

Castle Hill High School Annual Report 2012



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Principal's message



It is with pleasure that I introduce Castle Hill High School's Annual School Report for 2012, a year of change, continued improvement and consolidation. 2012 also saw the school continue to increase in size. A burgeoning student enrolment meant that the school reached capacity quickly with many applicants missing out on a place and registering their disappointment. The local and wider community's support for the school, its direction and programs, is reassuring.

In 2012 the school embarked on a new direction under the Empowering Local Schools (ELS) program, a federally funded initiative for 229 schools in the first instance, which aims to give more flexibility in staffing and finances in the way the "47 Trial" did in the previous three years. For example, the ELS program saw the school gain \$50,000 which was readily used to improve teacher capacity through the appointment of a Head Teacher Mentor, Mr John Wright. The school takes seriously the refinement of teaching and thus the professional learning of staff by maximising the talent of its expert teachers to share their many skills with

other teachers is a priority. As teacher professional learning is essential, the school will continue to target fortnightly sessions where teams of teachers reflect on their practice, mutually support one another and trial new ideas.

As part of the ELS program, all 229 schools were introduced to the new Learning Management and Business Reform (LMBR) which aims to implement new systems for student enrolment, finances, attendance, timetabling, welfare profiling and reports. It is a complex system, the largest in the southern hemisphere, having taken nine years to develop and refine and one which will be rolled out to all schools across the state in the near future. Castle Hill High School has commenced work on the financial component of LMBR and hopes that in the coming months and years the new system will efficiently streamline important financial processes.

The school continued to refurbish its buildings and grounds in 2012. The installation of two pergolas with seating underneath for eighty provided a much-needed shade and lunch area for students. Landscaping of this new structure and other areas of the school, such as around the new demountables and the front of the school provided not only shade but aesthetic to the grounds and buildings, now nearing 50 years of age.

The reports contained within this document attest to the school's values. As a staff we believe in a culture that nurtures respectful relationships that enable meaningful learning experiences for students and staff to challenge and inspire lifelong learning.

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.



P & C message

During 2012, once again, the P&C committee was engaged in a number of activities that are often conceived during the monthly P&C meetings.

Meetings are held on the third Wednesday of the month in the staff common room. These forums are for discussion of matters of interest to parents directly related to the school and also broader issues of interest. We aim, in all our endeavours, to assist and enhance the school's education programme and facilities.

The activities we undertook this year were centered on the school canteen, Relay For Life, annual trivia night, planning the renovation of the original gym building and HSC tutoring. Additionally, we have been active in participating in the school's review of policies and procedures. The canteen and uniform shop are our primary fundraising arms. In consultation with staff, students and parents we launched our healthy food range. This was well received by students, who particularly like the great prices.

Through changes to the menu and pricing, the P&C has continued with the aim of promoting healthy eating patterns consistent with values taught in the school's PDHPE and Food Technology nutrition syllabi. We believe the school canteen is one of the few retail places where profit should not be the main objective. Further, with the appointment of our canteen coordinator in term 4 we look forward to continuing the development of the canteen.

The P&C supplied and manned tent at the 2012 'Relay For Life' provided students and teachers with a welcome place to rest and revive at this annual signature community event held at the showground. We had many parents take their place on the roster over the 24 hr walk, showing their support for both the event and CHHS students alike.

The Trivia Night brought together many past parents and students as well as our current parents, teachers and students. It was an entertaining night which raised over \$6000.

These funds will be used in refurbishment works to the original gym area which adjoins the canteen. We will commence in January and continue this work in stages throughout 2013 as funding allows. Our aim is to complete works in time for the school's 50th birthday celebrations.



Our HSC tutoring programme was undertaken for the 5th year and offered students the opportunity to take advantage of additional expert coaching by the teaching staff. This program was undertaken out of school hours and structured across holidays and the HSC exam period. It was very well utilised by year 12 students.

We have many parents and caregivers who involve themselves in their children's schooling and extracurricular activities. We would like to pass on our sincere thanks to them for their time assisting in the canteen, uniform shop and other events and in helping achieve the goals of the P&C.

