



Castle Hill High School
Annual School Report
2011



Principal's message



Change is vital for any organisation, to keep it fresh and dynamic. As always, we at Castle Hill High School in 2011 reflected on aspects of our work to design better ways to improve learning and systems that need revitalisation.

Our constant is the improvement of academic performance and to address under performance. We want students to feel challenged, gain respect from the necessary effort involved in working hard and value academic success.

One important measure of this is the Higher School Certificate which sits at the apex of student achievement. In 2011 our HSC results were exemplary with more students achieving an ATAR over 90, a greater percentage of students achieving band 6s, more students achieving the premier's award than ever before and far more boys represented in higher positions. For the first time in six years a boy was dux and 50% of students achieving an ATAR over 90 were boys. Such gains are welcomed given

our commitment to teacher professional learning, senior boys and girls mentoring and extra tuition for students outside of class time, including a homework centre for international students to help with English language skills. A full analysis of the 2011 results occurs later in this report attesting to the remarkable positive trends in HSC achievement.

Technology improvements are a necessity. We continue to expand and refine our hardware and understanding of ways to integrate technology into learning for students. The IPAD trial was a welcome, fresh approach to learning and the new multi-media room in B15 reflects a vision for excellence. We continue to probe the advantages that new technologies can give us.

2011 saw the final School Certificate examination to be replaced with a Record of School Achievement (ROSA) without state wide exams. Results in the 2011 School certificate exam were very sound with exceptional results in Science.

We continued our work in the flexibility trial known as the "47 Schools Trial" to consider other ways to staff and finance schools. You will recall our work here from previous years with boys and girls mentoring. It's hard to imagine our school without these initiatives. In addition, in 2011 as part of the "47 Schools Trial", we appointed an international student coordinator to tailor and personalise our processes, in particular to assist international students with English language skills. This program has seen enormous gains for students.

Castle Hill High 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

As parents we entrust the care of our children to the school to not only follow the academic curriculum but to instill knowledge and experiences that help develop our students into young adults ready and able to meet the challenges of adulthood. The P&C's meets monthly and our aim in all endeavours is to assist and augment the school's full education programme, and provide supportive information for parents. Once again it was a big year for the P&C. During 2011 we undertook the following:

- A canteen review committee was commissioned with a mandate to promote healthy eating consistent with values taught in the school's PDHPE and Food Technology nutrition syllabuses. To achieve this aim we began equipping the canteen to prepare and bake wholesome, fresh and nutritional food. We are in the process of discontinuing foods which are low in nutritional value and which contain preservatives, artificial colourings, flavouring and sweeteners; and we also reduced prices in our healthy food range by up to 40%. This is a new direction for the canteen and the low prices will have an impact on profits for the P&C however we feel strongly that this is an area where profit is not the primary aim.
- In running the Uniform Shop we continue to provide excellent quality school clothing at reasonable prices. Our margins are low but our volume of sales delivers profit.
- A Grants Committee was formed and began seeking funding through outside sources for the betterment of the CHHS's resources and facilities.
- Our TRIVIA NIGHT was once again an activity crammed evening and was enjoyed by a packed auditorium. It was made possible by parents and teachers with local businesses supporting the school with prize donations. The night ended with a \$6500 profit.
- We are into year 2 of our 3 year plan to finance special projects. We saw the engagement of architects to formulate a schematic design for the refurbishment of the original gym area. This decision was made to ensure we use the right materials and techniques to achieve a brighter, cleaner and maintainable space. We are looking forward to realizing our plans in 2012 and 2013. Look out for more information on this project in upcoming Drawbridge editions.
- To assist parents with information on raising teenagers in today's world the P&C funded



guest speaker Maggie Hamilton, to address parents on the changes and challenges our girls are encountering as they participate in the technological and media environment. We plan to invite guest speakers in 2012.

- The P&C funded the HSC tutoring programme which once again proved a huge success based on the take up numbers of students working with teachers. We also contributed to the school's expense of Presentation Day and donated to the SRC each term to help fund their activities.
- In supporting the school in the wider community parents gathered at the Relay for Life 24hr event in May. With our tent and fabulous shelter area, the P&C offered a base to store personal items, keep track of the number of laps and a place for students to rest.
- Parents from the P&C were nominated to work with school staff and students on the worthwhile project of reviewing the anti-bullying policy planned to be introduced in 2012.

It is through the dedication of many parents who contribute to committees and to the running of the P&C shops, and also the school's Head Teachers and staff members who readily give their time to our committees, that we are able to achieve the outcome that we do.

Anne-Maree Kinley & Allan Schumacher
Vice Presidents 2011

Student representative's message

2011 was another busy year for the SRC which is comprised of students from years 7 to 10. This year we were privileged to have Rebecca Wardle and Lachlan Quarmby as our SRC coordinators. Throughout the year the SRC organised many fundraisers and initiated many fun and innovative projects. Right from the first meeting, everyone had many suggestions to try and improve Castle Hill High School or ideas for fundraising events to support those in the community facing adversity. From the beginning even the Year 7's contributed their ideas.

Our first community event as a whole SRC body was participating in the Hills Relay for Life. This is a highly anticipated and well supported event which helps to raise funds for cancer research. The SRC members were up early and prepared themselves for the 24 hours ahead. Accompanying the SRC were the prefects, teachers and students of Castle Hill High

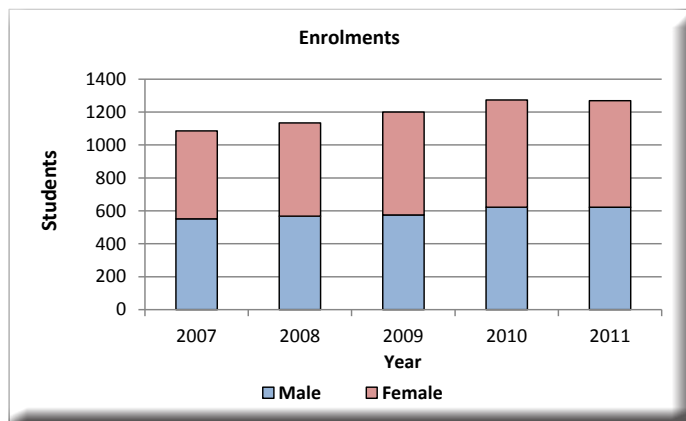


School. Together we walked through the day and night and even next morning.

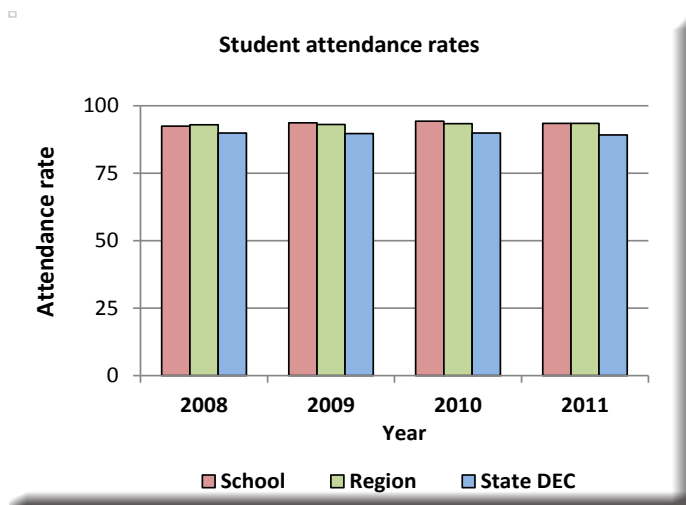
The SRC also had a lot of fun being involved with other activities such as Keen Kids Kindy, selling merchandise for jeans for genes and Legacy as well as giving up something we love for the 40 Hour Famine.

School context

Student enrolment profile



Student attendance profile



Management of non-attendance

In 2011, the school continued the appointment of an attendance coordinator as part of the 47 Pilot Schools Program. The attendance coordinator monitored student attendance throughout the day. 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 has now been embedded into school processes. Parents receive immediate feedback regarding their child's absence or lateness to school. We are currently investigating a system that will allow

teachers to mark rolls electronically every period. A pilot group will be selected to trial this process in 2012.

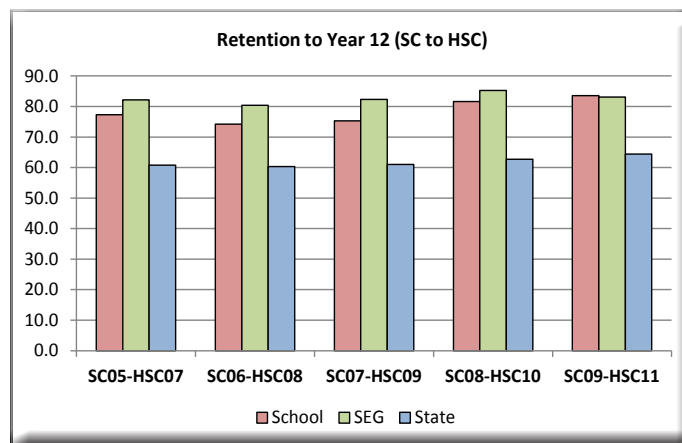
Structure of classes - Gifted and Talented Classes

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 2011 the school had 8 Gifted and Talented Classes as indicated by the following table.

Year Group	G & T Classes
7	2
8	2
9	2
10	2

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. 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 2011 HSC, students pursued the following post school destinations.

- University - 99
- TAFE - 38
- Apprenticeships – 16

Year 12 students undertaking vocational or trade training

In 2011 84 (43%) students were enrolled in vocational training or TAFE courses.

Year 12 students attaining HSC or equivalent vocational educational qualification

In 2011 99.5% of students attained HSC or equivalent vocational educational qualifications.

Staff information

Staff establishment

Position	Number
Principal	1
Deputy Principal(s)	2
Head Teachers	16
Classroom Teachers	68
Teachers of Emotional Disabilities	0
Teachers of Mild Intellectual Disabilities	0
Teacher of Reading Recovery	0
Support Teacher Learning Assistance	.4
Teacher Librarian	1
Teacher of ESL	2
Counsellor	1
(SASS)	14
Total	105.4

The National Education Agreement requires schools to report on Indigenous composition of their workforce. Castle Hill High School currently has two indigenous teachers.

