

Annual Report
2010

Castle Hill High School



Principal's Message



As always, it is a pleasure to reflect on our work and report to you how we at Castle Hill High School have progressed. 2010 was a great year for us, one that will be remembered proudly for our achievements and changes. I am sincerely indebted to the dedicated staff and the enthusiastic students at this school who, together, value effort, innovation and hard work. This report, I believe, reflects the capacity, relationships and commitment shown by both students and staff.

The last twelve months have seen the development of significant innovations to our teaching and learning programs. As part of a Department of Education and Training trial – the “47 Schools Pilot” – we were encouraged to think differently about staffing and finances to allow greater flexibility, more creativity and increased autonomy. We wanted to address some key issues that would improve outcomes for students, amongst others, a senior boys’ program. Our school reflected state- wide data – that boys do not perform as well as girls at the HSC. We wanted to tackle this proactively, with a fresh approach to mentoring, learning and guidance. The boys’ mentoring program which is highlighted later in this report, and which I would urge you to read, was an outstanding success.

There would be few organisations that have not made technology infrastructure and learning a major priority. It has certainly been a priority of this school over the last few years. We have continued to plan for hardware purchases and the training of teachers in managing significant new technologies. All classrooms – apart from demountables and specialist rooms like Woodwork – are now outfitted with an interactive whiteboard (IWB) and all teachers have received substantial training in their use. The IWBs have been very well received by both teachers and students, a reflection of the times and our keen interest to find ways to continually engage with new ways to learn and teach. As well, all students in Years 9 and 10 in 2010 had a personalised laptop for school and home use, again an indication of a commitment to the explicit use of technology. Also of note in 2010 were the outstanding Higher School Certificate results. We really eclipsed our expectations this year. For example, twenty four students gained an ATAR over 90, three were placed in the top ten in the state for individual subjects and seventy one band 6 results were attained. A full picture of these very commendable results is contained later

in this report. Additionally, the fine sporting, creative and extra curricula activities highlighted in this report are a testament to the breadth and depth of the school’s curriculum. It is a dynamic and full program in any year, designed to enrich the lives of young people.

The school continues to evaluate its performance. We believe that a healthy culture must have reflection, openness, good communication and accountability if it is to improve. I commend to you the sections of this report where we have reflected on the way we work together, the way we teach and learn and programs we support to make a difference.

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

Our school continues to grow, both in numbers and in the diverse and quality options that our children have available to augment their education process. Our aim in the P&C is to support and enhance this education experience.

The P&C has taken a new approach this year. We saw the need to spend some time taking stock of school and student needs that we as parents would like to see our funds appropriated to. To this end we have spent the year developing a 3 year plan for spending projects. This will enable us to start each new school year with a definite project to work on. Budget projections will allow us to determine the needs for levels of fundraising required. This has been done in consultation with the school executive team, allowing us to identify areas on which we can work together or to target those needs that we see as important, that are not, due to budgetary constraints, high on the school’s priority list.

We hope to commission a committee to explore the Canteen, with commissions to explore the types of food on offer, levels of profit required versus the need for healthy options. We hope to involve, parents, canteen staff and hospitality teaching staff in this review.

This year the parent body, represented at P&C meetings have continued designating the following funds to the school:

- | | |
|-------------------------------|---------|
| • 3 x smart boards | \$19940 |
| • Bus Lease co-payment | \$8000 |
| • Presentation Day co-payment | \$6000 |
| • HSC Tutoring 2010 | \$15000 |

We now have \$50,000 ready to be spent on our first project, an upgrade to the school canteen and sports court area, (currently being priced), or to the faculties for KLA’s.

This year the P&C has decided to donate 2 new student awards to be presented at the School Presentation Day. One will be The Vernon Dalton Memorial Award (endowed by Mrs Robyn Dalton) and The Gareth McCray Award. These have been created in special recognition of the contributions these two men have made to our school.

Finally, to the P&C executive for all your hard work and to those parents who regularly attended our meetings, thank you. You made my year as President worthwhile and a lot of fun. On a personal note, this is my last of 10 years involvement here at Castle Hill High School as a parent. They have been really enjoyable, with many new friendships made.

Jennie Thompson - P&C President

Student representative's message

2010 was yet another busy year for the SRC and it is difficult to sum up all the fun and achievements on one page! We began by completing projects that carried over from last year before creating our own ideas such as "Pimp your Bin"- an initiative encouraging students to recycle paper and other such products in class by holding a competition for the most elaborately decorated and pimped up bin. We had bins that looked like buses, bins splashed with colour and an honourable mentions goes to Mr Watson's PC... at least they tried.

Yet again, 2010 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. Each and every year, Relay for Life is very much anticipated with a large group of students from years 7 through to 12 working in conjunction with the community to raise vital funds for cancer research. With an early morning start to prepare salads for the participants, the SRC along with the prefects and captains marched on into the night walking around Showground Oval in beanies and scarves for the worthy cause.

It is the way in which the community and Castle Hill High work together with the support of our teachers and mums and dads who allow their children to support and attend community events such as Relay for Life. As well as this there is Daffodil day, Red Nose Day, Legacy, Bandage Bear Day, Bandana Day and the 40 Hour Famine all further examples of such fundraising endeavours.

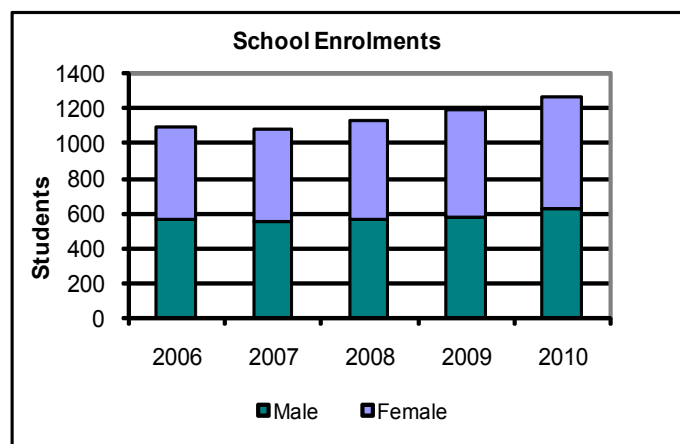
Not to be ignored is the male staff and their students making a huge impact in their support of Movember. The majority of male staff grew substantial facial hair over the month. There were a variety of moes; from orange moes to moes that required you to be relatively close to see the shadow. Although not aesthetically pleasing, Movember raised much needed funds for testicular cancer.

Courtney Schacht - SRC President

School context

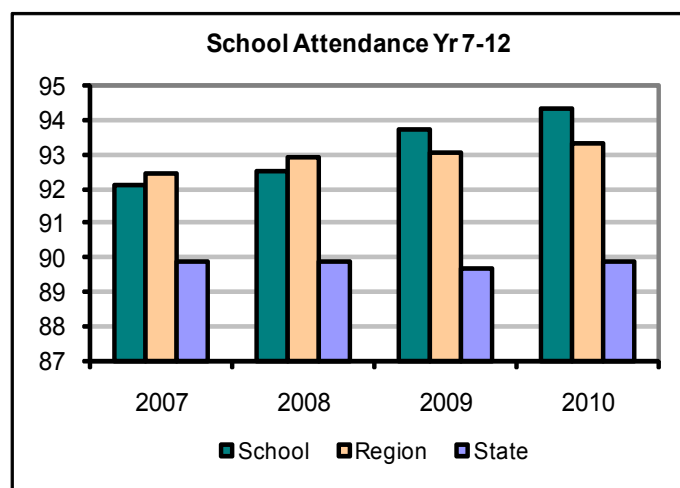
Student enrolment profile

In 2010 the school had a total enrolment of 1200 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 average and the regional average.



Management of non-attendance

In 2010, as part of the Pilot Schools Program, an attendance coordinator was appointed to monitor student attendance throughout the day. The Pilot Schools Program allows Principals some flexibility within their staffing. The advantage of an attendance coordinator was that one teacher was monitoring all students which ensured consistency and the action was immediate. An SMS system was also implemented. Parents were sent a message when their child was absent or late to school. This system was successful and fully supported by parents. The SMS system will continue in 2011 as part of our management of non attendance.

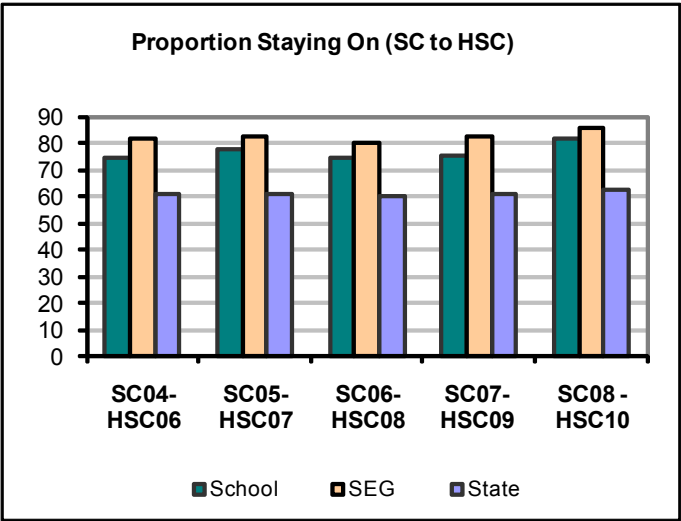
Structure of classes

The strength and reputation of Castle Hill High School's Gifted and Talented program continues to grow. This is emphasised by the increased number of students who apply for acceptance into the program. In 2010 the school had 10 Gifted and Talented Classes as indicated by the following table.