In particular our thanks go to the P&C Executive for the time they devote to CHHS and the parents who regularly attend P&C meetings. We say a fond farewell to two P&C members Carol Cronly and John Tedesco who are leaving the parent body of CHHS. Thank you for taking up the positions of Secretary and Treasurer respectively during your time with the school and for performing the tasks within these roles with great diligence. Our thanks must also go to all the staff at CHHS for their support of our parent organization.

Anne-Maree Kinley and Allan Schumacher
Co-Presidents, P&C

Student representative's message

2012 was another year of hard work for all SRC members ranging from Years 7 to 10. With the amazing help of Ovini and Kay, we were able to raise thousands of dollars for a wide range of charities, through fundraising endeavours like mufti days, dance parties, bbqs, selling of merchandise etc.

We supported charities such as Jeans for Genes Day, Bandage Bear, Bandana Day, Pink Ribbon Foundation, RSPCA, Beyond Blue, Legacy and a large participation from the community of Castle Hill High School allowed us to support the Cancer Council's Relay for Life.

For the third year running, Castle Hill High School have generously donated and sponsored animals at Taronga Zoo; a red panda and a snow leopard.

None of this could have been done without the support of the students, teachers, parents and the very hard working student council body. From the first meeting, the SRC have coordinated and organised all

these events and fundraisers in 2012, from cooking BBQs to baking cakes and running food stalls. All members of the SRC have been enthusiastic and extremely willing in all four terms.

A huge thank you to Kay and Ovini for being excellent leaders, role models and friends. Without their organisation and enthusiasm towards work we would not have had such a successful year. The P & C Association have also been a huge help through funding and supporting our fundraising endeavours.

The SRC would be nothing without the guidance, assistance and support from our leader, Mrs Boss. Without her hard work behind the operations we wouldn't be nearly as successful or happy as a student council.

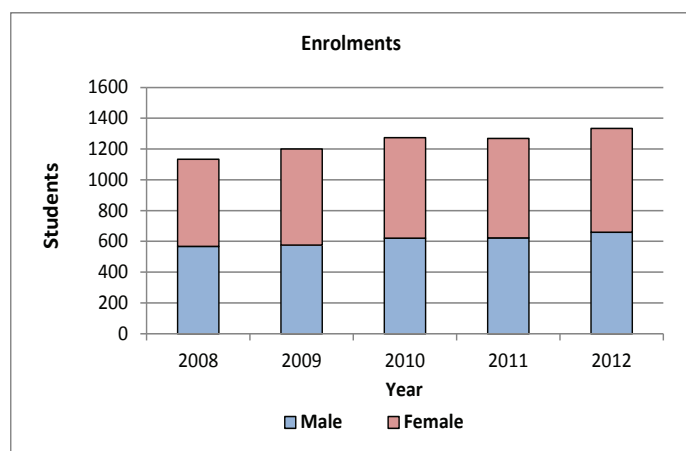
With such a successful year that 2012 has been we only hope that our work has made a difference and will carry on to the next year.