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:	30/11/2011
Income	\$
Balance brought forward	43631.99
Global funds	6725.00
Tied funds	0.00
School & community sources	83384.50
Interest	2808.20
Trust receipts	0.00
Canteen	0.00
Total income	136549.69
Expenditure	
Teaching & learning	
Key learning areas	83222.62
Excursions	0.00
Extracurricular dissections	0.00
Library	19122.12
Training & development	0.00
Tied funds	0.00
Casual relief teachers	0.00
Administration & office	15728.93
School-operated canteen	0.00
Utilities	0.00
Maintenance	0.00
Trust accounts	0.00
Capital programs	0.00
Total expenditure	118073.67
Balance carried forward	18476.02

A full copy of the school's 2011 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 2011

Achievements

Arts

Throughout 2011 the students and teachers of Castle Hill High School have continued to develop initiatives and opportunities for new achievements in the Creative and Performing Arts. Highlights include:

- Year 12 Music student Nancy Khuu was nominated for Encore, a showcase of the most exceptional performances presented for the HSC Music Examination.
- In June the annual school Musical, Annie, featured the talents of more than 150 students on stage, in the Orchestra and as part of the crew,

featuring all of the well-known characters from this much loved orphan's tale including Annie, Daddy Warbucks and Miss Grace, all brought to life by exceptional performances, costuming and set design.

- In August we travelled down the rabbit hole with Alice to produce "Imaginarium", our annual showcase of the Creative and Performing Arts. Compered by "Alice", Elisse Kinley, and the "Mad Hatter", Matt Knight, the show featured individual and group drama, dance and musical performances. As always, the audience was impressed with the talents and skills of our students.
- Year 9, 10 and 11 Drama classes were selected to perform as part of the Arts North Drama Festival. Ms Frangi and Ms Babington guided their classes in devising and directing original playbuilt pieces which were performed alongside schools from the region to a wide audience of students, parents and community members at the Parade Theatre at NIDA.
- 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. Maddie Watson was awarded the "People's Choice Award" and Caitlin Stachowski was awarded the Eckersley's Award for Excellence in Visual Art.
- Ten Art students from Years 7 -12 participated in the "Art 4 Agriculture" competition in order to raise awareness of sustainability issues and bridge the gap between rural and urban communities. Under the guidance of Ms Kenworthy and Ms Read, students decorated a life size plastic bull, garnered community support for their photograph campaign and created a PowerPoint to present to the judges at the regional judging held at Bella Vista.
- The Vocal Ensemble led by Ms Sylvia Marson once again participated in the Arts North Music Festival, where they performed a diverse program of choral works. Year 12 student Ellen Midgley was selected as a featured singer for this Festival. The Vocal Ensemble also performed at a variety of school and community events throughout the year.
- Under the direction of Paul Derricot and David Evans the School Band continued to perform regularly for school and community audiences, showcasing their talent and commitment. This culminated in an impressive performance at



Presentation Day which showcased their talent and hard work throughout the year.

- Under the direction and guidance of Ms Leeds-Roberts and Ms Riley, the Castle Hill High Dance ensemble was selected to perform as part of the Met West Dance Festival. They performed in a matinee and evening show at The Hills Centre in early June.
- 18 dance students were selected to perform in the Schools Spectacular as part of the Boys Hip Hop Ensemble and the Combined Dance pieces. These students had the opportunity to work with outstanding choreographers and perform with students from across the state. There were five performances held in November. The Schools Spectacular was televised on 18 December on the ABC.
- In Term 4 the Combined Dance Festival saw the chance for students from Castle Hill Public and Castle Hill High School to perform together in the school Auditorium. This Dance festival, organised by Ms Leeds-Roberts and Ms Vitanza, provided a valuable opportunity for the talents of all three schools to be shared and showcased to the wider community.

The CAPA staff are proud to have facilitated another year of outstanding successes in the area of Creative and Performing Arts at Castle Hill High School. Individual and collective achievements have been showcased at a variety of events, allowing for the development of our talented student body who continued to flourish as they immersed themselves in the joy of engaging in the Creative and Performing Arts.

Sport

2011 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 students' achievements:

NSW CHS Swimming Championships

The following students represented Metropolitan West at this Carnival - Jessica Bellifemine, Rhyse Buchanan, Kaylyn Burgess, Taylah Crabtree, Allison Dallaway, Steven Duzevich, Atlanta Game, Victoria Gedny, Dakota Harkins, Soo Hwang, Alison Jalvo, Ben Jalvo, Jessica Le Quesne, Paris Lawrence, Constant Liu, Callum Oldfield, Kimberley Prasertthavorn,

Keegan Ross, Vanessa Sefton, Zoue Sefton and Amy Wallis.

The following students from their outstanding results at the CHS Swimming Carnival were selected to represent the NSW Combined High School team at the NSW All School Swimming Carnival.

Zoue Sefton 13 years Girls Backstroke, Alison Jalvo 17 years Mixed 1500m Freestyle

NSW All Schools Cross Country

The following students represented Metropolitan West at this Carnival.

Anna Caisley, Allison Dallaway, Brooke Dwyer, Ben Jalvo, Mathew Knight, Paris Lawrence, Eloise Lynn, April Maree Mannah, Jacqueline Rhodes, Zoue Sefton, Bronte Simpson and Amy Wallis.

The following students achieved Regional team places.

- 2nd Place- 12yrs Girls Regional Team - Allison Dallaway
- 2nd Place-16yrs Boys Regional Team - Mathew Knight and Ben Jalvo
- 2nd Place - 18yrs Girls Regional Team - Amy Wallis

NSW C.H.S Athletics Championships

The following students represented Metropolitan West at this Carnival. Rich Amevor, Rhyse Buchanan, Jordan Colman, Abbie Dwyer, Kelsey Dwyer, Eloise Lynn, Demi McFarlane, Arshdeep Sidhu, Andrea Sigmann, Rhys Tuohy, Matthew Vesperman and Amy Wallis.

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

Jordan Coleman 1st 14yrs Long Jump, Rhyse Buchanan 3rd 12-15yrs Discus AWD

Hills Zone Representatives

- Boys Open Baseball- Adrian Choy, Liam Gilchrist
- Girls Open Basketball- Taylor Johnston, Amy Wallis
- Boys Open Basketball- Jason Badu, Jonathon D'Souza, Hugo Hood, Ben Schacht, Douglas Smith
- Boys Open Football- Blake Fowler, Ali Makari, Niclas Richter, Jared Seager, Mitchell Seager,

Douglas Smith, Ken Smith, Martin Sheridan

- Girls Open Netball - Laura McInnes, Abbie Williams
- Boys 15's Tennis – Daniel Green, Andrew Moore
- Girls 15's Tennis – Victoria Woodrow

Met West Representatives

- Girls Open Basketball - Taylor Johnston
- Boys Open Basketball - Jonathon D'Souza, Ben Schacht
- Boys Diving - Dean Ross
- Boys Open Hockey - Scott Berriman, Kegan Brown
- Boys Open Rugby Union - Jake Kay
- Boys 15's Tennis - Daniel Green, Andrew Moore
- Girls 15's Tennis - Victoria Woodrow
- Girls 15's & Opens Touch – Tayla Clifford
- Boys Trampolining – Brendan Weal, Matthew Weal
- Boys Open Volleyball – Steven Duzevich
- Girls Water Polo - Zoue Sefton

CHS Representatives

- Boys Diving- Dean Ross
- Boys Open Rugby – Jake Kay

State Knockout Teams

Castle Hill High School entered into State wide knockout sporting competitions during 2011. These are the following outstanding results from some of our teams:

- Boys Open Hockey - Metropolitan West Champions
- Girls Open Hockey - Metropolitan West Champions
- Girls Open Basketball - Metropolitan West Champions

Special Mention to the Open Boys Basketball team which finished a highly impressive 4th place overall from all the NSW Public Schools.

The students who have represented Castle Hill High School during 2011 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 2011.

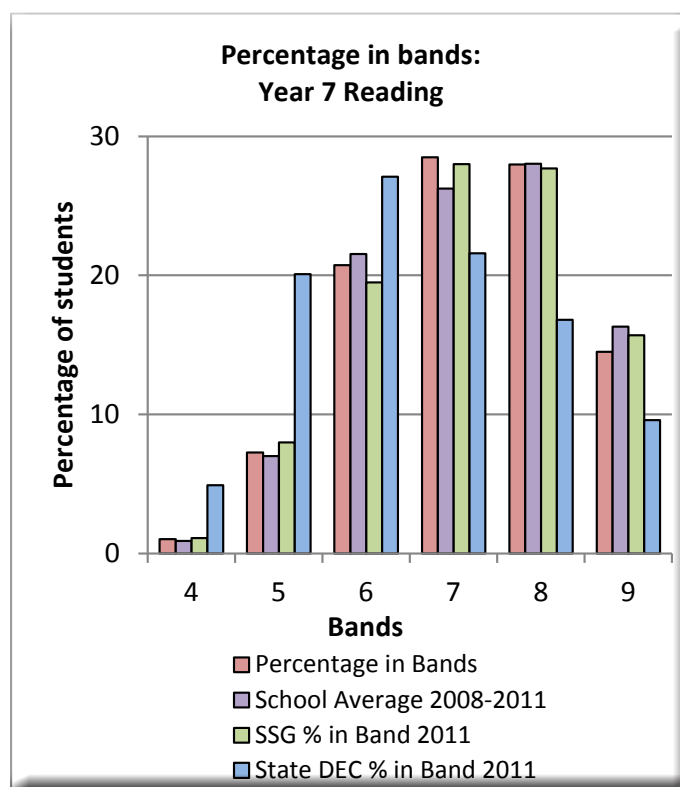
Parental involvement within sport during this year has been of great value with the transport of students to different sporting venues for knockout competitions. A big thankyou to all the parents that have been such a great assistance with their support of school sport. We also need to acknowledge the ongoing benefit obtained from the 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 2011.