Year Group	Number of Gifted and Talented Classes
7	2
8	2
9	3
10	3

Students in the Gifted and Talented classes follow the same pattern of study as mainstream classes but have a differentiated curriculum to incorporate enriched work. Students may also be accelerated through the curriculum. The Gifted and Talented classes stay together for their core subjects of English, Maths, Science, History and Geography.

Retention to Year 12



Post-school destinations

Following the 2010 HSC, students pursued the following post school destinations.

University - 47

TAFE - 23

Apprenticeships - 11

Year 12 students undertaking vocational or trade training

In 2010 90 (46%) students were enrolled in vocational training or TAFE courses.

Year 12 students attaining HSC or equivalent vocational educational qualification.

In 2010 100% of students attained HSC or equivalent vocational educational qualifications.

Staff information

Staff establishment

In 2010 the school had a total teaching staff of 0. The following table reflects the composition of the school teaching staff.

Position	Number
Principal	1
Deputy Principal(s)	2
Head Teachers	12
Classroom Teachers	63.3
Teacher of Emotional Dis-abilities	0
Teacher of Mild Intellectual Disabilities	0
Teacher of Reading Recovery	0
Support Teacher Learning Assistance	0.4
Teacher Librarian	1
Teacher of ESL	1.6
Counsellor	1
(SASS)	14.7
Total	97

Teacher qualifications

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

Qualifications	% of staff
Degree or Diploma	100
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: 30/11/2010
Income \$

Balance brought forward	825 097.42
Global funds	578 429.40
Tied funds	300 592.61
School & community sources	1 044 805.05
Interest	48 011.86
Trust receipts	202 783.91
Canteen	0.00
Total income	2 999 720.25

Expenditure

Teaching & learning	
Key learning areas	286 231.50
Excursions	286 584.07
Extracurricular dissections	135 509.43
Library	0.00
Training & development	0.00
Tied funds	269 652.46
Casual relief teachers	53 572.46
Administration & office	278 084.46
School-operated canteen	0.00
Utilities	162 064.66
Maintenance	110 862.16
Trust accounts	209 304.06
Capital programs	87 490.57
Total expenditure	1 879 355.83
Balance carried forward	1 120 364.42

A full copy of the school's 2009 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 2010

Achievements

Arts

Throughout 2010, the students and teachers of Castle Hill High School have continued to develop initiatives and opportunities to enhance students' previous success and create opportunities for new achievements. Highlights include:

- Year 12 Dance students Christina White and Parmida Hag were nominated for EnCore, a showcase of the most exceptional performances presented for the HSC Dance Examination.
- Year 12 Visual Arts Student Mackenzie Tate's HSC Body of Work was nominated and selected for inclusion in ArtExpress. His work has been exhibited at the Armoury as an example of the most outstanding original Bodies of Work created by an HSC student in 2010.
- The annual school Musical, Suessical, featured the talents of more than 150 students on stage, in the Orchestra

and as part of the crew, thrilling capacity audiences. This was a quirky and entertaining show, featuring all of the well-known characters from Dr Seuss's children's classics including The Cat, JoJo, Horton the Elephant, Gertrude and Maisie brought to life with colourful costumes and exceptional performances. Year 12 student Ilone Thompson produced an outstanding set for Seussical, successfully transporting the audience deep into the worlds of Dr Seuss's adventures to Whoville and the Jungle. Ilone designed and created these sets as her HSC Major Work for Design and Technology.

- In August we joined the reality TV phenomenon producing "Castle Hill's Got Talent" for our annual showcase of the Creative & Performing Arts. Compered by Year 11 Drama student "judges" Stephanie Howell, Jack Heffernan and Lachlan Quarmby the show featured individual and group Drama, Dance and Musical performances. As always we were impressed by the individual and collective talents of our students and their professional and entertaining performances.
- In Term 3 the school auditorium was once again transformed into a large scale Art gallery for the annual ArtShow where visitors could enjoy the artistic talents of Years 7-12 Visual Arts and Photography students and their teachers. This week long exhibition also provided the opportunity for us to host our Partner Primary Schools for Art Workshops run by Year 10 students.
- Year 11 Drama students were nominated and selected to perform as part of the Regional Drama Festival under the guidance and direction of Miss Griffiths. Their original play built piece was highly regarded by both the nomination panel and Festival audiences.
- Dance students, under the direction and guidance of Ms Leeds-Roberts were selected to perform as part of the Met West Dance Festival. Students also auditioned and were selected to perform as part of the Schools Spectacular. As in previous years this was a valuable opportunity for our students to perform as part of a very large ensemble with performers from around the state.
- The Combined Dance Festival, initiated last year, continued in Term 4, bringing the talents of students from Castle Hill Public, Samuel Gilbert Public and Castle Hill High School together. Organised and run by Ms Spinks and Ms Leeds-Roberts this Dance Festival provides the opportunity for students from our own and Partner Primary Schools to showcase their talents to the wider community and to forge links with like-minded students prior to commencing High School.
- Under the direction of Paul Derricot and David Evans the School Band has grown in number, sound and reputation. Performing regularly for the School and the Community the Band has developed an impressive repertoire of popular and classic pieces. After a full day "Band Camp" the ensemble entertained an audience of family and friends for an afternoon with pieces they had learned and refined, as well, improvising a Jazz piece that impressed their audience.
- The Vocal Ensemble led by Ms Drewitt-Smith participated as part of the combined choir at the Arts North Music Festival, where they performed a diverse program of choral works along with students from other schools in the region.

2010 has been another year of outstanding individual and collective achievement in the Arts at Castle Hill High School,

as some students discover new talents and others continue to develop theirs through the diverse variety of opportunities provided to them.

Sport

2010 was again a successful year for Castle Hill High School students at Zone, Regional and State Carnivals. There were also knockout teams that represented the school to a high level of distinction. Here is a summary of the student's achievements.

NSW CHS Swimming Championships

The following students represented Metropolitan West at this Carnival - Rhyse Buchanan, Jacqui Green, Ben Jalvo, Alison Jalvo, Jessica Le Quesne, Timothy Pond, Kimberley Prasertthavorn, Keegan Ross, Jake Schaudin, Matthew Schaudin and Jared Seager.

NSW All Schools Cross Country

The following students represented Metropolitan West at this Carnival - Madeleine Chan, Xanthe Dwyer, Alison Jalvo, Mathew Knight, Jodie Llamas, April Mannah, Dena Ross, Amy Wallis.

NSW CHS Athletics

The following students represented Metropolitan West at this Carnival - Rich Amevor, Rhyse Buchanan, Joshua Byron, Alison Cole, Jordan Coleman, Ellen Cornwell, Abbie Dwyer, Kelsey Dwyer, Xanthe Dwyer, Brittany Hawke, Alison Jalvo, Mathew LaHood, Isabelle Lynn, April Mannah, Demi Mc Farlane, Andrea Sigmann, Amy Wallis.

Hills Zone Representatives

- Boys Open Baseball - Tom Cunninghame, Adrian Choy, Harry Mahoney
- Girls Open Basketball - Madeleine Chan, Taylor Johnston, Morgan Langanke, Megan Plant, Gabrielle Ralphs, Monica Stubbs, Amy Walls
- Boys Open Basketball - Jason Badu, Jhovey Brevia, Jonathan D' Souza, David Hay, Jake Nicholson
- Boys Open Football - Ken Smith, Corey Bidart, Marco Capobianco, Andres Carol Villavedra, Jacob Fugar, Ali Makari, Jared Seager.
- Girls Open Football - Ana Maria Acevedo, April Mannah,
- Girls Open Hockey - Xanthe Dwyer, Bronwyn Button, Danielle Watson, Brooke Dwyer, Kirstyn Button, Abbie Dwyer, Kelsey Dwyer
- Boys Open Hockey - Keegan Brown, Joseph O'Reilly, Scott Berriman
- Girls Open Netball - Jodie Llamas, Alex Richards Kristen Smuc
- Boys Volleyball - Steven Duzevich
- Boys Tennis - Chris Pardey
- Girls Tennis - Melinda Green, Tanisha Sundaram

Metropolitan West Representatives

- Boys Open Baseball - Thomas Cunninghame
- Boys Open Basketball - Jake Nicholson
- Girls 15's Touch - Ashlee Clifford, Tayla Clifford
- Girls Open Hockey - Xanthe Dwyer, Danielle Watson
- Boys Open Hockey - Scott Berriman, Keegan Brown
- Boys Diving - Dean Ross
- Boys Tennis - Chris Pardey
- Girls Tennis - Melinda Green, Tanisha Sundaram
- Boys 15's AFL - Matthew Hall, Lachlan Hayres

State Knockout Teams

Castle Hill High School entered into State wide knockout sporting competitions during 2010. These 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 Champion Runners-Up
- Girls 15yrs Basketball - Metropolitan West Champions

Special Mention to the Open Boys Basketball team which finished 5th place overall from all the NSW Public Schools.