Lara and Claudia
Year 10 SRC

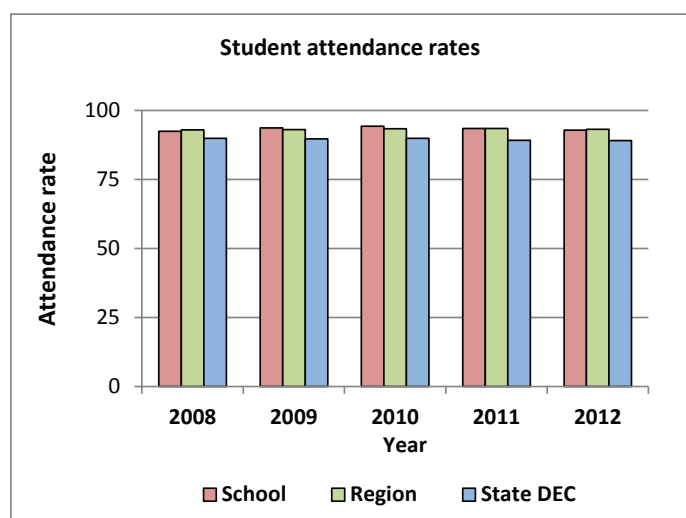


School Context

Student enrolment profile



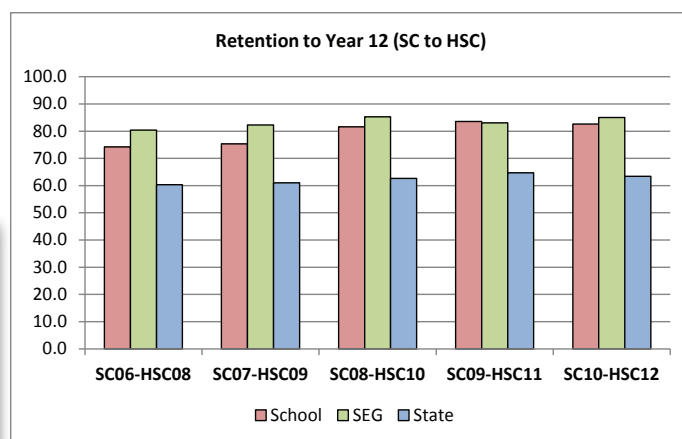
Student attendance profile



Management on Non Attendance

In 2012, the school continued the appointment of an attendance coordinator. 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 are given immediate feedback regarding their child's absence and lateness to school.

Retention to Year 12



Post-school destinations

Following the 2012 HSC, students pursued the following post school destinations.

- University - 96
- TAFE - 42
- Apprenticeships - 18

Year 12 students undertaking vocational or trade training

In 2012 173 (37.8%) students were enrolled in vocational training or TAFE courses.

Year 12 students attaining HSC or equivalent vocational educational qualification

In 2012 100% 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	69
Teacher of Emotional Disabilities	0
Teacher of Mild Intellectual Disabilities	0
Teacher of Reading Recovery	0
Support Teacher Learning Assistance	.8
Teacher Librarian	1
Teacher of ESL	1.4
Counsellor (SASS)	1
International Student Coordinator	14
Student Learning Support Officers	.4
Technical Support Officers (TSOS)	3FTE
	2
Total	111.6

The National Education Agreement requires schools to report on the 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	% on 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	30/11/2012
Income	\$
Balance brought forward	1092210.21
Global funds	683362.29
Tied funds	300842.38
School & community sources	999585.90
Interest	54629.75
Trust receipts	178688.60
Canteen	0.00
Total income	3309319.13
Expenditure	
Teaching & learning	
Key learning areas	277557.05
Excursions	260754.53
Extracurricular dissections	177847.29
Library	0.00
Training & development	0.00
Tied funds	276410.82
Casual relief teachers	24473.51
Administration & office	262274.26
School-operated canteen	0.00
Utilities	175196.63
Maintenance	157330.29
Trust accounts	165110.10
Capital programs	179731.00
Total expenditure	1956685.48
Balance carried forward	1352633.65

A full copy of the school's 2012 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 Performances 2012

Achievements

Creative and Performing Arts

Throughout 2012 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 Chloe Yoo was nominated for Encore, a showcase of the most exceptional performances presented for the HSC Music Examination
- Year 12 Dance students Dena Ross and Tom Woodman were nominated for Callback, a showcase of the most exceptional performances presented for the HSC Dance examination.
- In June, the annual school Musical, The Wizard of Oz, featured the talents of more than 150 students on stage, in the Orchestra and as part of the crew. It played to capacity crowds over 5 performances and brought the familiar story to life through exceptional performances, costuming and set design.
- In August we celebrated our cultural heritage with our Australiana themed annual Showcase of the Creative and Performing Arts. It was memorably hosted by our own “Kath and Kim” hilariously played by Madeline Caldwell, Nicolette Freris and Paige Dabbs as “Sharon”. As always the audience was impressed with the talents and skills of all our featured individual and group Drama, Dance and Music performances. The ambitious opening number “My Island Home” featured almost all of Year 7 on stage.
- Two Year 10 Drama students, Paige Dabbs and Brittany Heniedi, were selected for the NSW Public Schools State Drama Ensemble. They have performed with the highly selective Senior Company all year, growing and developing themselves and bringing their skills back into the classroom to enrich the experiences of all students.
- Three items by Year 10 and Year 11 drama were selected for performance as part of the Arts North Drama festival. Ms Babington and Ms Spinks 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.
- Both Year 10 drama class items were selected as



Achievements

outstanding performances from the region for the State Drama Festival and presented at the Seymour Centre in October. It was the first time two items from our school have been selected in the one year and each was received with much acclaim and enthusiasm by the sell out audiences.