Mr Lewis Williams
Sports Organiser

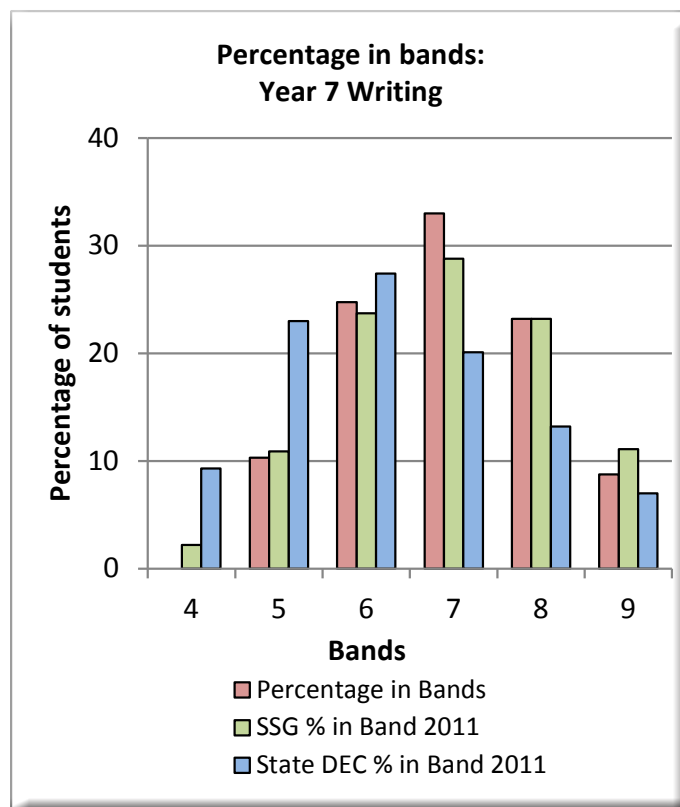
Academic

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

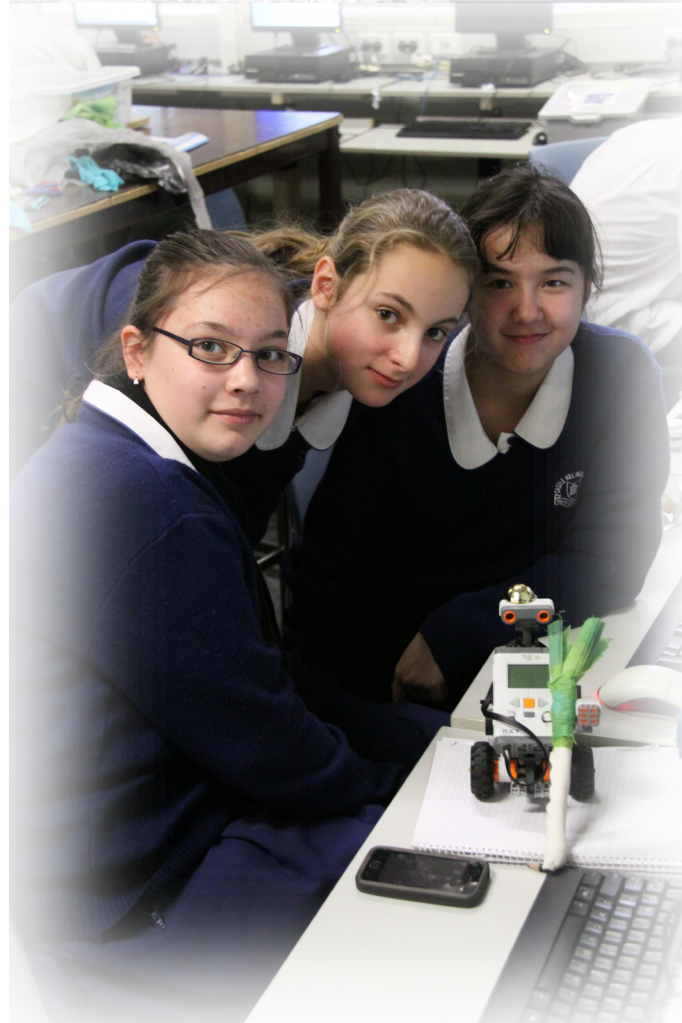
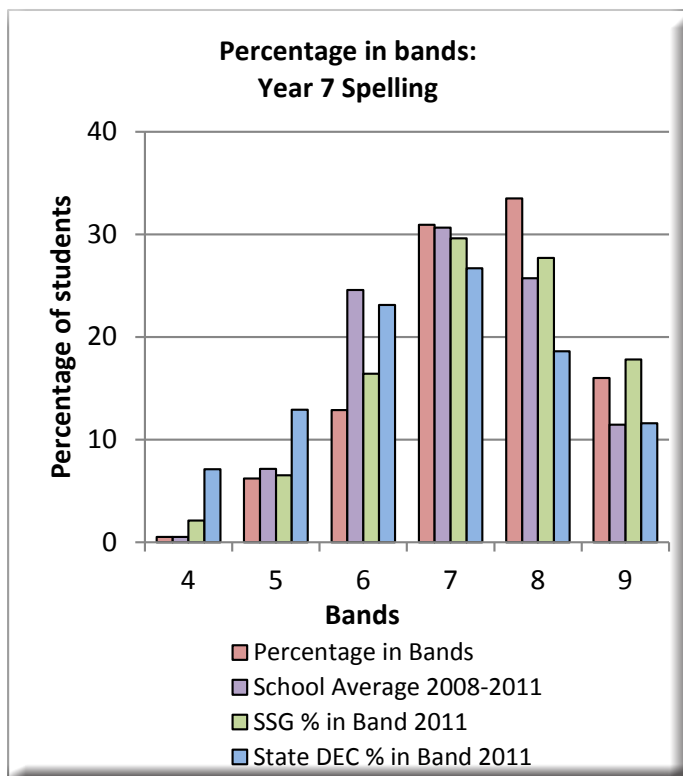
Literacy – NAPLAN Year 7 Reading



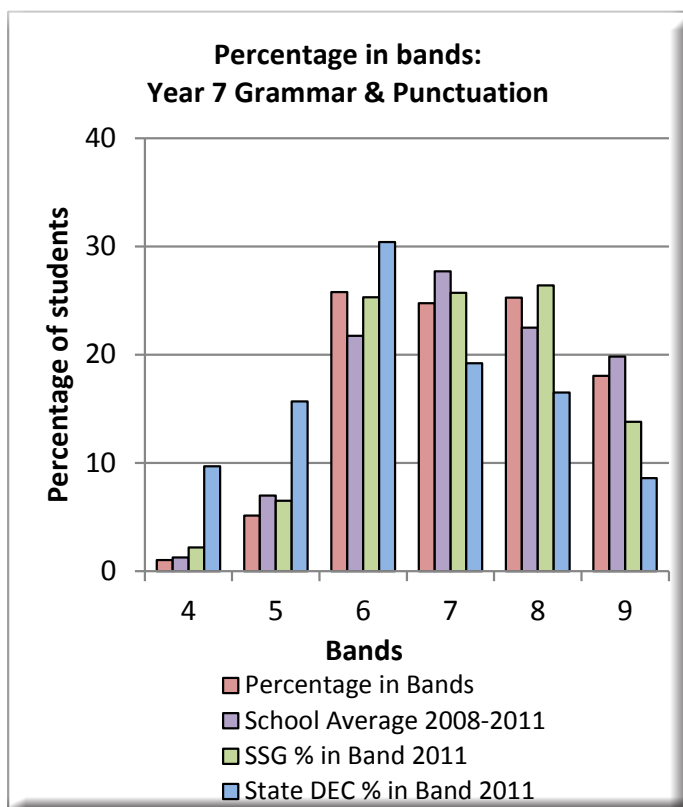
Writing



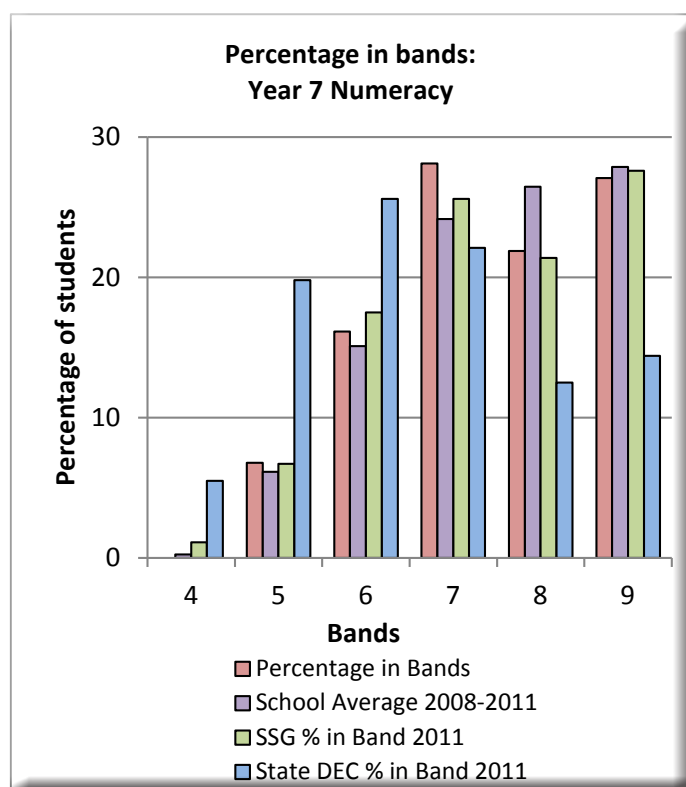
Spelling



Grammar and Punctuation



Numeracy – NAPLAN Year 7



Discussion of Year 7 Naplan

2011 was the fourth year that students completed the National Literacy Assessment. The Literacy component of the NAPLAN assessment was broken up into four sections including reading, writing, spelling and grammar and punctuation. This year the writing component changed from narrative to persuasive text type. Students at Castle Hill High School performed well with the average mark in most areas higher than our like school group average and the state average. 14% of our students achieved the highest band in reading, 8% in writing, 16% in spelling and 18% 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 like school average and the state average.