The students who have represented Castle Hill High School during 2010 at Zone, Regional and State Level Sport are to be congratulated for the positive and mature manner in which they have approached their sporting endeavours. They have shown themselves to be excellent representatives of their school. 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 2010. Parental involvement within sport during this year has been of great value with the transport of students to different sporting venues for knockout competitions. A big thankyou to all the parents who 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. Finally, thanks to everyone in the PD/H/PE faculty for their whole - hearted support and effort throughout the year 2010.

Mr Lewis Williams Sports Organiser



Academic

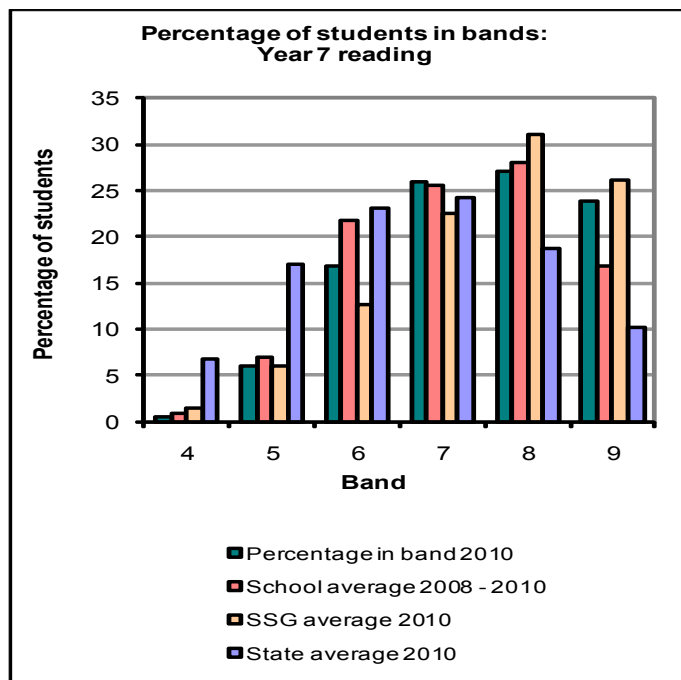
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in the assessments.

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)

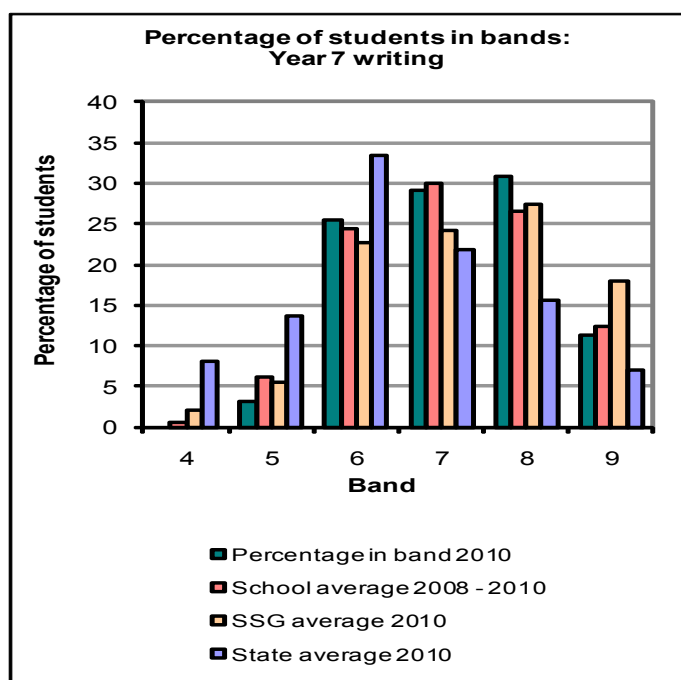
In the School Certificate the performance of students is reported in performance bands ranging from Performance Band 1 (lowest) to Performance Band 6 (highest).

National Assessment Program - Year 7

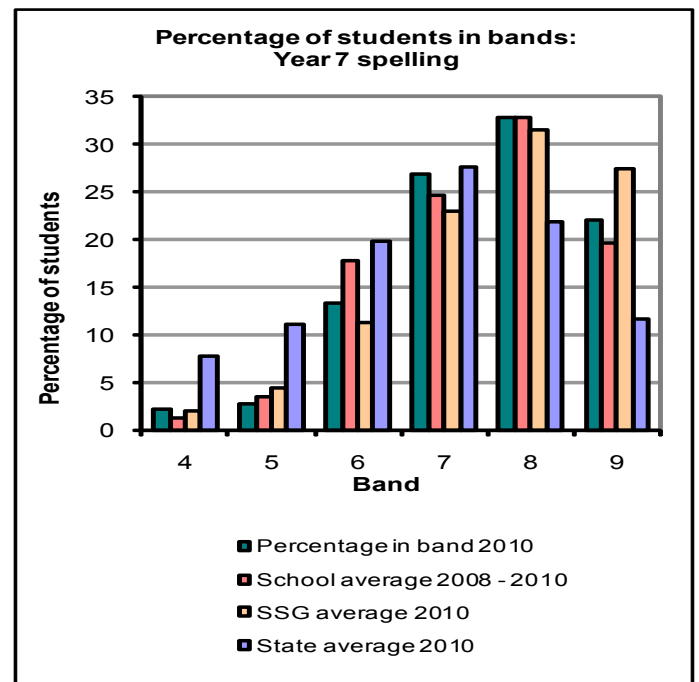
Reading



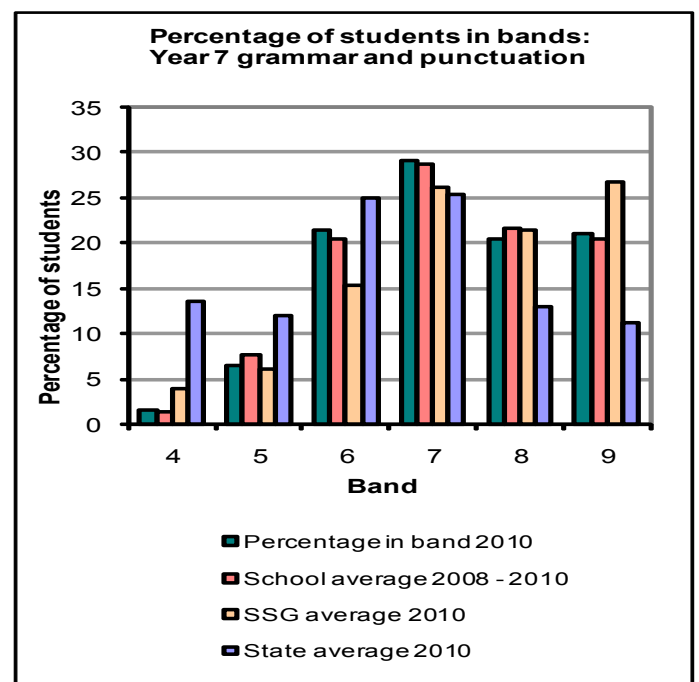
Writing



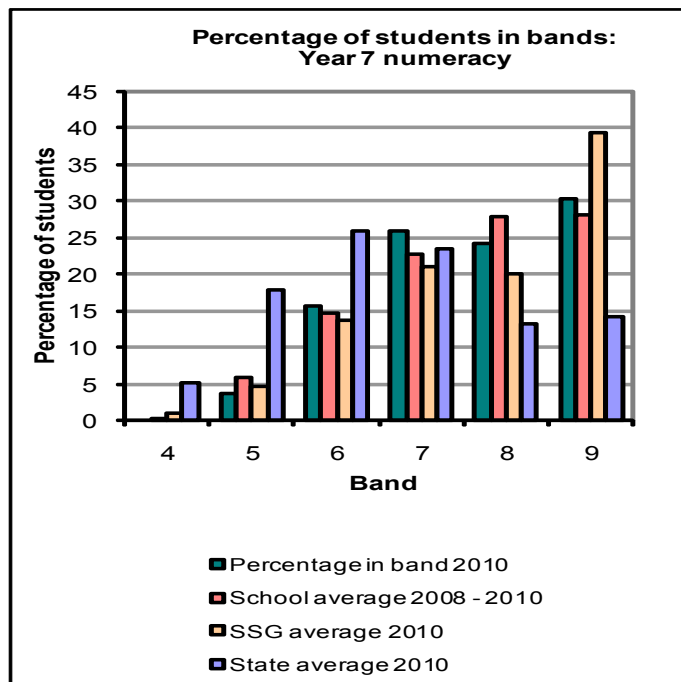
Spelling



Grammar and Punctuation



Numeracy



Discussion of Year 7 Naplan

In 2010 students once again completed the National Assessment Program for Literacy and Numeracy. The Literacy component of the NAPLAN assessment is divided into four sections: reading, writing, spelling, and grammar and punctuation. Students at Castle Hill High School performed well, with the average result in all sections of the literacy component, well above the state average.

23.8% of our students achieved the highest band in reading, 11.4% in writing, 22% in spelling, and 21% in grammar and punctuation. The graphs show the percentage of students in the relevant bands and how this relates to the previous school average, the statistically similar group average and the state average.