- In Term 3 the school auditorium was once again transformed into a large scale art gallery for the annual Art show where visitors could enjoy the artistic talents of Years 7-12 Visual Arts and Photography students. The works displayed covered all mediums and ranged from intriguing photographs to birds trapped in bookcases to Mad Hatter's Tea Party ceramics.
- The Castle Hill High School Dance ensemble was selected to perform their gothic -inspired piece "Seven Devils" at the Met-West Dance Festival.
- The newly formed vocal ensemble under the direction of Mr David Evans performed at a variety of school events and continues to build in numbers and challenging contemporary repertoire.
- Our Concert Band under the new directorship of Mr Steve Lavis and the Jazz Band directed by Paul Derricott continue to perform regularly for school and community events showcasing their talent and commitment.
- 8 students were selected for the Contemporary Dance ensemble item at School Spectacular and Sun Jae Lee was selected for the highly competitive boys Hip Hop Dance Ensemble.
- In Term 3 the combined Arts Festival saw the chance for students from Castle Hill High School and Castle Hill Public school to perform together and showcase the fantastic work done in dance and music in both schools.
- 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 continue to flourish as they immersed themselves in the joy of engaging in the Creative and Performing Arts.

Sport

2012 was again a busy yet successful year for Castle Hill High Students in the sporting arena. We had many talented students represent our school at Zone, Regional and State Carnivals and several knockout teams performed to a high level.

We selected a skilful team to represent our school at the Zone Carnival, where Castle Hill High successfully placed 3rd overall. The CHS Swimming Carnival was then held at Homebush Olympic Park Aquatic Centre. Congratulations to the team of students who represented our Sydney West Region: Kaylyn Burgess, Madeleine Chan, Steven Duzevich, Dakota Harkins, Anna Hutvagner, Soo Hwang, Ben Jalvo, Constant Liu, Demi McFarlane, Callum Oldfield, Keegan Ross, Rebekah Sefton, Vanessa Sefton, Zoue Sefton, Bronte Simpson, Dunya Tatic, Dean Ross, Mathew Knight, Kiara Milton, Louisa Carter and Emma Langan.

We again placed 3rd at the Zone Cross Country Carnival held at Macquarie University and seven CHHS students were selected to compete at the NSW All Schools Cross Country Championships. Congratulations to the following students for their outstanding performance: Nathan Moore, Rebekah Sefton, Jayme Morige, Zoue Sefton, Adar Larsen, Jessica Moore and Madeleine Chan.

Special mention must be given to our Zone Athletics Team who worked together to achieve 1st place overall. This was an excellent result for Castle Hill High and we are extremely proud of all the students who took part in this event. Congratulations to the following students who then continued to represent our Sydney West Region at the CHS Athletics Carnival held at Homebush Olympic Park. Jordan Coleman, Andrea Sigmann, Ethan Zirh, Abbey Dwyer, Kelsey Dwyer, Michelle Bujak, Jason Barrett, Joel Flude, Eloise Lynn, Todd Caisley, Aiden Tobin and Travis Donaldson.

Hills Zone Representatives

We also had many students selected to represent the Hills Zone in various sporting teams throughout the year. Congratulations to the following students for their performance.