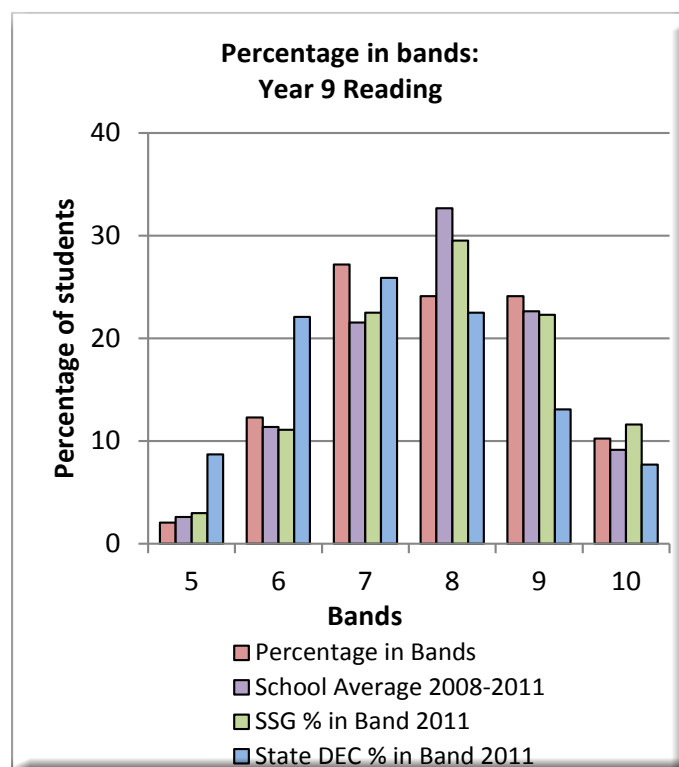
Our students performed well above state average in all areas of numeracy: Number, Patterns & Algebra, Measurement & Data, Space & Geometry. 27% of our students achieved the highest band (9), almost half of them were in the top two bands, whilst 93% of them were in the top four bands. We had less than 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.

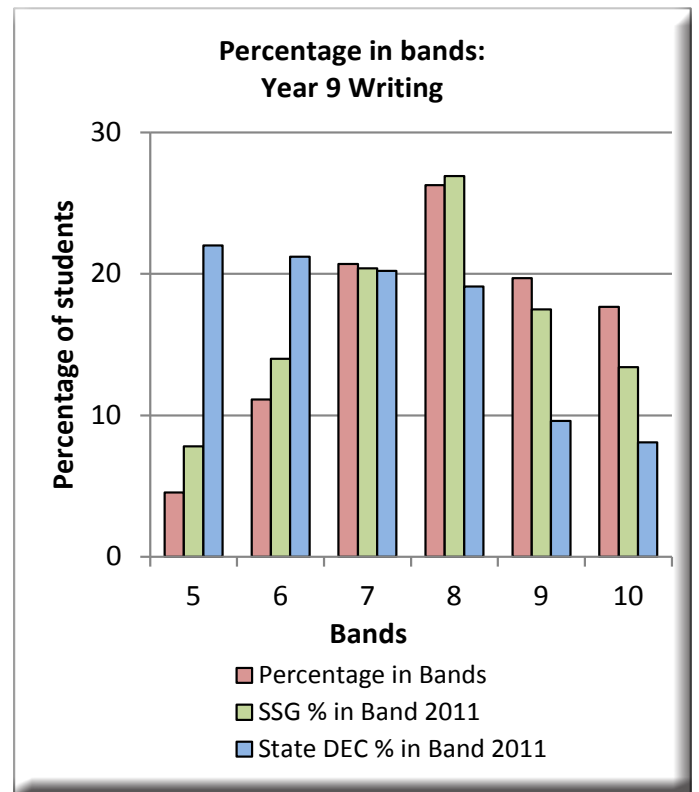
The value added data shows this group has improved well above the state average in numeracy since the year 5 Basic Skills Test, with 160 (91%) of students improving their scores.

Literacy – NAPLAN Year 9

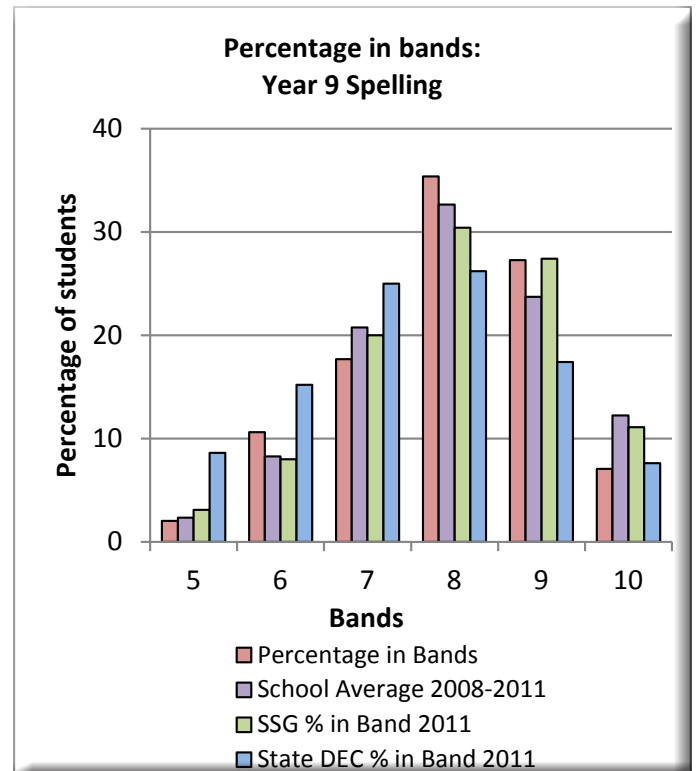
Reading



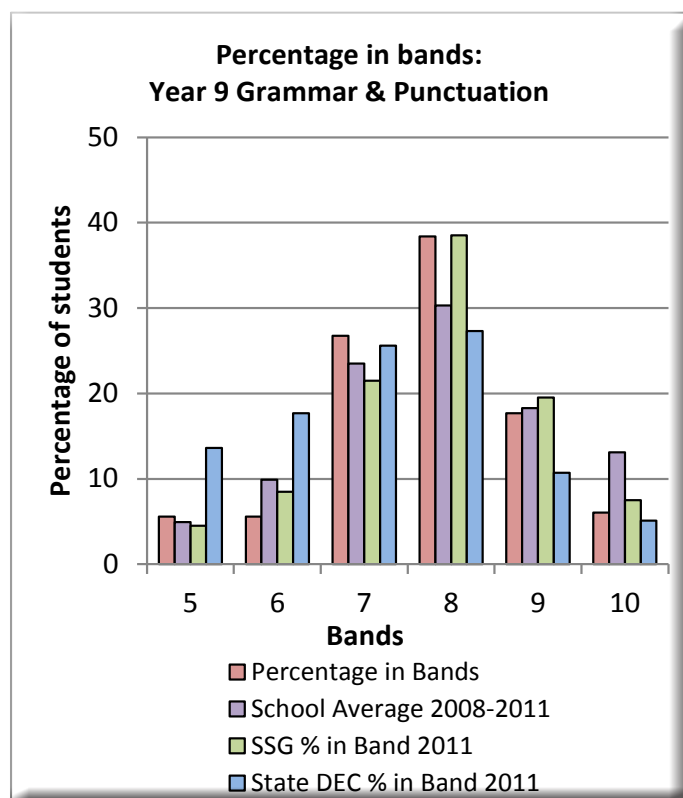
Writing



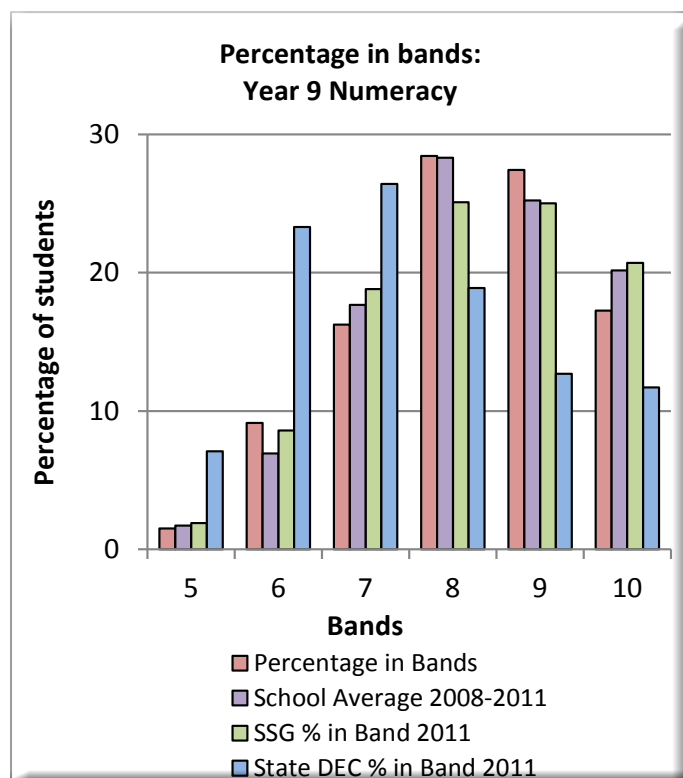
Spelling



Grammar and Punctuation



Numeracy – NAPLAN Year 9



Discussion of Year 9 Naplan

The year 9 cohort also performed well with the average mark in most areas higher than the state average. 10% of our students achieved the highest band in reading, 17% in writing, 7% in spelling and 6% in grammar and punctuation. The graphs show the percentage of students in the relevant bands and how this relates to the like school average and state average. 17% of our students were ranked in the High band (10), 44% in the top two bands, while 89% were in the top four bands.

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

Of all the 182 students since year 7, 31 are reported with a lower overall numeracy score. This means that 83% of our students moved forward in numeracy over their first two years at High School.

Of concern is that 11% of Year 9 students are reported as being at or below the National Mean Standard in Numeracy.