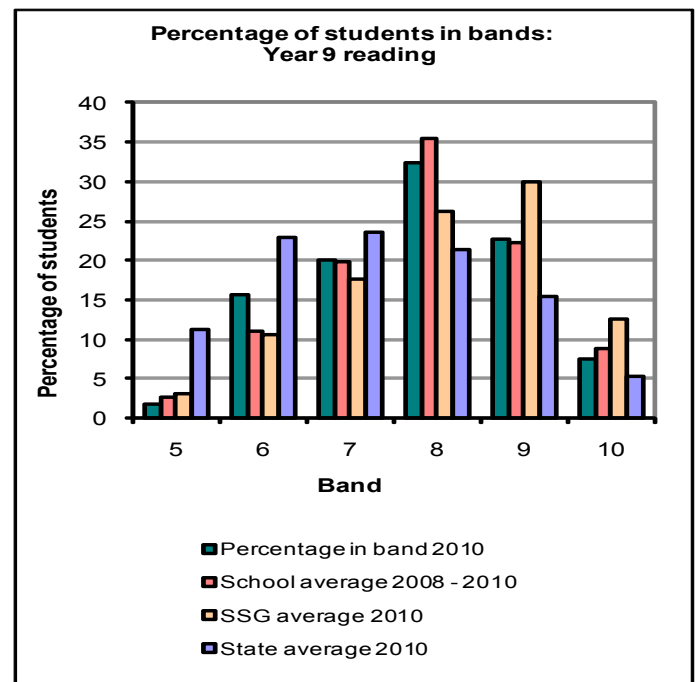
2010 was the third year that Castle Hill High School Students completed a National Numeracy Assessment (NAPLAN).

Our students performed well above state average in all areas of numeracy: Number, Patterns & Algebra, Measurement & Data, Space & Geometry. 30% of our students achieved the highest band (9), over half of them were in the top two bands, whilst 96% of them were in the top four bands. We had less than half of the state average of students in the lower bands, and no student in the lowest band.

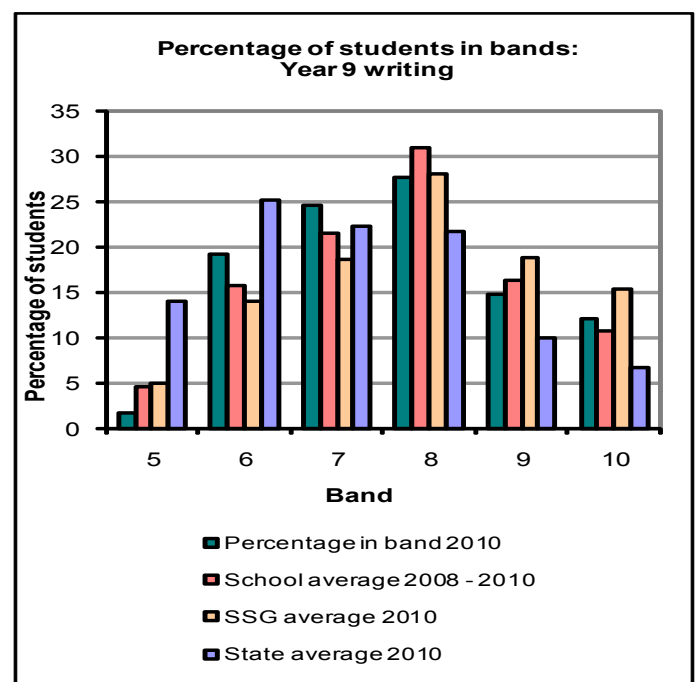
Compared with our local area schools (Hills), this Year 7 group is strong in all areas of numeracy, but fall slightly below the group average.

The value added data shows this group has improved well above the state average in numeracy since the year 5 Basic Skills Test, with over 67% of students improving by more than expected. The boys showed a slightly greater improvement than the girls.

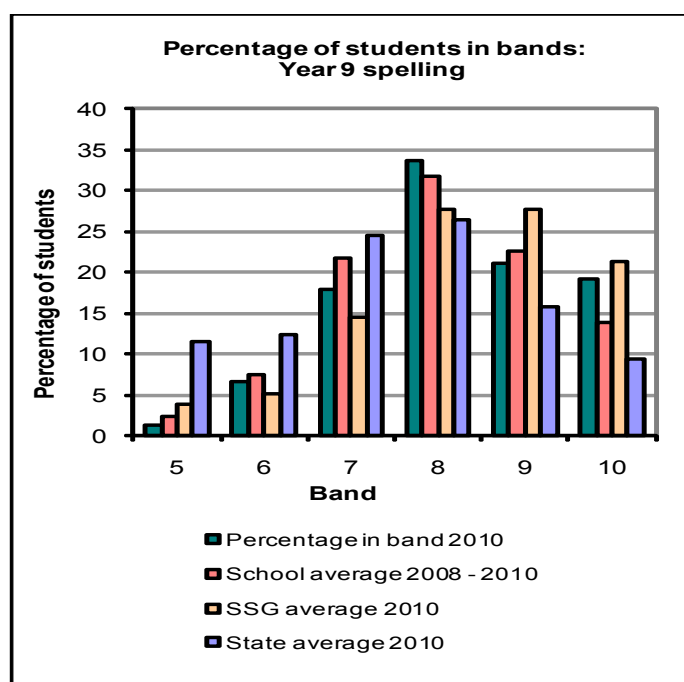
National Assessment Program - Year 9 Reading



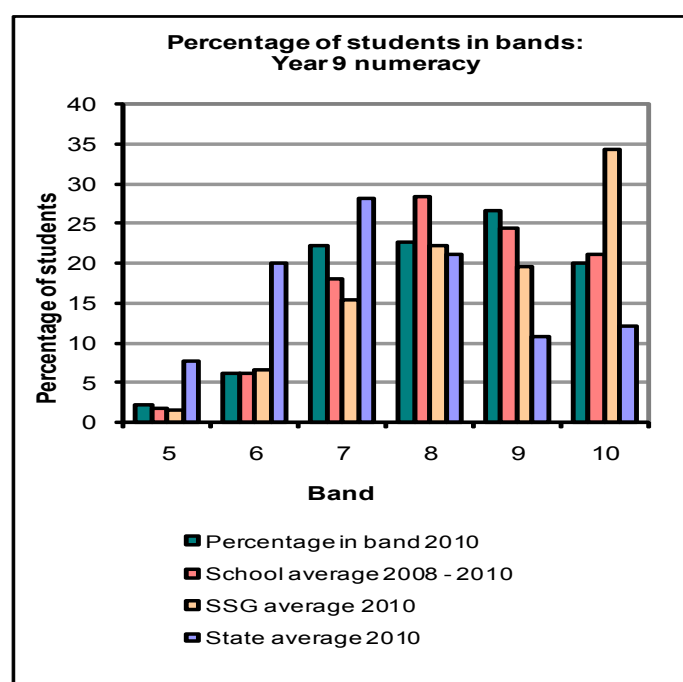
Writing



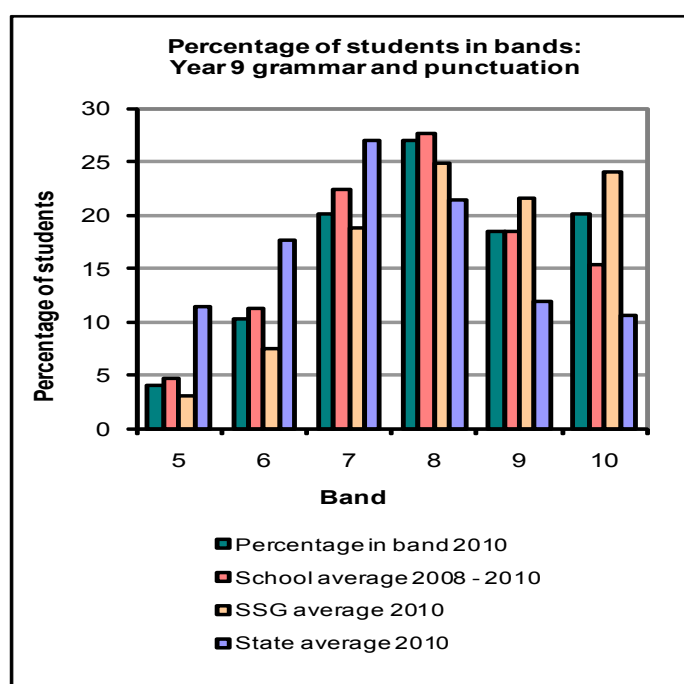
Spelling



Numeracy



Grammar and Punctuation



Discussion of Year 9 Naplan

The 2010 Year 9 cohort also performed well, with the average result in all sections of the Literacy component, above the state average.

7.6% of our students achieved the highest band in reading, 12.1% in writing, 19.3% in spelling and 20.2% in grammar and punctuation. The graphs show the percentage of students in the relevant bands and how this relates to the previous school average, the statistically similar group average and the state average.

20% of our students were ranked in the High band (10), 47% in the top two bands, while 93% were in the top four bands.

Compared with our local area schools, this Year 9 group is strong in all areas of numeracy, but fall below the local area (Hills) schools.

Of all the 202 students trackable (out of 232) since year 7, 56 of them are reported with a lower overall numeracy score. This means that 72% of our students moved forward in numeracy over their first two years at High School.

The value added data shows this group has improved well above the state average in numeracy since the year 7 NAPLAN Test, 60% of students improving by more than expected.