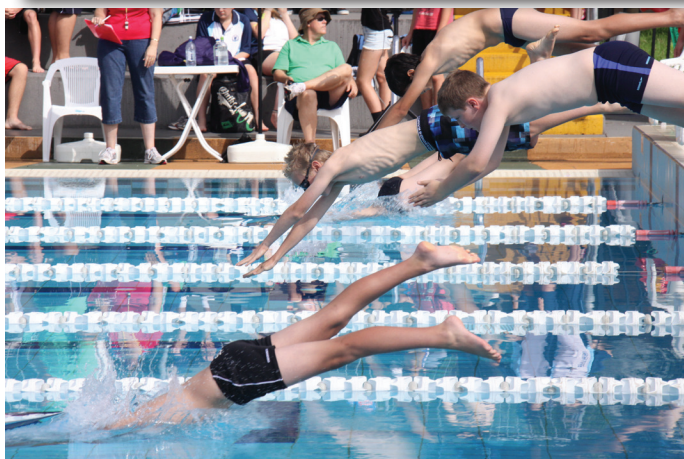
- Jonathon D'Souza - Boys Basketball
- Hugo Hood - Boys Basketball
- Douglas Smith - Boys Basketball
- Ryan Smuc - Boys Basketball
- Alex Zhang - Boys Basketball
- Laura McInnes - Girls Netball and Soccer
- Madeleine Chan - Girls Netball and Basketball
- Meagan Plant - Girls Netball and Basketball
- Danielle Wilkinson - Girls Netball
- Dulmini Jayasinghe - Girls Netball
- Ali Makari - Boys Soccer
- Niclas Richter - Boys Soccer
- Martin Sheridan - Boys Soccer
- Annabelle Roux - Girls Soccer
- Brandy Pose - Girls Soccer
- Jayme Morige - Girls Soccer
- Brittany Wright - Girls Soccer
- Tammy Ong - Girls Volleyball
- Steven Duzevich - Boys Volleyball
- Melinda Eades - Girls Basketball
- Lara Johnstone - Girls Basketball
- Bronte Simpson - Girls Basketball
- Morgan Langanke - Girls Basketball
- Iesha Salameh - Girls Basketball
- Sophia Mitkovic - Girls Basketball
- Sharni Costello - Girls Basketball

Sydney West Representatives

Students at Castle Hill High were given the opportunity to trial for many Sydney West Sporting Teams this year. Congratulations to the following students who were selected to compete in their chosen sports.



- Jonathon D'Souza - Boys Open Basketball
- Morgan Langanke - Girls Open Basketball
- Daniel Gale - Boys Golf
- JiHeng Wang - Boys Artistic Gymnastics
- Justyna Wierzbanska - Girls Artistic Gymnastics
- Scott Berriman - Boys Hockey
- Patrick O'Reilly - Boys Hockey
- Joseph O'Reilly - Boys Hockey
- Kegan Brown - Boys Hockey
- Bethany Richmond - Girls Hockey
- Jake Kay - Boys Open Rugby Union
- Declan McLemen - Boys Squash
- Daniel Green - Boys 15yrs Tennis
- Allen Qi - Boys 15yrs Tennis
- Tayla Clifford - Girls 15yrs Touch Football
- Steven Duzevich - Boys Volleyball
- Paris Lawrence - Girls Water polo



CHS Representatives

Congratulations to the students who were selected to represent the Sydney West Region at CHS. This is a huge achievement to be recognised in your chosen sport at such an elite level.

- Dean Ross - Boys Diving
- Jake Kay - Boys Open Rugby League
- Tayla Clifford - Girls Touch Football
- Matthew Weal - Boys Trampolining
- Allen Qi - Boys Tennis

This is the first year I have taken on the role of Sports Organiser and now that the year has finally come to an end I would like to congratulate the students who have represented Castle Hill High in the sporting arena. I'm extremely proud of the way our athletes have conducted themselves during sporting events and have been most impressed with their dedication, commitment and enthusiasm. It is a privilege to be working with such a motivated and talented group of students.

I would also like to acknowledge the ongoing support of the Castle Hill RSL, P & C Association and the Student Representative Council. We have continued to use the School Mini Bus to transport students to and from sporting events and this would not be possible without their on going sponsorship.

Thank you to the Castle Hill Parent body, for supporting their sons and daughters throughout the year. Whilst your children probably do not show their appreciation, we would not have achieved such outstanding results without your guidance and support.

Finally, I would like to thank my colleagues in the PDHPE Department. Thank you for your patience, mentoring and assistance throughout the year.