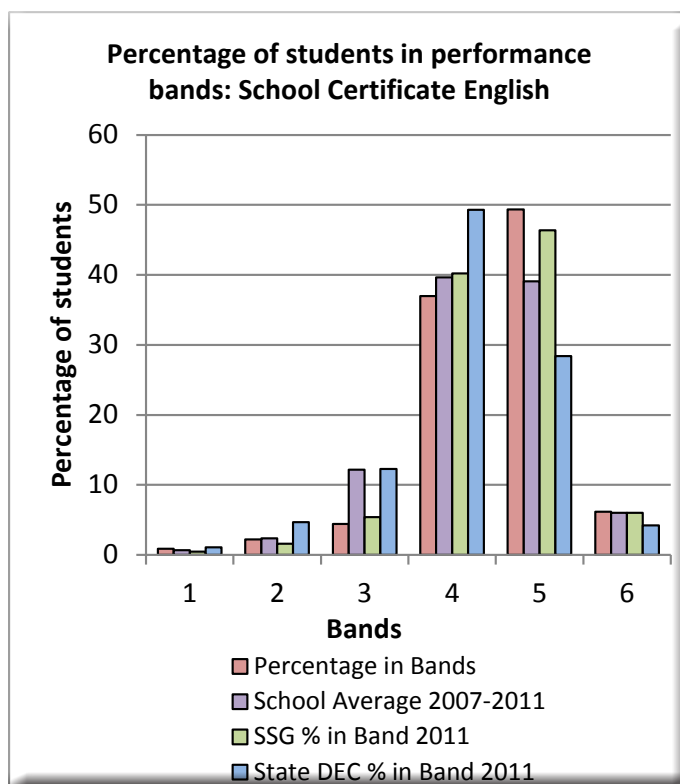
The value added data shows this group has improved well above the state average in numeracy since the year 7 NAPLAN Test, 60% of students improving by more than expected.

Compared to our local school group, our value added data puts us lower than our local school group. This is a trend we must reverse urgently.

School Certificate

English

In English Literacy 54% of students were placed in the top two bands. This was a 14% improvement on the 2010 results and compared favourably with state-wide results of 39% 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 +1.40. Positive growth was achieved across each of the band ranges: Band 6 (1.06), Band 5 (1.84), Band 4 (0.84), Band 3 (2.09), Band 1 (13.54). This was a pleasing improvement on the 2010 performance.



Mathematics

Our band 6 achievement this year is very pleasing (14%), a great improvement on the past few years. Our band 5+6 (43% vs state 26%) and band 4+5+6 (64% vs state 47%) is very pleasing.

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

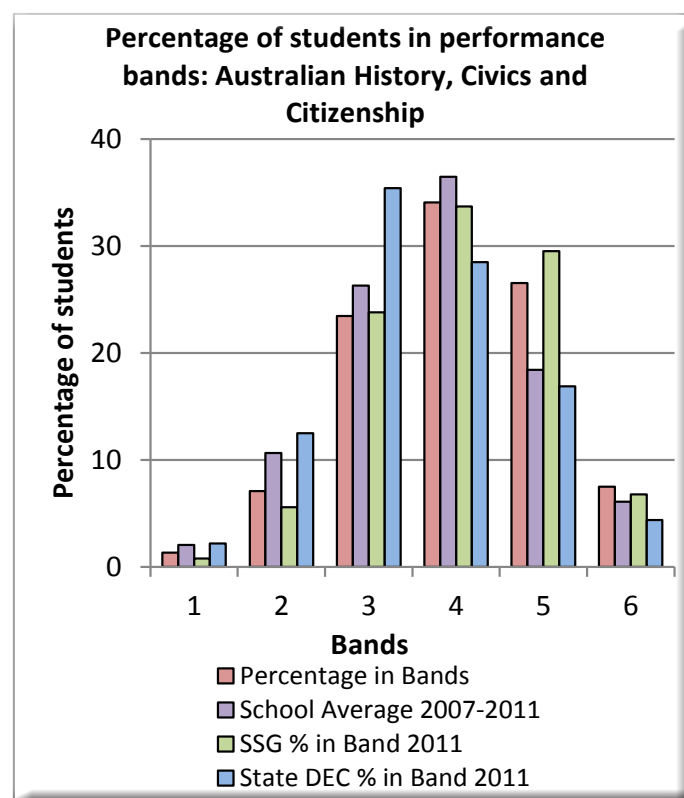
Value added data places our lower and middle and high ability students at the high end of the state average range, with all levels on the increase.

As this is the final School Certificate data set, it is most pleasing to go out on such a positive trend. Our hard work has brought a very pleasing improvement to the results of our students.

We now have the challenge of working with our syllabus content to prepare students for the senior school without the impost of an external exam.

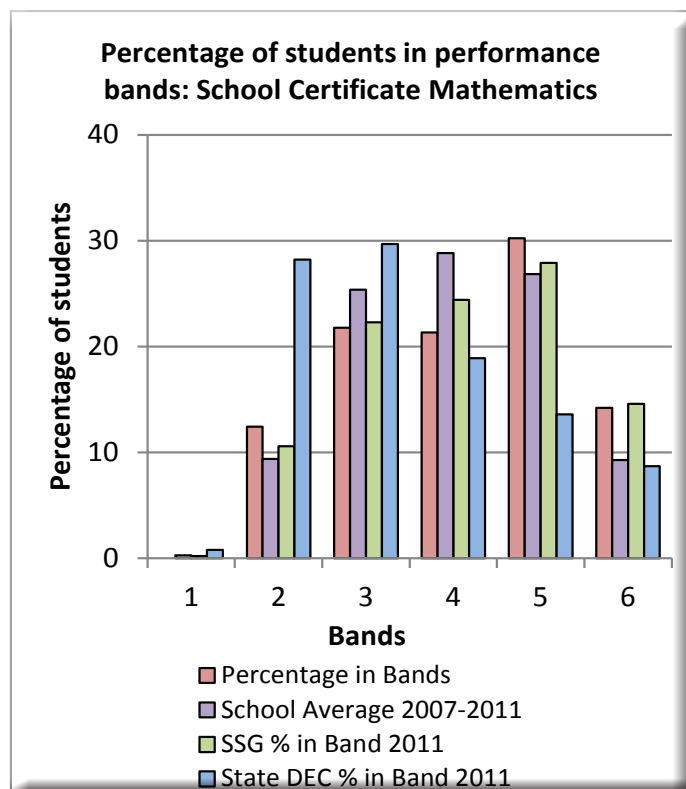
Australian History, Civics and Citizenship

In Australian History, Civics and Citizenship the percentage of students gaining the top band was 7.32% compared to the state average of 5.32%. The percentage of students in the top three bands in Australian History was 65.5% compared to a state average of 57.4%. These results overall represent a very strong response from our students and a trend of continuous improvement over the past two years.



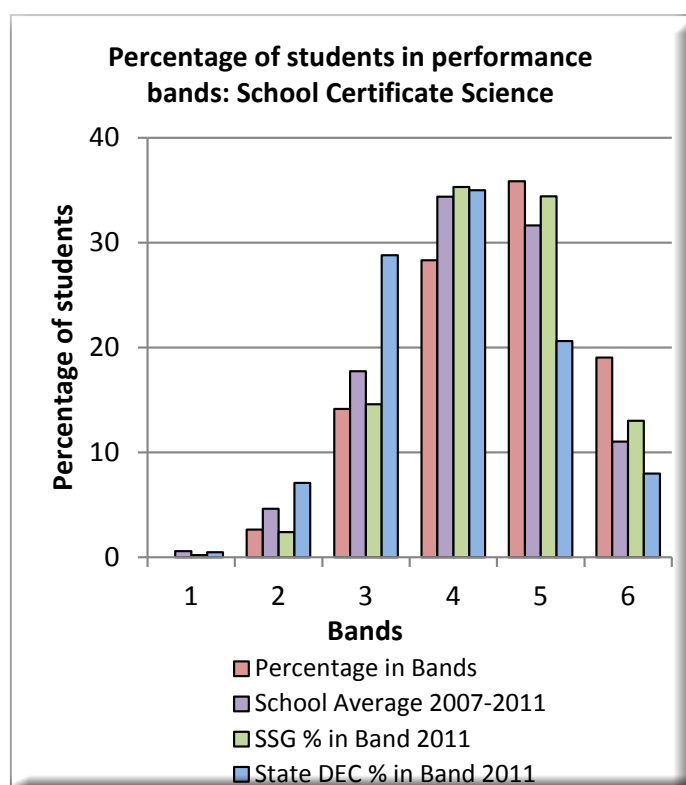
Australian Geography, Civics and Citizenship

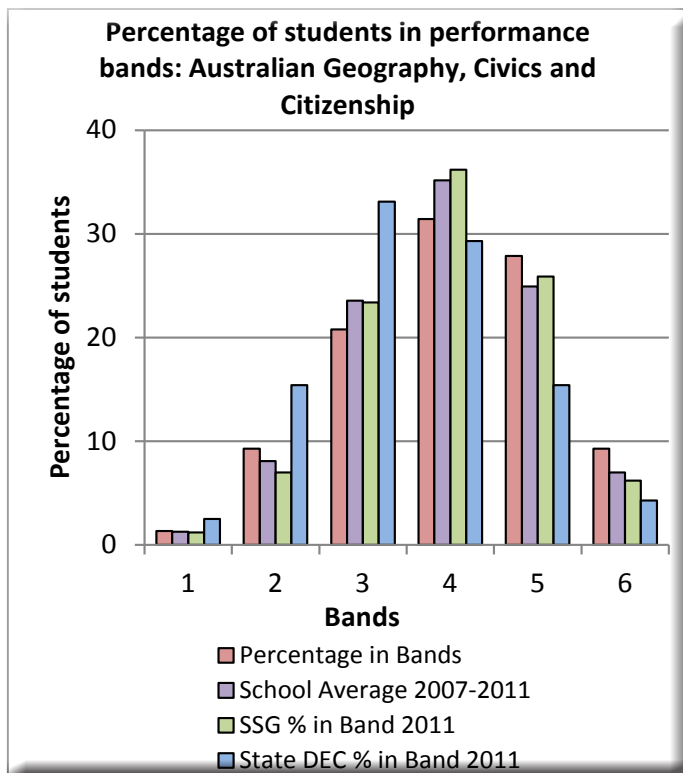
In Australian Geography, Civics and Citizenship the percentage of students gaining Band 6 was 9.05% compared to 5.29% for the state average. This continues a period of constant improvement in Band 6 Australian Geography which began in 2006. The percentage of students in the top three bands in Geography (66.4%) was significantly better than the state average (57.2%).