School Certificate

In English Literacy 40% of students were placed in the top two bands. This compared favourably with state-wide results of 37% of students in bands 5 and 6. Trend data indicates that collectively students are performing above their state and independent school counterparts. Cumulative comparative performance from Year 5 to Yr 10 was -0.07. Positive growth was achieved across each of the band ranges excepting Band 6 where there was a small decline. Moderate growth was achieved by the students in the middle and lower band ranges.

In Mathematics our band 6 achievement this year is very pleasing (10%), an improvement on the past few years. Our band 5+6 (44% vs state 27%) and band 4+5+6 (76% vs state 52%) was very pleasing.

Our "bottom" was very small, as usual (No band 1's). This shows we do very well with our lower academic students.

Value added data places our lower and middle ability students at the high end of the state average range, but our higher achieving students are right on the state average.

Our challenge is to continue the growth performance of all students. The addition of a G&T stream has brought improved results at the top, but this year has shown a slight reversal in value added. We have also seen an increase in raw marks. Our incoming year 10 group must work harder and smarter towards their School Certificate exam, whilst also concentrating on preparation for the senior school.

Remedial work (detected and assisted by NAPLAN results) has allowed us to produce pleasing improvement in our lower achieving students.

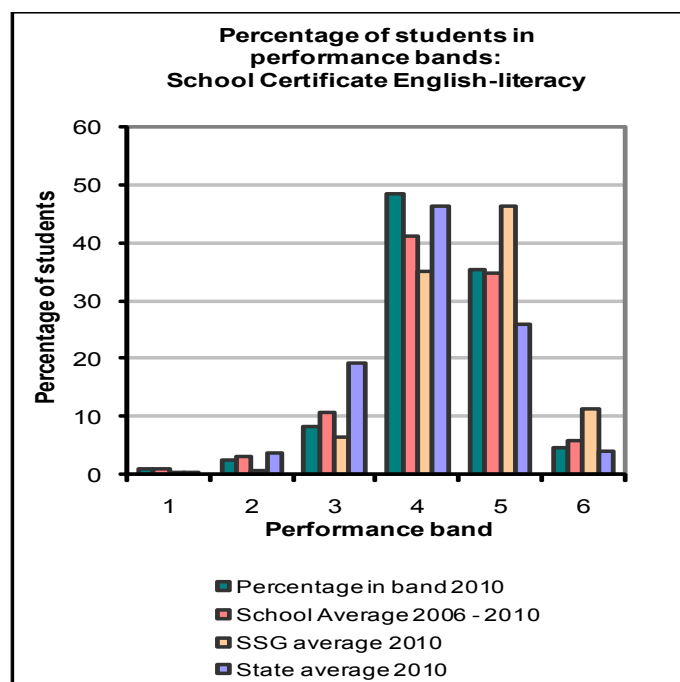
In Australian History, Civics and Citizenship the percentage of students gaining the top band was 6.08% compared to the state average of 5.16%. The percentage of students in the top three bands in Australian History was 58% compared to a state average of 52%. These results overall represent a very strong response from our students and a significant improvement on last year's performance.

In Australian Geography, Civics and Citizenship the percentage of students gaining Band 6 was 5.21% compared to 4.81% for the state average. This continues a period of constant improvement in Band 6 Australian Geography which began in 2006. The percentage of students in the top three bands in Geography was overall slightly better than the state average.

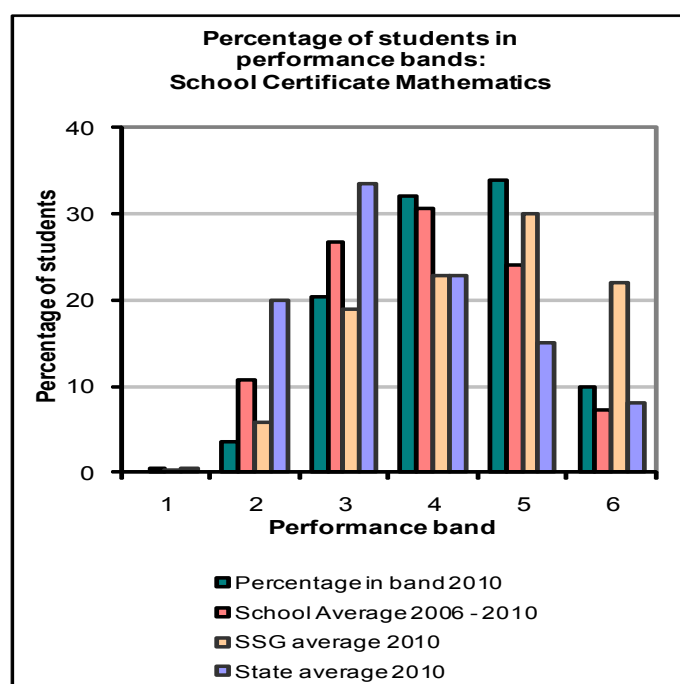
In Science the percentage of students in the top 2 bands was 61.8%, which was well above the state average of 34.2% as well as the school average over the last 5 years of 36.9%. In the lower bands the percentage of students continues to be below the state average. Overall the 2010 results were very strong showing significant improvement overall especially in the top 2 bands.

The results in Computer Skills for 2010 were excellent. 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 81.7 compared favourably to the state average of 77.4.