Ms Kate Riley
Sports Organiser



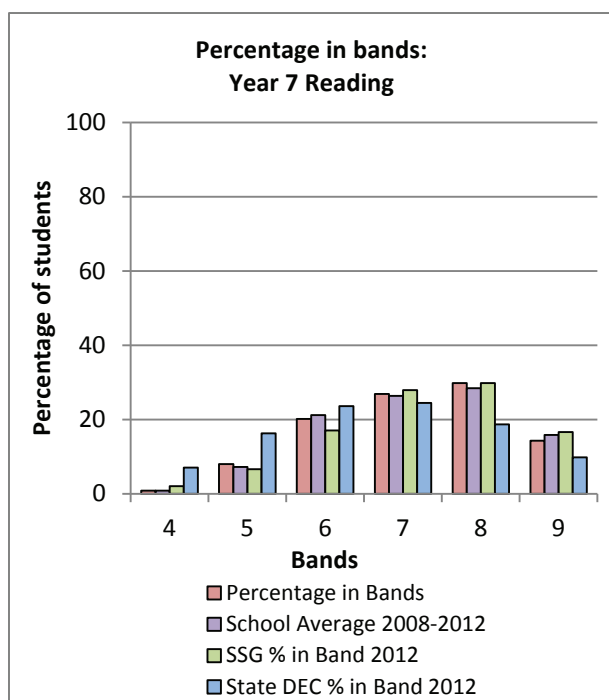
Academic

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.

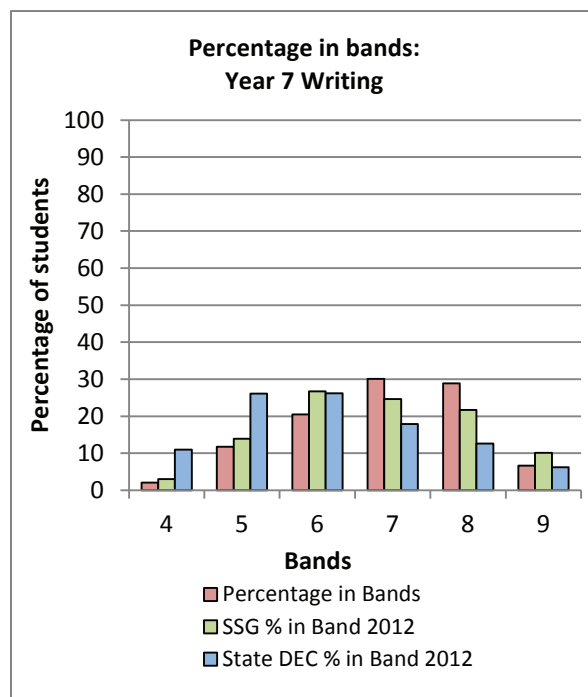
Yr 7: from Band 4 (lowest) to Band 9 (highest for Year 7), Yr 9: from Band 5 (lowest) to Band 10 (highest for Year 9)

2012 was the fifth year that students completed the National Literacy Assessment. The Literacy component of NAPLAN was broken up into four sections including reading, writing, spelling and grammar and punctuation. This year the writing component was a 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. 14.3% of our students achieved the highest band in reading, 6.7% in writing, 14% in spelling and 19% in grammar and punctuation. The following tables show the percentage of students in the relevant bands and how this relates to the previous school average, the like school average and the state average.