Science

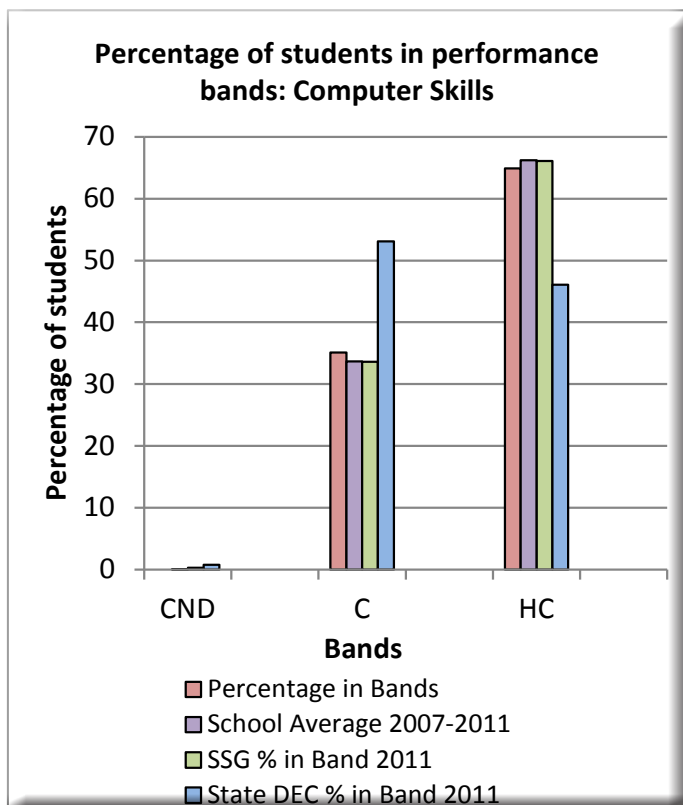
In Science the percentage of students in the top 2 bands was 54.8%, which was well above the state average of 33.7% as well as the school average over the last 5 years of 42.6%. In the lower bands the percentage of students continues to be below the state average. Overall the 2011 results were very strong showing significant improvement overall especially in the top 2 bands.



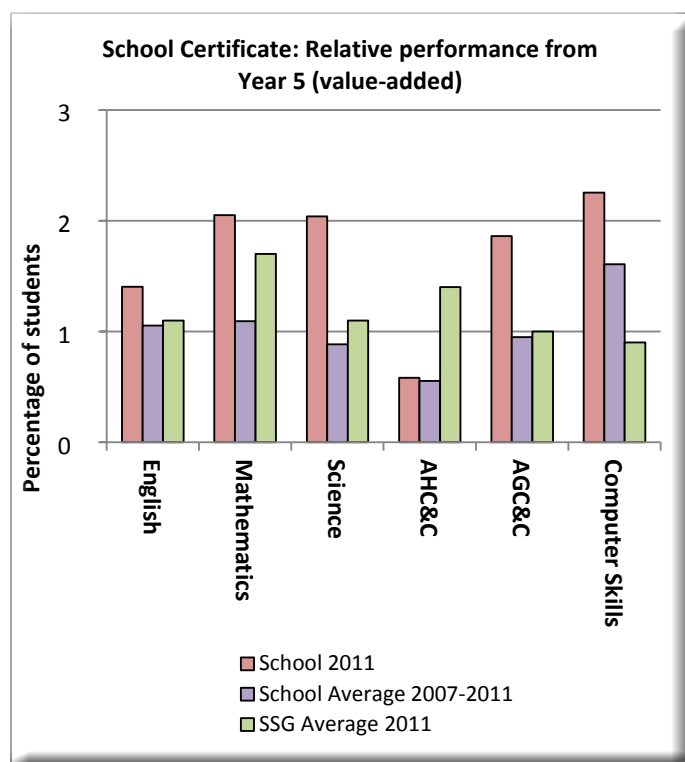


Computer Skills

The results in Computer Skills for 2011 were excellent. 62.93% of students were in the highly competent performance band. This compared favourably to the state which had 52.47% of students in this performance band. This was a positive improvement of 10.46 above the state.



School Certificate: Relative performance from Year 5 (value added)



Higher School Certificate

2011 was another exceptional year for HSC students at Castle Hill High School. A total of 112 Band 6 grades were attained (91 in 2010) and a further 351 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 2011 HSC cohort were evidenced through some very notable benchmarks and stunning individual achievements:

- Twenty three students gained an ATAR over 90 with Eric Chung attaining an ATAR of 99.8 a truly exemplary performance. Our top 10 highest ATAR achievers gained rankings from 95.60 to 99.8.
- Six students gained a Premiers Award for "All Round Excellence" because they achieved a Band 6 or equivalent, in 10 units of study. These students were Nicolas Van Kooten, Evangeline Schumacher, Eric Chung, Deris Yang, Hazar Budak and Bote Luo.
- Five students gained a top ten place in the state: Briana Tuohy – 4th in Hospitality, Evangeline Schumacher – 4th in Biology; Bote Luo – 9th in ESL; Amin Hamzavian – 9th in Persian; Nicolas Van Kooten – 2nd in Spanish.

The overall course results for Castle Hill High in the 2011 HSC provide a resounding endorsement of the school's teaching and learning programs. They are also reflective of the relentless pursuit of strategies to engage learners and continuing expectations of their capacities for academic achievement. Some meritorious course performances were also evident:

- In Five courses (Maths Ext 1, English Ext1, Biology, Chemistry and Hospitality over 20% of students achieved a Band 6 grade.
- Three courses (Biology, Hospitality and Community and Family Studies) had average marks which were more than ten percent above the state average.
- Twenty courses attained percentages of Band 5 and 6 combined that were above the state level.

In fact in general, HSC course performances for Castle Hill High School were most impressive:

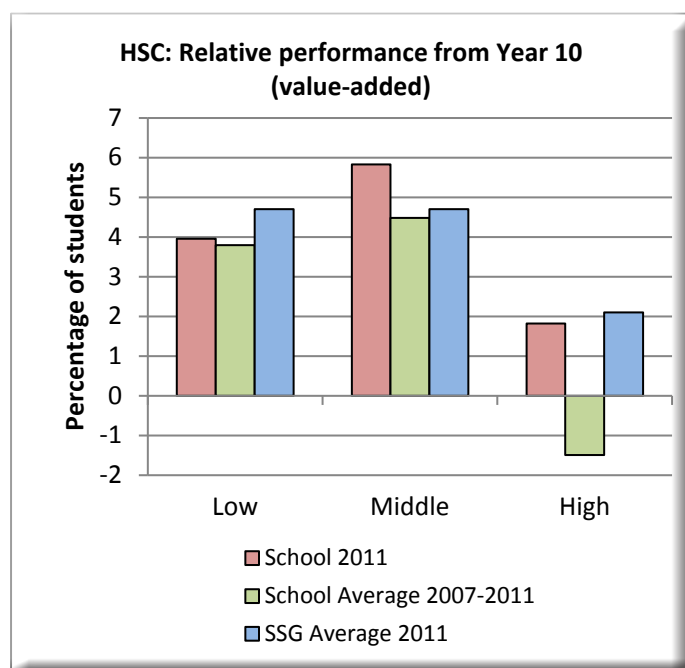
- 45 % of courses had overall results (school mean) above the State average
- 50% of courses had a percentage of Band 6 grades which was above the State Average
- 71% of courses had combined percentages of Bands 4 to 6 at 70% or above
- 58% of courses had combined percentages of Bands 5 & 6 at 50% or above
- 78% of courses had combined percentages of Bands 5 & 6 above the State Average

The high levels of attainment evident across the broad spectrum of courses offered at Castle Hill High, provides further testament to the high standards of comprehensive education being generated through the school's inclusive curriculum. The following table shows that in 26 out of the 37 HSC courses attempted by Castle Hill High School students in 2011, 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, Information Processes and Technology, Legal Studies, General Mathematics, Mathematics, Mathematics Extension 2, Modern History, Music 1, Music 2, Music Extension, Personal Development, Health and Physical Education, Physics, Senior Science, Software Design and Development, Japanese Beginners and Hospitality all attained marks which on average, were above their state counterparts. A substantial number of subjects including Biology, Business Studies,

Chemistry, Design and Technology, English ESL, English Extension 1, Information Processes and Technology, Legal Studies, Mathematics, Mathematics Extension 2, Music 2, Physics, 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 2011	School Average 2007-2011	SSG 2011	State 2011
Ancient History	72.4	70.4	76.8	70.4
Biology	76.7	75.4	74.8	71.5
Business Studies	77.3	73.6	75.3	70.8
Chemistry	79.0	75.4	77.3	74.1
Community and Family Studies	76.7	74.5	77.2	72.6
Dance	71.0	72.3		75.7
Design and Technology	82.9	80.4	76.4	73.3
Drama	76.9	76.4	79.7	75.2
Economics	69.6	71.6	72.8	73.7
Engineering Studies	73.1	75.8	75.5	74.2
English (Standard)	64.9	64.7	68.9	62.8
English (Advanced)	79.5	78.1	81.1	79.1
English as a Second Language	79.1	75.3	78.1	73.9
English Ext 1	83.8	76.1	79.8	79.5
English Ext 2	77.8	78.5	80.2	78.3
Food Technology	70.4	74.9	75.6	70.4
Industrial Technology	68.4	75.1	74.0	69.3
Information Processes and Technology	75.9	76.1	72.6	69.8
Legal Studies	80.4	76.7	79.0	72.2
General Mathematics	73.5	71.6	73.7	66.4
Mathematics	78.6	75.9	78.4	76.2
Mathematics Ext 1	80.0	78.2	80.4	81.4
Mathematics Ext 2	85.2	79.4	82.1	84.2
Modern History	76.4	75.4	77.2	73.1
Music 1	80.7	78.4	82.7	78.3
Music 2	86.3	77.9	85.1	85.4
Music Extension	89.6	80.9		89.1
PDHPE	74.5	76.2	76.1	72.0
Physics	76.3	72.8	75.6	74.5
Senior Science	76.1	75.6	80.2	74.6
Software Design and Development	75.1	76.5	73.9	69.5
Visual Arts	75.1	78.2	81.2	76.5
French Continuers	83.2	77.5		81.3
Japanese Beginners	83.0	78.5	78.1	72.5
Japanese Continuers	78.1	79.3		78.6
Japanese Extension	77.2	77.2		80.9
Construction Examination	62.0	62.0		64.4
Hospitality Examination	80.1	78.7		74.5

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



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.