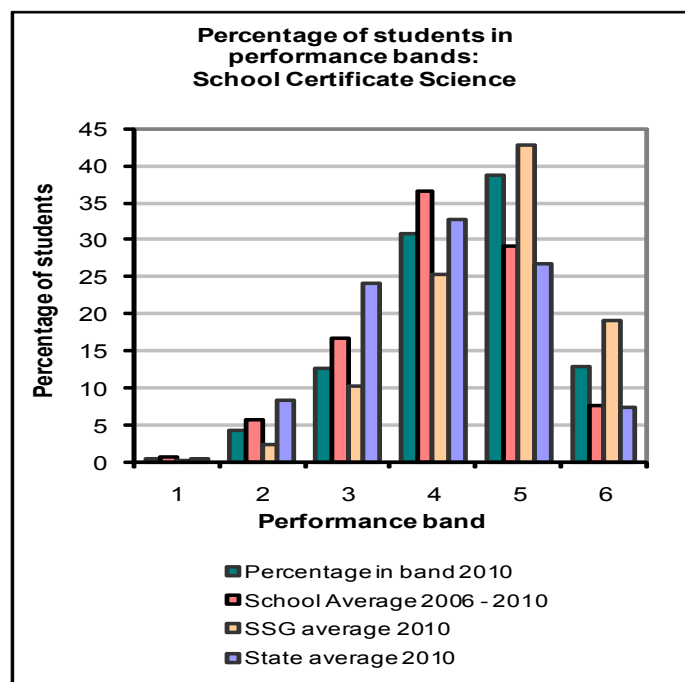
English Literacy



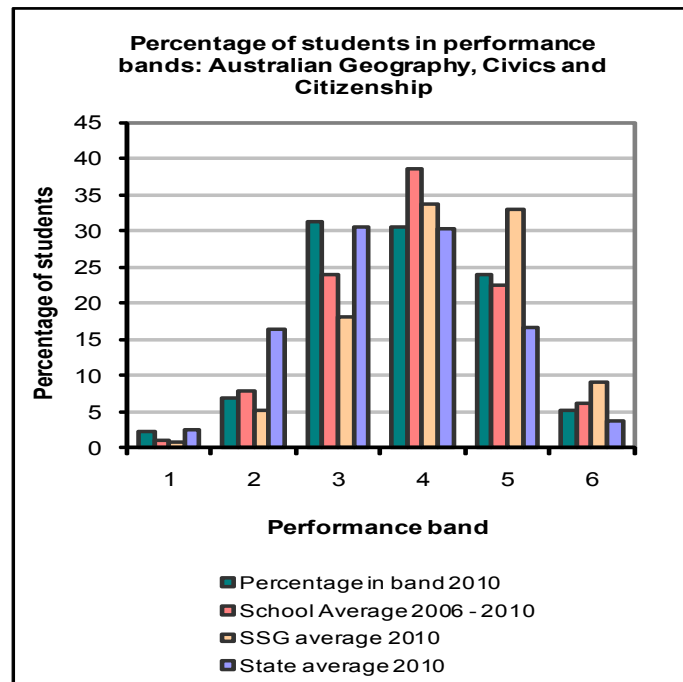
Mathematics



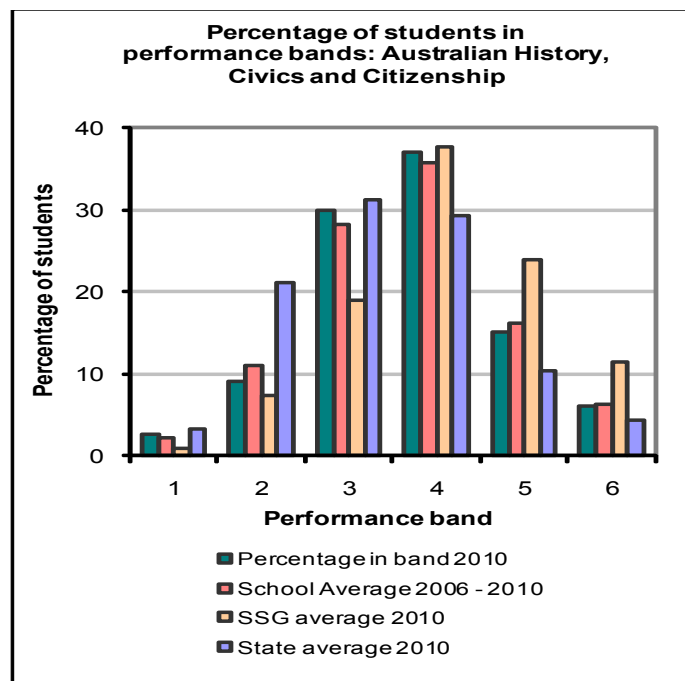
Science



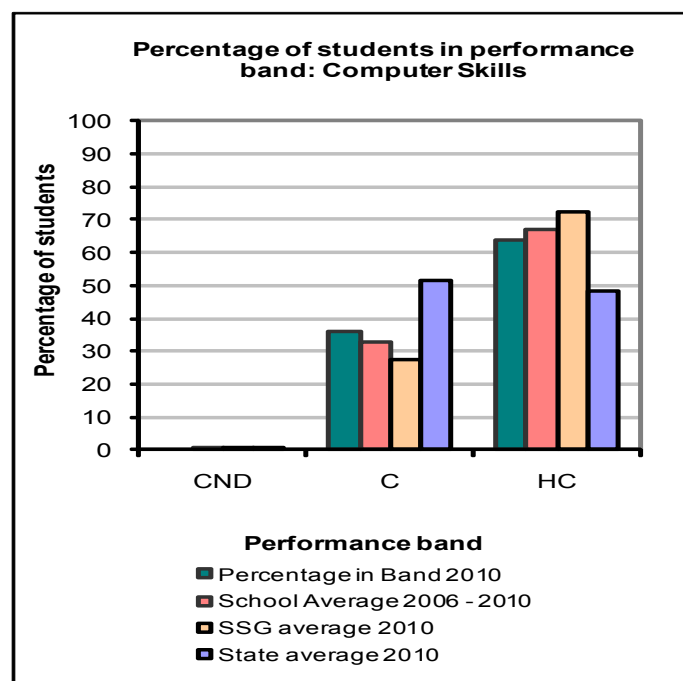
Australian Geography Civics and Citizenship



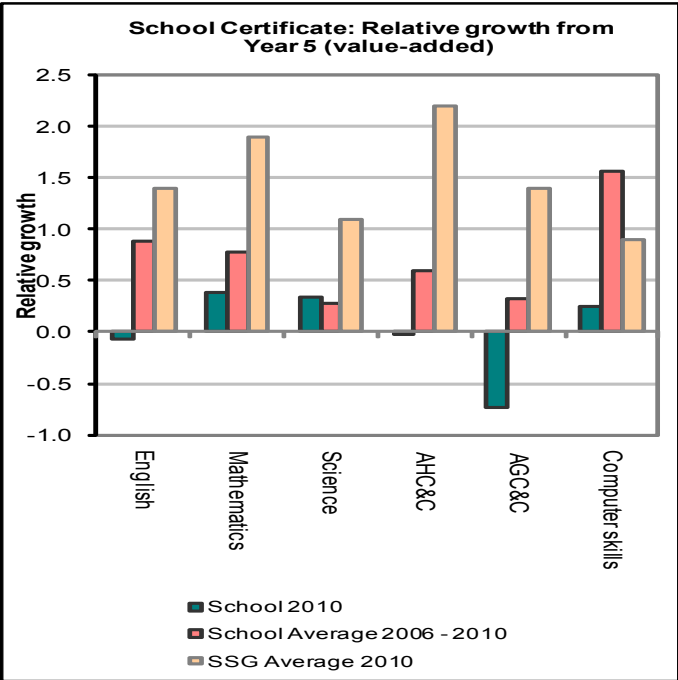
Australian History, Civics and Citizenship



Computing Skills



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



Higher School Certificate

2010 was an exceptional year for HSC students at Castle Hill High School. A total of 91 Band 6 grades were attained and a further 294 Band 5 grades were awarded to Castle Hill High School students. This reflects the ongoing commitment to 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 outstanding achievements of our 2010 HSC cohort were evidenced through some very notable benchmarks:

- Twenty three students gained an ATAR over 90. Our previous best performance in 2008 was 19 with an ATAR over 90.
- We continued to be placed in the top 200 schools with a position of 172. A substantial improvement on our previous highest placement of position 183 in 2008.
- Fifteen students accelerated from Year 11 to complete their Business Studies HSC course in 2010. Ten of the fifteen achieved a Band 6 and five achieved Band 5 – an outstanding result given that these students were 12 months younger, generally than the other members of the HSC cohort. This is a resounding vindication of the schools Gifted and Talented program and the strategy to accelerate gifted students.

Some stunning individual state placements were also achieved by our students:

- Michelle Nguyen – 4th in the state in PDHPE
- Andres Carol Villavedra – 5th in the state for Spanish
- Sijjal Tasneem – 10th in the state in ESL English

The table below shows that in 23 out of the 27 HSC courses attempted by Castle Hill High School students, their performance exceeded the figures recorded for state averages. More specifically, Biology, Business Studies, Community and Family Studies, Design and Technology, Drama, English(Standard), English Advanced, English ESL, English Extension 1, Food Technology, Industrial Technology, Information Processes and Technology, Legal Studies, General Mathematics, Mathematics, Modern History, Personal Development, Health and Physical Education, Physics, Software Design and Development, Visual Arts, Japanese Beginners and Hospitality all attained marks which on average, were above their state counterparts. A substantial number of subjects including Biology, Business Studies, Design and Technology, Food Technology, Information Processes and Technology, Legal Studies, Japanese Beginners and Software Design and Development were also able to achieve higher marks on average than students in their School Similar Group.

Course	School 2010	School 2006-2010	LSG 2010	State 2010
Ancient History	68.5	70.6	79.0	70.5
Biology	78.2	74.2	77.0	72.2
Business Studies	78.5	72.6	78.0	72.3
Chemistry	73.4	73.3	79.0	73.8
Community and Family Studies	74.3	74.5	79.0	73.8
Economics	67.9	72.4	76.0	72.6
English (Standard)	66.1	64.7	69.0	61.8
English (Advanced)	81.7	76.7	83.0	79.9
English as a Second Language	75.8	74.2	76.0	72.3
English Extension 1	80.3	72.3	82.0	80.1
Food Technology	78.7	75.9	76.0	68.8
Industrial Technology	74.2	76.1	76.0	68.8
Information Processes and Technology	78.1	76.0	78.0	72.2
Legal Studies	81.0	76.1	80.0	70.7
General Mathematics	69.2	69.9	75.0	69.9
Mathematics	75.9	75.0	79.0	75.0
Mathematics Extension 1	77.5	78.4	83.0	81.3
Mathematics Extension 2	75.9	76.8	84.0	84.2
Modern History	77.8	74.9	80.0	73.7
Personal Development, Health and Physical Education	78.3	76.0	79.0	73.4
Physics	75.1	72.6	77.0	74.4
Software Design and Development	76.8	76.9	76.0	70.9
Visual Arts	81.7	78.9	83.0	77.4
Japanese Beginners	78.8	78.2	75.0	73.0
Hospitality Examination	77.0	77.0	77.0	73.7



Closer scrutiny of Band results achieved by Castle Hill High students reveals both the breadth and depth of their meritorious performance in the 2010 HSC. The table below gives a percentage breakdown on a combination of Bands 5 and 6 achieved by the school compared with the state.

Students in the courses listed have performed impressively compared to state – wide levels of achievement. It can be seen that in no fewer than 14 courses undertaken by our students, the percentage reaching either the Band 5 or Band 6 level was substantially above the comparable levels achieved by the state cohort.

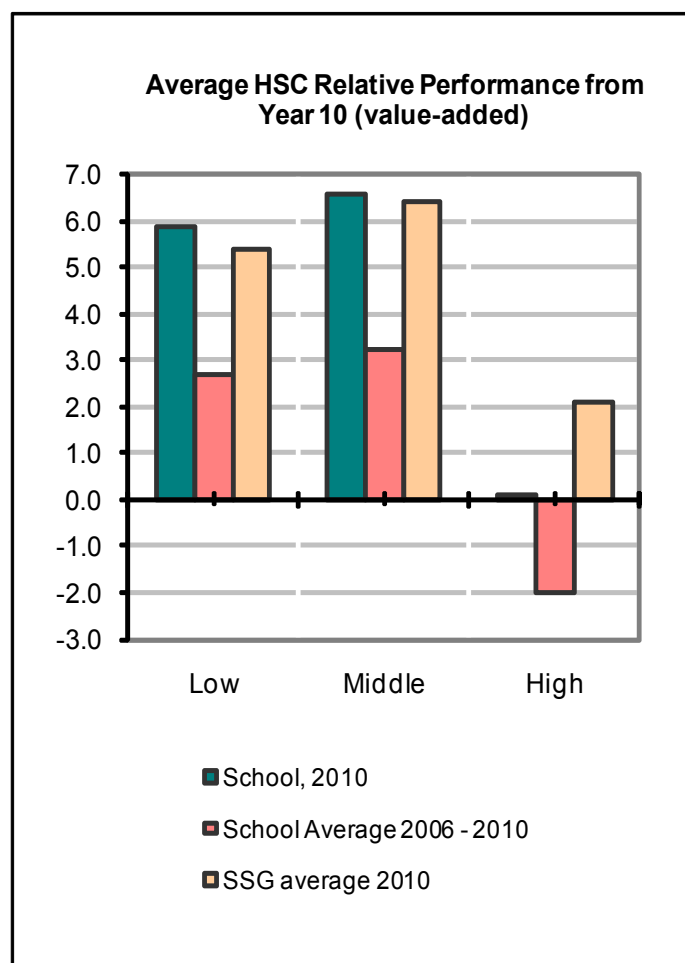
Furthermore, in 16 out of the 38 courses offered to our HSC students, more than 50 per cent of students reached the Band 5 or Band 6 performance level. In no less than 22 courses, more than 70 per cent of students were placed in the Band 4 to 6 range. In other words, high levels of attainment was evident across the broad spectrum of courses offered at Castle Hill High, further testament to the high standards of comprehensive education being generated through the school's inclusive curriculum.