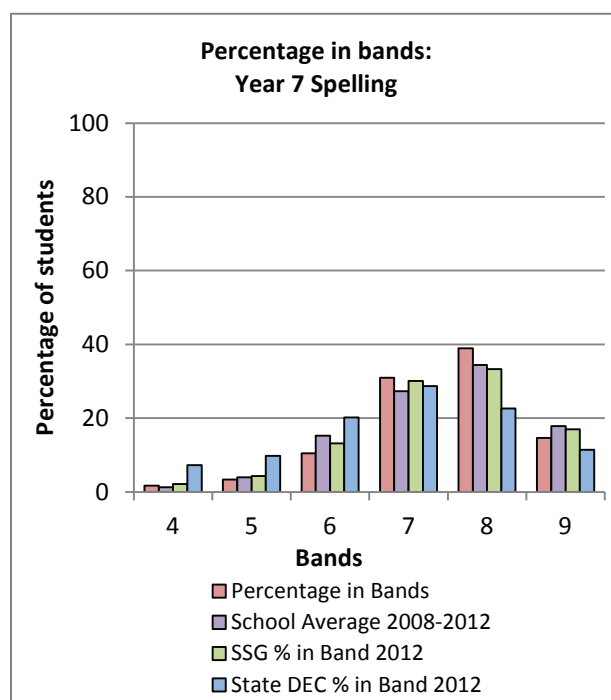
Reading – NAPLAN Year 7



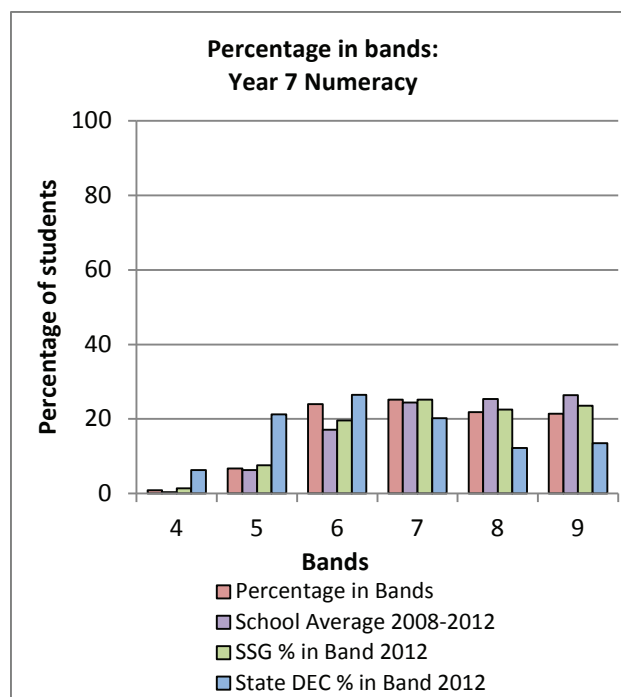
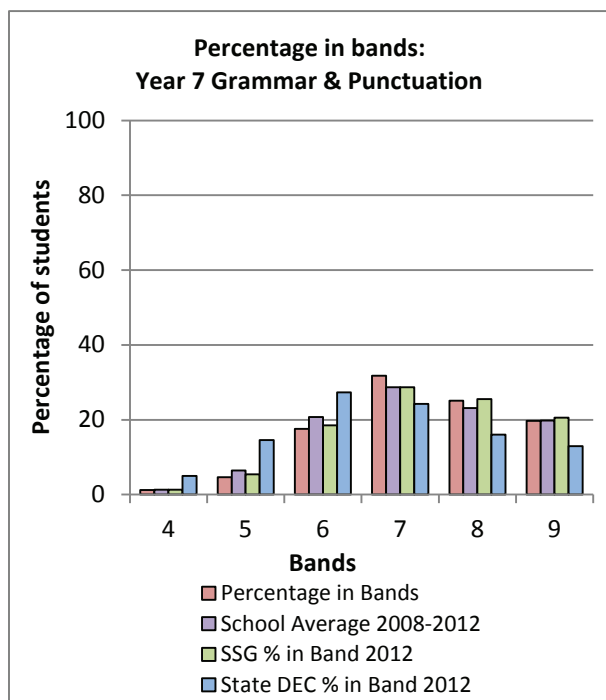
Writing – NAPLAN Year 7



Spelling– NAPLAN Year 7



Grammar and Punctuation – NAPLAN Year 7



Numeracy – NAPLAN Year 7

2012 was the fifth 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. 21% of our students achieved the highest band (9), 43% of them were in the top two bands, whilst 92% of them were in the top four bands. We had less than half of the state average of students in the lower bands, and one student in the lowest band.

