This provided the respondents with plenty of opportunity to state exactly what they wanted to say. The survey allowed all responses to be anonymous, except for those of the teaching staff. This allowed for objective analysis.

## Findings and Conclusions

The survey results indicated the following about the effectiveness of teaching and learning practices at Castle Hill High School.

- Teachers deliver lessons that are relevant and appropriate for the developmental level of their students.
- Teachers construct learning experiences which allow all students to demonstrate achievement of syllabus outcomes. There is room for improvement in the construction of an interesting and stimulating learning environment.

The survey results indicated the following about the effectiveness of programs and assessment strategies used within Mathematics and the link to student attitude and performance.

- Students are aware to some degree of what they are to learn and how they will learn it. They are also aware of when and how assessment tasks will take place. Although, there is room for improvement in the way this information is shared with the parent body and the whole school community.
- Assessment procedures are in line with school, DET and BOS requirements.

- Teachers are also investigating how they might provide more choice in the learning activities they present in order to achieve greater engagement with the subject matter.

The survey results indicated the following about the effectiveness of classroom management strategies employed to ensure students are positively engaged in learning activities.

- Teachers and students understand the parameters for expected behaviour and they reflect the school policy.
- Teachers care about their students and implement the school policy in a clear and fair manner.
- Teachers are continuing to develop classroom management strategies which are more effective in maximising student learning.



**The Maths Faculty involved in evaluating HSC data**

#### **Future Directions**

- Continue to use the content of existing programs but enhance them by reviewing the variety of teaching and learning experiences students are exposed to. These will continue to include, thorough lesson planning, structure, variety and rigour.
- The introduction of ICT as another method of producing teaching materials and assessment tasks in order to cater for the full range of learners. There will also be greater focus on provision of a more interesting and stimulating learning environment.
- Teachers are also extremely keen to source further professional learning opportunities in order to improve their practice further.

#### **Parent, student and teacher satisfaction**

In 2008 the school sought the opinions of parents, students and teachers about the school.

An important part of any evaluation process is information gained from parents about what should be stopped, continued and begun in order to improve student learning, communication and connection with the community. It was with this in mind that a P&C - run parent forum was held in 2008 to assess the school's progress in some of its priority areas and seek recommendations for future directions.

Feedback was valuable and included in the school's Strategic Plan for 2009-2011. Key evaluations areas are as follows:

- The school should continue to care and "keep the passion and enthusiasm".
- The school should continue the direct and interactive relationships between parents and teachers.
- The school should consider timetabling issues, in particular split classes, in order to make learning more meaningful.
- The school should consider upgrading its website to allow more interactivity and streamlining of procedures.
- The school should have more forums, in particular ones that inform parents on teenage issues such as health and well being.

#### **Professional learning**

During 2008 staff participated in a wide range of professional learning activities that enhanced their ability to deliver quality teaching and learning programs and assisted in their professional development. The focus of School Development Days explored research based models of curriculum differentiation eg: Maker Model as well as classroom strategies for explicit teaching.

During the year, six members of staff successfully completed training in order to achieve accreditation with the NSW Institute of Teachers. The average expenditure per teacher on professional learning at Castle Hill High School in 2008 was \$265.

## School development 2009 – 2011



Principal, Vicki Brewer addressing a workshop

### Targets for 2009

**Target 1: Increase levels of literacy and numeracy achievement for every student at CHHS**

Strategies	Our success will be measured by:
Use whole school planning processes to evaluate the quality and effectiveness of literacy and numeracy teaching	Improved performance in literacy and numeracy against SEGs in NAPLAN
Implement professional learning programs that will increase teachers' capacity to identify and address students' literacy and numeracy learning needs	Teachers use literacy and numeracy strategies to improve performance within their KLAS eg. deconstructing dense text, modality, lexical density, cohesion.
Teachers to receive training in the effective use of SMART data to assess the literacy and numeracy needs of students within their classes	All teachers actively engaged in using SMART data to assess learning needs of individual students

**Target 2: Quality teaching practices used for every student with particular attention to personalised learning**

Strategies	Our success will be measured by:
Improve pedagogy to assist all students to attain excellence with emphasis on explicit teaching	Students have a variety of higher-order activities to engage them
Introduce an extension project for G&T students to reflect their gifts and talents	G&T students engaged in special interest projects Project presentation evening for parents and teachers
Use data to target underperforming students and to develop personalised learning plans (PLPs)	Improvement in engagement and value adding results of underperforming students

**Target 3: Strengthened teacher capacity to improve student learning outcomes**

Strategies	Our success will be measured by:
Thursday morning professional learning time, faculty and whole school, to align student learning and teacher learning	A structured, professional learning program in place. A minimum one hour per fortnight of whole school time devoted to professional learning
Develop a stronger, more accountable, negotiated TARS process Develop a negotiated CHHS Teacher Expectations Charter	Whole school engaged in critical reflection and observation based on CHHS Teacher Charter

#### Target 4: Innovation in the use of interactive technologies for learning and teaching

Strategies	Our success will be measured by:
Investigate innovative technology practices in other educational contexts including Soundhouse and Vectorhouse at the Powerhouse Museum	Shared school development day with partner primary schools Soundhouse and Vectorhouse consultants share their expertise
Implement more fully equipped interactive classrooms	A connected classroom established and state-of-the art multimedia lab established
Develop teacher capacity in the use of ICT through ongoing professional learning	Staff integrating relevant technology into lesson plans; wikis, blogs, moodles.

#### Target 5: Teaching and learning strategies strengthened through the implementation of quality evidence based programs and initiatives

Strategies	Our success will be measured by:
Implement the 2008 Aboriginal Education and Training Policy	All staff have copies of the Aboriginal Education and Training Policy, Staff conversant with the aims and rationale of the policy
Implement high quality and inclusive transition to school programs for Aboriginal students	Aboriginal students' individualised needs are accommodated upon entry to high school
Structure PLP programs for Aboriginal students	All Aboriginal students have high quality, negotiated PLPs

#### About this report

In preparing this report, the self-evaluation committee has gathered information from evaluations conducted during the year and analysed other information about the school's practices and student learning outcomes. The self-evaluation committee and school planning committee have determined targets for the school's future development.

Vicki Brewer - Principal

Anna Girginis - Deputy Principal

Ross Warren - Deputy Principal

Lloyd Das - Head Teacher Computing

Gareth McCray - P&C President

Lindy Jones - Head Teacher English

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Parents can find out more information about Annual School Reports, how to interpret information in the reports and have the opportunity to provide feedback about these reports at:

<http://www.schools.nsw.edu.au/asr>