Combination of band 5 and 6's achieved by the school compared with the state

Course	School % Band 5 and 6	State % Band 5 and 6
Biology	57	37
Business Studies	51	37
Design and Technology	69	38
English Advanced	60	56
Food Technology	42	29
IPT	40	34
Legal Studies	69	37
Maths 2U	52	49
Maths Extension	84	75
Music 1	70	60
PDHPE	57	39
SDD	41	26
Visual Arts	68	50
French Beginners	50	44



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



Further weight is given to the magnitude of improved performance levels by Castle Hill High School students following the evaluation of Value – Added Data. The SMART package data compares School Certificate results with the HSC results attained by the particular cohort in order to measure the degree of improvement.

The average HSC relative performance from Year 10 data for Castle Hill High School shows many students are making substantial progress and demonstrating positive value - adding, particularly in the Lower and Middle Performance Bands. In fact Castle Hill High School HSC students performed substantially above both the School Average (2006-10) and School Similar Group Average in 2010. There was also substantial improvement in the value - added performance of the High Level student group compared to the School Average over the 2006-10 period.

Percentage of Year 7 students in our school achieving at or above the minimum standard in 2010.

The following table shows the percentage of Year 7 students at or above the minimum standard in 2010.

Reading	99.5
Writing	100
Spelling	97.8

Punctuation and Grammar	98.4
Numeracy	100

The following table shows the percentage of Year 9 students at or above the minimum standard in 2010.

Reading	98.2
Writing	98.2
Spelling	98.7
Punctuation and Grammar	96.0
Numeracy	97.8

Significant programs and initiatives

Year 12 Boys' Mentoring Group

2010 saw the implementation of the first Year 12 boys' mentoring group with the mandate to improve academic performance of selected Year 12 boys. The program began with 26 students and three boys were later added to the program. The criteria for selection in this program was for boys who were "close to the top" but who were under- performing, and who could improve their Higher School Certificate results with a stringent monitoring and mentoring program. The initial emphasis of the program was to assist boys with organisational skills and to provide them with information from both teachers and ex-students on explicit requirements for obtaining a band 6 in each subject. The boys were placed in 4 teams and also in pairs in a buddy system. There was a strong emphasis on establishing a team culture. The boys, for their part, had to demonstrate a commitment for working harder and smarter. The boys met for pastoral care each day and also met once a fortnight for a personal interview with the supervisor of this program, Mr. Peter Kerrigan.

After a review of the program which included staged surveys of the boys, their parents and the teaching staff, it was evident that a large majority of the boys had changed. This is evidenced by:

- The setting of individual personal and academic goals
- Devising action plans
- Adherence to study timetables
- The development of strategies to aid concentration, memory and routine.

Quantitative evidence that indicates improvement and success in the program comes from an analysis of each student's ATAR (Australian Tertiary Admission Rank) with their final Year 11 mark which was calculated as an ATAR from an online calculator in order to gain an approximate comparison of variance, if any in improved results.

The results, illustrated in the following table, show dramatic improvement for almost all students in the program.

Year 11 ATAR	Year 12 ATAR	Difference
94.5	95.95	1.45
71.3	88.6	17.3
71.05	86.2	15.15
55.85	92.75	36.9
68.1	95.15	27.05
65.55	74.45	8.9
63.85	80	16.15
32.9	80	47.1
56.6	92.1	35.5
61.3	75.8	14.5
47.85	78	30.15
53.6	82.55	28.95
68.75	89.35	20.6
68.9	86	17.1
<30	73.05	43.05
81.4	95.8	14.4
<30	63.1	33.1
68.35	86.65	18.3
93.15	90.7	(2.45)
53.35	75	21.65
79.95	87	7.05
<30	74.45	44.45
96.05	96.85	0.8
77	83.3	6.3
66.5	87.56	21.06
40	67.1	27.1



ATAR Summary

	90+	85-90	80-85	<80
Year 11	3	0	1	22
Year 12	7	7	4	9

Some aspects of the program are difficult to measure but are important to consider. Many of the boys have become better students and young men. They have seen the rewards that strong endeavour can bring. They were asked at the start of the program to challenge themselves to see just how good they could be and to use the HSC as a period in their lives when they did just this and to draw on this when future difficulties and challenges arise. The boys also took part in a fundraising venture where they raised \$3,500 for charity and travelled into Woolloomooloo as a group early one Sunday morning to assist at a soup kitchen in serving breakfast.

The program is now a fixture of the school, so impressed were students, teachers and the community in its effect on student performance, morale and work ethic.



Aboriginal education

In 2010 the staff at Castle Hill High School continued to implement the 2008 Aboriginal Education and Training Policy. Castle Hill High School staff continue to develop their understanding of the aims and rationale of the policy and consequently these are reflected in their teaching programs.

In addition to this the Welfare Team, including Head Teacher Welfare and the Year 7 Advisor continue to develop and implement high quality and inclusive transition to high school programs for Aboriginal students. This has enabled the individualised learning needs of Aboriginal Students from our partner primary schools to be accommodated upon entry to Castle Hill High School.

The Castle Hill High School Welfare Team has also been instrumental in structuring Personalised Learning Programs (PLPs) for all Aboriginal students attending Castle Hill High School. Consequently all Aboriginal students have high quality, negotiated PLPs that continue to ensure good quality learning outcomes.

Multicultural education

Thank you once again Castle Hill High for your very kind supports of our World Vision Sponsor child and our widowed family in Afghanistan through Mahoba's Promise. Your continued generosity does not go unnoticed. It would be amiss of me not to name my small but determined entrepreneurs who sell our wares to help us continue our sponsorship program at the school. Castle Hill High is such a giving community and are always willing to help out others less fortunate. They are young but a force to be reckoned with, so thank you Moomal Tasneem, Taylor Coady, Hayley Gillet, Amy Liang, Amy Dehon, Tessa Wyllie, Kate Crompton, Anna Southil, Felicity Donaldson, Sujata Dhoble, Shailja Dhar, Camilla Bellstedt, Ashna Rai and Priyanka.

Recent photographs indicate that Getachew is a picture of health as a direct result of our sponsorship program.

Donna Rodgers

Multicultural Team Coordinator



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.

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 2010 Targets

2010 saw Castle Hill High School move into the middle phase of the 2009–2011 strategic plan. As part of the annual management process, the school executive agreed on improvement targets that required more intense focus to achieve our priorities.

In this section of the Annual School Report, description is given on the progress made towards achieving the improvement targets for 2010 and outlines the targets set for 2011.

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

Our achievements include:

- The proportion of lower performing students in NAPLAN literacy and numeracy assessments has decreased.
- Explicit strategies to improve literacy skills were canvassed by all teachers through professional learning in cross faculty groups, during terms 2 and 3. These fortnightly tutorials had practical application to the classroom and included strategies like dictagloss, three level study guides and text deconstruction activities.
- All teachers were actively engaged in using smart data in term 1 to evaluate HSC programs and, in particular, requirements of a band 6 response for each HSC course. It is noted that the number of Band 6's achieved in 2010 increased and the number of students gaining an ATAR over 90 doubled from the previous year.

Target 2: School culture and practice that respects and responds to every student's aspirations, culture, gender and learning potential

Our achievements include:

- During term 2 and 3 targeted teachers were given explicit strategies to improve higher order thinking activities for students. Cross faculty groups were inserviced for an hour a fortnight with practical application to the classroom.

- Curriculum delivery was evaluated and as a result a newly designed timetable package was utilised to reduce split classes, ensuring students had fewer teachers on each class.
- High expectations were communicated to students and parents through the use of refined explicit assessment task rubrics for quality work.

Target 3: Strengthened teacher capacity to improve student learning outcomes

Our achievements include:

- A structured professional learning program was designed and implemented for an hour per fortnight to strengthen teacher capacity and improve student learning outcomes.
- A stronger, negotiated teacher assessment review (TARS) process based on supportive accountability was implemented to engage teachers in critical reflection and observation, based on a CHHS teacher charter.