Significant programs and initiatives

A Special Room – one with attitude and class!

In 2010 Mr David Hovelmann, Head Teacher of TAS, had a plan to set up another multi media room for TAS students, in particular Design and Technology students. He had a grand vision, a state of the art room, one that students and staff would admire, with cutting edge technology, including a 3D printer. He needed about \$50,000 to purchase computers, gut a room and completely refurbish it, furnish it with appropriate benches, shelves and seating to accommodate the needs of design classes in the 21st century. He was prepared to shop around and do plenty of the hard physical work himself in order to stay within budget. He was told: "It had better have wow factor and don't show anybody until it is finished". Six months later he opened the room to the staff of CHHS, on day one of 2011. The Principal,

Senior executive and the staff were gob smacked, delighted and overwhelmed at the sheer beauty and magnificence of this special room. It is fair to say he created a space with a WOW factor. Students will be rightly proud that they have the opportunity to learn in such a modern, well equipped space. You should see what has been created!

Year 12 Girls Mentoring Group

Following in the tracks of a very successful boys' program, Yr 12 Girls' took part in a mentoring program of their own. The selection of the girls was based upon personal nomination, teacher recommendation and past performances. There were a number of applicants however the group was limited to 24, in order to have the most effective use of allocated time. The program followed a structure similar to the boys. Daily Pastoral Care was used to deal with issues as a group. Additionally individual, one on one interview times were organised with the supervisor of the program, Mrs Jo Bardakos. The implementation of this program in 2012 had a dual purpose:-

- academic performance
- a supportive and nurturing environment

Academically the girls were already achieving at some of our highest levels, but it is more finetuning of these skills, focusing on individual learning styles, introducing different strategies for revision and monitoring of study time which has been the focus. Organisationally, the girls are already very aware of the necessity of this element however the program provided an additional level of both accountability and motivation, in order to elicit maximum performance.

The creation of an environment which fostered the girls' mental health is also a major part of the program. The creation of a bond, both with the supervisor and within the group itself was paramount to the success of the program. This element was the focus of Pastoral Care time as well as being a large part of the individual interview time. A review of the program at the end of the year produced some very positive results. This was evidenced by:

- Setting and achieving individual personal and academic goals
- Devising and application of revision programs and strategies
- Anecdotal and personal testimonials

Quantitative evidence that indicates improvement and success in the program comes from an analysis of each student's ATAR with their final Year 11 mark, which was calculated as an ATAR from the online calculator in order to gain an approximate comparison. The table and chart below show overall results.

The value of the program is in the support mechanisms which are put in place to help the girls through their HSC year. The most definitive indication of the success of the program, both academically and personally, has been through the girl's results and their personal testimonials. The results, illustrated in the following table show the improvement of the girls involved in the program.

Year 11	ATAR Goal	HSC ATAR
74.8	93	92
86.3	96	95.15
82.6	85	94.45
76.95	75	88.2
74.2	85	81.80
85.2	91	90.25
60.90	80	88.75
64.3	80	
85	85	
86.3	92	92.4
82.7	92	86.45
93.05	95	92.99
84.3	92	95.1
62	90	89.14
71.55	75	83.45
30	80	
73.5	89	86.7
91.4	96	98.6
85.75	98	95.9
76.35	85	82.35
72.3	85	77
82	90	96.7
70.60	89.45	90.05
77.5	85.5	88.8

International Student Program

As a culturally diverse school, Castle Hill High School welcomes both International and Exchange students from various countries and encourages interaction between cultural groups. Over the years we have had the pleasure of hosting students from China, Korea, Thailand, Malaysia, Brazil, Germany, Austria, Japan, Vietnam, Iran, Cambodia, Macau and Hong Kong. Funding from the Schools Pilot Program enabled the allocation of a .4 International Student Coordinator's role to focus on the academic progress and welfare of our growing international student population. Key responsibilities involved the close monitoring of attendance, course progress and welfare arrangements of students who subsequently were supported through additional after school tuition at the Homework Centre; the promotion of participation in extra- curricular activities and the fostering of a sense of inclusivity in our school culture. During 2011 our International Students actively participated or excelled in the following events/programs:

- Schools Spectacular
- Open Boys Knockout Basketball (4th in State)
- Zone Swimming Carnival Boys Age Champion – 14 years
- Boys Mentoring Program
- Red Cross Blood Bank Donations
- Fund Raising Activities
- Chess Competition
- Premier's Award for All Round Excellence in 2011 - Bote Luo – (9th in ESL English)
- 2nd in HSC Persian - Seyed (Amin) Hamzavian

Full fee paying overseas students participate in two extra excursions each year with the purpose of increasing their exposure to Australian lifestyle and culture (and just to have a bit of fun!) In June our cohort visited Sydney's iconic Luna Park and later, Jamberoo Action Park for the end of year festivity. Our two choices of destination were well received with the outings greatly appreciated as a well-earned break from the rigours of regimented study schedules.

The Homework Centre continued to grow in attendance and popularity over 2011. Based in the school library two afternoons per week (3:10 – 5:10pm) students were able to access support from volunteer tutors who had performed exceptionally well in the 2010 HSC. Many students enjoyed utilising the quiet library space to complete homework and

assessment tasks but the success of the Homework Centre can largely be attributed to the support students received in their native language which greatly assisted in the grasp of key concepts. A light afternoon tea was provided to keep students fuelled for an extra two hours of study. Special thanks must go to the teachers who also kindly volunteered their time and expertise to support our ESL students.

International students face many challenges along with the difficulties of secondary language acquisition. Fortunately at CHHS students have a solid support network facilitated through strong welfare initiatives. Further development of the International Student Program at CHHS will continue to see many more overseas students thrive, integrate and be enriched as a result of their uniquely Australian experiences.

Gia Franchi
International Student Coordinator

Aboriginal education

In 2011 the staff at Castle Hill High School continued to implement the 2008 Aboriginal Education and Training Policy. In addition to this the welfare team, including Head Teacher Welfare and the Year Advisors continue to develop and implement high quality and inclusive transition to High School programs for Aboriginal students.

The Castle Hill High School Welfare team has also been instrumental in structuring Personalised Learning Programs (PLP's) for all Aboriginal students attending Castle Hill High School.

Multicultural education

Castle Hill High School continues to promote multicultural education and diversity. Our Multicultural Team Coordinator Mrs Rodgers works with a dedicated group of students to ensure that the students at the school are willing to help out others less fortunate. Castle Hill High School continues to support our World Vision Sponsor child and our widowed family in Afghanistan through Mahoba's Promise.

Multicultural Day is a good example of a range of events and activities promoted by Castle Hill High School to ensure our students engage in Multicultural Education.

Progress on 2011 targets

Target 1

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

Our achievements include:

- HSC value added results have continued to improve particularly with boys who have been underperforming. For example, 50% of students with an ATAR over 90 were boys in 2011.
- Writing results improved significantly in Year 9 NAPLAN, with results above the average in northern Sydney region. This was a remarkable result.
- SMART data analysis was completed by all staff and strategies were used as part of the TARs process 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

Our achievements include:

- Greater satisfaction and connection with school was indicated on surveys of international students. Attendance at the homework centre for international students increased throughout the year.
- Teachers had specific profiles conveyed to them about international students in order to build relationships and connect students more meaningfully with the school.
- Strategies to assist ESL students with literacy were be more widely used by a greater number of staff.
- Junior girls involved in mentoring felt more positive, confident and more connected to school; senior girls involved in mentoring felt more supported in their HSC and surveys revealed that both parents and students wanted the program to continue.

Target 3

Strengthened teacher capacity to improve student leaning outcomes.

Our achievements include:

- There was a deeper understanding of the school's discipline and welfare protocols and consequently a more consistent application of the policy applied by teachers.
- In 2011, New Scheme Teachers learned more about explicit teaching specifically from the work of Bill Rogers, William Glasser and Michael Grinder. Lesson design and questioning strategies used by new teachers were more sophisticated.
- This is an area of need and will be pursued in the coming years.

Target 4

Innovation in the use of interactive technologies for learning and teaching

Our achievements include:

- More students and teachers had a variety of technologies to use to enhance learning, in particular IPADS and because of initial success the trial was expanded to all faculties.
- MOODLE has been used as a tool for student learning by all faculties and is now an embedded part of school practice.
- 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

Our achievements include:

- Boys improved significantly and pleasingly in 2011 HSC results and value added results for higher performing HSC girls was noticeably better, particularly in Languages.

Key evaluations

Educational and management practice

Digital Education Revolution Laptop Review

Background

The Digital Education Revolution in NSW is providing wirelessly-enabled laptops to all Year 9 to 12 students in NSW public schools by 2012.

The NSW Department of Education and Communities based the decision to do so on evidence that shows where technology is used effectively in schools, the results are inspiring - improved grades and retention rates, greater participation by students and increased effectiveness by teachers.

At Castle Hill High School our internal Laptop review sought to see if that was indeed the case for our context. Consequently we set about surveying the key stake holders in our community; the students, parents and our teachers.

Parent, Student and Teacher Satisfaction

Over 100 parents completed our survey and 190 of the 600 students with laptops completed surveys either online through our school's Moodle site or through a "Survey Monkey" link that was emailed to parents. Castle Hill High School staff who teach the year groups with laptops also completed the survey through the Castle Hill High School's Moodle site.

Findings and conclusions

Overwhelmingly the survey results suggested that students enjoyed using the laptops and in fact wanted them integrated into their learning even further. 54% of students believed the laptops helped them with their work. This was supported by parents with over 49% of those surveyed saying that the laptop had increased the interest in learning for their child. Teachers also saw the possibilities that the laptops provided, with 45% stating that the laptops had assisted in the provision of a variety of resources that assisted their students to learn. The DER laptop is installed with software worth more than \$5,500. Consequently we asked students what were the primary software applications they were using. Although we might have expected Microsoft Word (43%) to be the most popular it was in fact Adobe Photoshop (53%). Other software applications that featured strongly in their usage according to students were, OneNote(35%), Google Sketch up(24%), Google Earth(32%), Microsoft PowerPoint(32%)we're giving our students and secondary teachers access to the very best information and communications

technologies necessary for their educational, working and social lives.