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

Our achievements include:

- Interactive whiteboards (IWBs) were purchased, installed and utilised in every classroom.
- All staff were trained in the use of IWB's relevant to their KLA.
- Teacher capacity in the use of ICT was developed through investigation and implementation of the learning management system MOODLE which provided student access to learning resources from home.

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

Our achievements include:

- High quality personalised learning plans were negotiated for all Aboriginal students.
- A Head Teacher Boys' Mentor was appointed to oversee the delivery of a rigorous boys' education program which resulted in significant, improved outcomes for selected HSC male students. Of the students achieving an ATAR over 90, 40% were boys compared to 15% in the previous year.

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.

Educational and Management Practice

Key Evaluations – Gifted and Talented Program Background

The Gifted and Talented Program was established in 2002 and provides enrichment for identified students through its specialised classes in Years 7-10.

In 2010, Castle Hill High School conducted an evaluation of the

Gifted and Talented program. The school wanted to ensure that:

- The program was meeting the needs of students, parents and teachers.
- The identification procedures were accurate and understood by all stakeholders.
- Staff were confident in differentiating for Gifted and Talented students.

Parent, Students and Teacher satisfaction

All parents and staff of Castle Hill High School were offered the opportunity through email to respond to the survey. 80% of the students in the G&T program from Yrs 7-10 completed the survey through the school Moodle.

The survey targeted areas such as identification procedures, placement within the program and the teaching and learning with the classroom.

Findings and Conclusions

- All stakeholders indicated a desire for the continuation of the program as it provided positive opportunities for students and staff, however there was evidence to suggest that some staff, students and parents were not fully aware of the aims of the program or the process by which it identifies, caters to and monitors Gifted and Talented students.
- Parents, students and teachers overwhelmingly identified the need for more transparent movement into and out of the program for identified students.
- While evaluations revealed that parents felt they received detailed information about the program upon entry, there was evidence to indicate that the ongoing communication between parents and teachers needed to be more regular and targeted to individual student progress.
- Most teachers expressed confidence in catering to the learning needs of their G & T class however parents and student's expressed some concerns that they weren't being stretched enough or challenged with work different to mainstream classes.
- Additionally, some parents expressed a desire for students who were not in the program due to lack of places to be challenged more in mainstream classes.

Future Directions

- The school throughout Terms 2 and 3 ran targeted Professional Development sessions for staff on Gifted and Talented strategies for teaching and learning. These sessions provided concrete approaches for differentiation both within the G&T program and within the mainstream. The Head Teacher Teaching and Learning Years 7-9 will continue supporting staff in differentiating programs by working with specific faculties on programming and assessment for the Gifted and Talented Classes.
- The Gifted and Talented Policy will be published on the school website so it is accessible to all stakeholders. It will clearly state the process for identification of students entry to the program and the review process for those students once they are admitted to the program.
- The Head Teacher Teaching and Learning Years 7-9 will instigate a monitor card system for students within the program who are identified as being of concern or not



achieving to their potential. More regular communication with parents will occur regarding student progress.

- Demand on places within the program is already high and will continue to be so; however there are limited numbers within each class. Therefore identifying and catering to students within the mainstream who require extension will be a priority. The Head Teacher Teaching and Learning will work with staff to identify these students and then assist in the development of differentiated work and monitoring of their progress.

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 within the nominated KLA that are conducted well and should continue but also identify possible areas for improvement. In 2010 the nominated Key Learning Area for Review was Technology and Applied Studies (TAS). The evaluation team consisted of the Deputy Principal (Team Leader), Head Teacher TAS and a classroom teacher.

Parent, student and teacher satisfaction

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 detailed requiring a ranking of various elements as well as written responses which provided the respondents plenty of opportunity to express their views. The survey allowed all responses to be anonymous.

Findings and Conclusions

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

- Teachers have high expectations and are explicit with their instructions in order for students to achieve the best possible outcomes.
- Teachers are explicit about why things are taught and link content to syllabus outcomes.
- Students find theory lessons interesting and comment on the stimulating learning environment that is provided.
- Teachers create a supportive learning environment both in theory and practical lessons. Students comment how there is a mutual respect among teachers and students.
- The faculty is currently investigating ways to modify their delivery of TAS subjects to make it meaningful for all students. Many students are finding it difficult to link the skills they are being taught with the context outside the classroom.

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

- Assessment processes are a strength of the faculty. Students are aware of when and how assessment tasks will take place. Adequate notice to students is given and feedback provided.
- Assessment procedures are in line with school, DET and BOS requirements.
- Programs include relevant elements of the syllabus and incorporate DET policies.
- Teachers are currently evaluating programs to include a wider range of resources and activities that will allow students to be challenged and extended in the classroom 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 School's Discipline Code and the parameters for expected behaviour in the classroom. Teachers use a variety of management strategies to ensure that all students are provided with a good and positive learning environment.
- Teacher/student relationships are strong. Teachers show they care about their students and allow them to express their points of view.
- Students feel they are provided with a secure learning environment when they attend TAS lessons.

Future Directions

- Teachers are extremely keen to continue to source further professional learning opportunities in order to improve their practice further.
- Continue to use the content of existing programs but enhance them to include a wider range of resources and activities that will allow students to be challenged and extended in the classroom.
- Teachers are committed to providing students with valuable feedback to assist them in moving towards accessing achievement at higher levels.
- The TAS faculty is aiming to solidify the consistency with which they apply the merit system across all years and for all students.
- The TAS faculty aim to continue the established process of providing positive feedback to parents throughout the year.
- Audit of faculty equipment / appliances with the intention of replacement when resources allow.

Professional Development

Whole school professional learning for teachers is an important, planned and fortnightly activity undertaken every second Thursday from 8.30am – 9.30am. Activities are mostly run by teachers within the school and are underpinned by a culture based on support, collective learning and responsibility, accountability and improvement.

During term 1, SMART data was used by each teachers to explore their individual class results. Discussions then commenced on strategies that were effective in the classroom and changes to be made to programming and resources. Ex students were also invited to speak to staff about "what works for them" in learning,

prompting healthy dialogue and questioning. Additionally, teachers developed over a number of weeks a novel resource for students on “What makes a Band 6 response?” The focus on high expectations and refining strategies to assist students with their learning at the HSC level was very well received.

In terms 2 and 3 teachers were invited to select two workshops from a set of four. Each of these were focus areas for the school in 2010 and demonstrated again the school’s commitment to upskill teachers and use the great depth of expertise within the teaching body to share ideas and learn from one another. The four workshops were:

- Literacy Strategies
- Boys Education Strategies
- Quality Teaching
- Gifted and Talented Teaching

In term 4, teachers developed units of work for MOODLE and commenced plans for the further development of this tool to ensure students had full access to quality materials.

School development 2009 – 2011

The targets expressed below are linked directly to the 2009-2011 management plan.

Targets for 2011

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

Strategies	Our success will be measured by:
A deeper analysis of HSC individual class results will be undertaken with more emphasis on value added components	HSC value added results will continue to improve
A specific, planned focus will be undertaken for persuasive writing, prior to NAPLAN testing	Writing results will improve in Year 9 NAPLAN, in particular for boys
Continued use of SMART data to assess literacy and numeracy needs for NAPLAN and School Certificate students will be investigated in order to direct professional learning activities	SMART data analysis will be completed by all staff and strategies used to improve literacy and numeracy results

Target 2: School culture and practice that respects and responds to every student’s aspirations, culture, gender and learning potential

Strategies	Our success will be measured by:
International students will be assisted by the appointment of a .4 teacher to oversee the development of profiles and literacy strategies for students	Greater satisfaction and connection with school will be indicated on surveys of international students
More information will be communicated to teachers about international students’ culture, language background, family and interests	Teachers will have more information conveyed to them about international students in order to build relationships and connect students more with the school
A targeted program of professional development that focuses on ESL strategies for classroom teachers will be developed	Strategies to assist ESL students with literacy will be more widely used by a greater number of staff
Girls mentoring for selected junior and senior students will be implemented	Junior girls involved in mentoring will feel more positive, confident and more connected to school; senior girls involved in mentoring will feel more supported in their HSC and will improve on their Year 11 academic results

Target 3: Strengthened teacher capacity to improve student learning outcomes

Strategies	Our success will be measured by:
The school’s philosophy on student discipline and welfare will be revisited at several professional learning sessions	There will a deeper understanding of the school’s discipline and welfare protocols and consequently a more consistent application of the policy will be applied by teachers
New Scheme Teacher inservices will be refined and expanded	New Scheme Teachers will teach more explicitly, using methods by Bill Rogers, William Glasser and Michael Grinder and lesson design and questioning strategies used by new teachers will be more sophisticated
A program for aspiring Head Teachers will be developed at the school	More teachers will take on whole school leadership responsibilities and applications for promotion

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

Strategies	Our success will be measured by:
Ipads will be trialed in two faculties to determine their effectiveness and needs for student learning	More students and teachers will have a variety of technologies to use to enhance learning
MOODLE will continue to be a focus of professional learning at faculty level	MOODLE will be used more frequently as a tool for student learning by faculties
An interactive parents' site on the school's website will be investigated	The website will continue to evolve into one that is interactive and informative

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

Strategies	Our success will be measured by:
Gender based mentoring programs will be developed to tailor student learning and improve academic performance	Boys will continue to improve on 2010 HSC results and value added results for higher performing HSC girls will be noticeably better



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.

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