As far as the way the laptops have been integrated into Faculty lesson design, students rated the Science Faculty and the Personal Development Health Physical Education Faculties as faculties where the laptops are most often used. Students saw the potential for greater usage in the Mathematics and History Faculties.

From the students' perspective there appeared to be great potential for the laptops to make their classroom an interesting place to learn (51%). In particular the ability to connect to the Internet and make connections with the "real world" through a virtual world. However in contrast to this potential students did not recognize the laptop as providing the opportunity to do work that challenged them (23%).

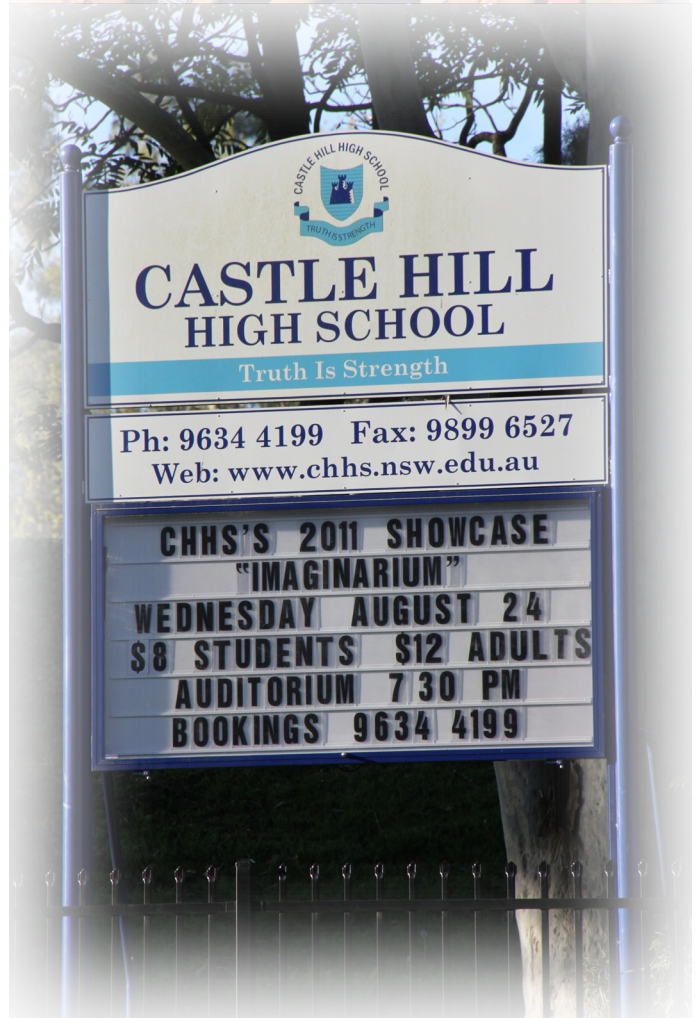
From the parent perspective there was agreement (67%) that the technological skills that their son or daughter was learning with the laptops would be of benefit beyond the classroom. Consequently it was thought that Castle Hill High School gives about the right amount of attention to the Laptops (54%). Overall 65% of parents said that they were slightly, moderately or extremely satisfied with the DER laptop experience at Castle Hill High School. In contrast there were 32% of respondents who were dissatisfied to some extent.

Future directions

In response to the Castle Hill High School review of the implementation of the DER laptops there are three significant issues that have been raised by the stakeholders who were surveyed. The three issues are:

- The Hardware itself - the speed of the processor, the durability and the effectiveness of the software.
- Support provided by the Technical Support Officers
- Professional Learning by teaching staff to continue to improve their ability to integrate the laptop into Faculty programs.

All three of these issues are important for us to make response to and will be dealt with individually.



The Hardware

Unfortunately Castle Hill High School has no input into the design or speed of the processor that the laptops contain. However given the fact that there is \$5500 worth of software that is being supplied to students for no cost I think that our students are in a very fortunate position.

Maintenance and Support

During 2011 Castle Hill High School had significant change to the way we provided technical and hardware support for the DER Laptops. We were fortunate to go from a single TSO to two full time TSOs being appointed.

Our TSOs work under considerable pressure with responsibility for commissioning, re-imaging, tracking repairs and dealing with the DEC's approved contractors. Consequently there have been significant delays at times throughout 2011 that were not satisfactory. This is certainly the case from the perspective of our TSOs and Castle Hill High School.

Therefore the TSOs and Deputy Principals are working together to design more effective workflow procedures that are more transparent for both our students and our parents. As part of this we hope to improve communication about job progress and most importantly about the final outcome.

Professional Learning

Research shows that the major influence on learning in the classroom is the contribution the teacher makes. Consequently the role of professional learning in terms of technology skills for teachers at Castle Hill High School will continue to be a priority and appears in its 2012-2014 School Plan.

Castle Hill High School intends to access the expertise it currently possesses as part of its current staff as well as inviting experts from outside of the school to share expertise in developing technology rich lessons and learning programs. The aim, as with all learning tools, will be to incorporate laptops as part of conceptual learning not just for the sake of the tool. The Laptops will continue to be important cogs in the wheel of the technology professional learning plan at Castle Hill High School.

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 2011 the nominated Key Learning Area for Review was Human Society and Its Environment (HSIE).

The evaluation team consisted of the Deputy Principal (Team Leader), Head Teacher HSIE and a classroom teacher.

Parent, student and teacher satisfaction

The method used for conducting the evaluation was to survey students in Years 7-12, 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 HSIE faculty.

- Teachers have high expectations and are explicit with their instructions in order for students to achieve the best possible outcomes
- Students find lessons interesting and make comment that the incorporation of more fieldwork into lessons would assist in linking what they are being taught to the real world. The faculty is currently investigating ways to modify their delivery of HSIE subjects to make it meaningful for all students
- Teachers are explicit about the school's discipline processes. Students have a clear understanding of the consequences for inappropriate behavior

- Teachers create a supportive learning environment. Students comment how there is a mutual respect among teachers and students
- The faculty is well resourced and students feel the learning environment is well resourced with the necessary equipment to assist them with learning.

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

- Assessment processes are a strength of the faculty. Students are aware of how their learning will be assessed 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 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 good. 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 HSIE lessons.

Future directions

- Teachers are extremely keen to continue to source further professional learning opportunities in order to improve their practice further. Focus areas include: differentiation of the curriculum for all students and the identification of specific

classroom strategies for ESL students.

- Continue to use the content of existing programs but enhance them to include a wider range of 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 HSIE faculty is committed to incorporating more hands on activities into their Geography programs in order for students to understand the link between the classroom and beyond.

Professional learning

Castle Hill High School prides itself on its whole school professional learning program for teachers run every second Thursday from 8.30 – 9.30am. Learning for teachers is planned, targeted and evaluated. During term 1, a rigorous analysis of HSC results occurred using SMART data to determine where improvements had been made, where there were areas of concern and how gains could be made in the following year.

In term 2 teachers worked hard to develop resources to assist students with writing skills, specifically persuasive writing. It was notable that there were significant improvements for Year 9 as indicated in NAPLAN results and this can be directly attributed to the work by teachers at the commencement of term 2.

A major focus of the professional learning agenda in 2011 was the school's welfare processes. Teachers needed to have a refresher course on protocols to achieve consistency across the school. As well, Glasser skills, in particular questioning were re introduced as part of the school's continuation of support for the Glasser ethos regarding consequences, needs and management of conflict. This learning took place in terms 2 and 3.

Learning about the advantages of IPADs for students in classrooms was also a major focus, with a learning team of teachers meeting weekly to share ideas, tackle problems and apply solutions to the classroom. The work of Shane Stubbs and Lloyd Das was very much appreciated here. Students in Years 7 and 8 have experienced some lessons using IPADs and at this early stage there appears to be encouraging signs for the establishment of a larger bank of IPADs for student and teacher use.

School planning 2012—2014

The school planning policy provides direction for the preparation and implementation of school plans including the identification of priority areas, intended outcomes and targets that are consistent with the NSW State Plan and the Department's planning documents.

Castle Hill High School is a large, coeducational high school with high expectations. 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 maximize 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.

The school has a committed and active P&C Association, and highly values its links with its wider community.

School priority 1

Leadership and Management

Strategies to achieve these targets include:

- Enhanced student leadership capacity for school improvement
- Teachers accredited with the Institute of Teachers including Professional Accomplishment and Professional Leadership
- Increase in staff trained in Glasser processes

School priority 2

Curriculum and Assessment

Strategies to achieve these targets include:

- Implementation of the National Curriculum which provides for every student with particular emphasis on transition points
- Quality Teacher training for the implementation of the National Curriculum with emphasis on programming and assessment
- Quality teaching practices underpinned by the Quality Teaching Framework are used for every student with particular attention to personalised learning
- Development and implementation of a whole school curriculum IT plan
- Innovation in the use of interactive technologies for learning and teaching

School priority 3

Engagement and Attainment

Strategies to achieve these targets include:

- Increased understanding and application of research based models of differentiation and assessment
- School culture and practice that respects and responds to every student's aspirations, culture, gender and learning potential
- Improved social and emotional wellbeing and skills for life for every student
- Improved teaching environments
- Learning program provision for raising of the school leaving age

School priority 4

Literacy and Numeracy

Strategies to achieve these targets include:

- Increased levels of literacy and numeracy achievement for every student in line with or above State Plan targets
- Strengthened provision for ESL students to improve language skills

School priority 5

Aboriginal Education

Strategies to achieve these targets include:

- Teaching and Learning strategies strengthened through the implementation of quality evidence based programs and initiatives

School priority 6

Organisational Effectiveness

Strategies to achieve these targets include:

- Investigate and implement an improved whole school administrative system that incorporates attendance, student management and reporting.
- Increased parental engagement in supporting their child's learning through an improved website.

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
Lindy Jones - Head Teacher English
Anne-Maree Kinley - P&C Co-President
Allan Schumacher - P&C Co-President

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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>