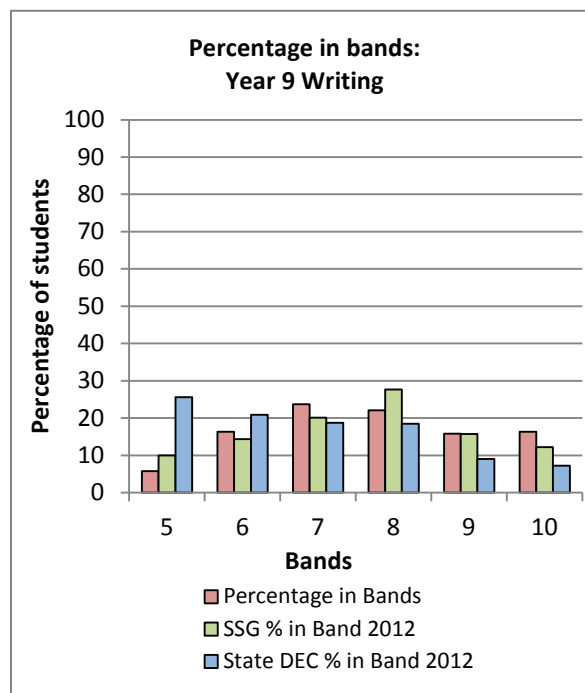
Compared with our local area schools (Hills), this Year 7 group is strong in all areas of numeracy, but fall slightly below the group average.

Two students (0.8%) are identified as being below the National Mean Standard in Numeracy.

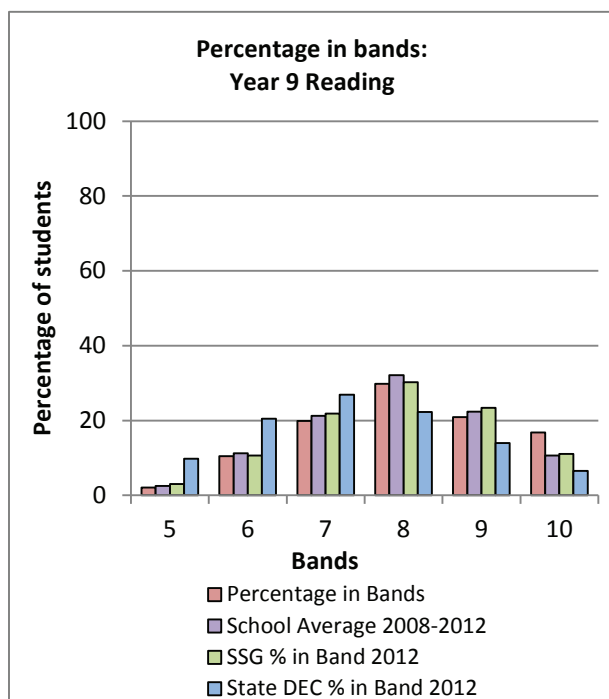
The value added data shows this group has improved well above the state average in numeracy since the year 5 Basic Skills Test, with 198 (90%) of trackable students improving their scores.

Writing – NAPLAN Year 9

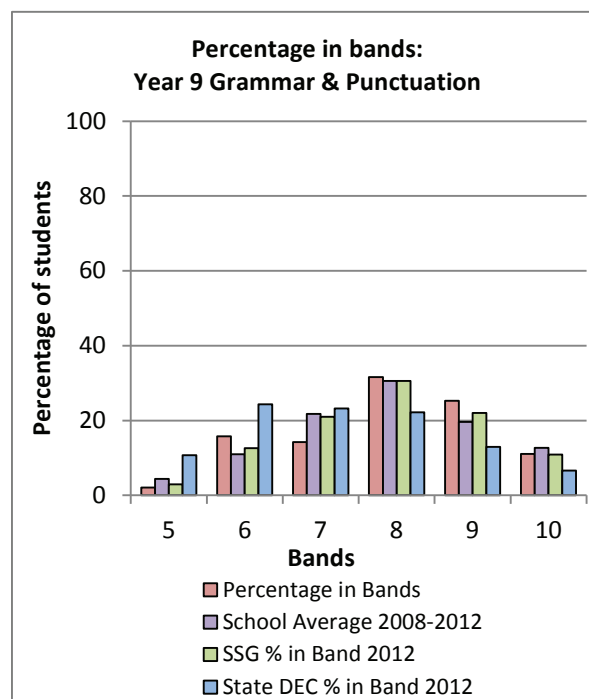
The year 9 cohort also performed well with the average mark in all areas higher than the like school group and the state average. 16.8% of our students achieved the highest band in reading, 16.3% in writing, 13.7% in spelling and 11.1% in grammar and punctuation. The following graphs show the percentage of students in the relevant bands and how this relates to the like school average and state average.



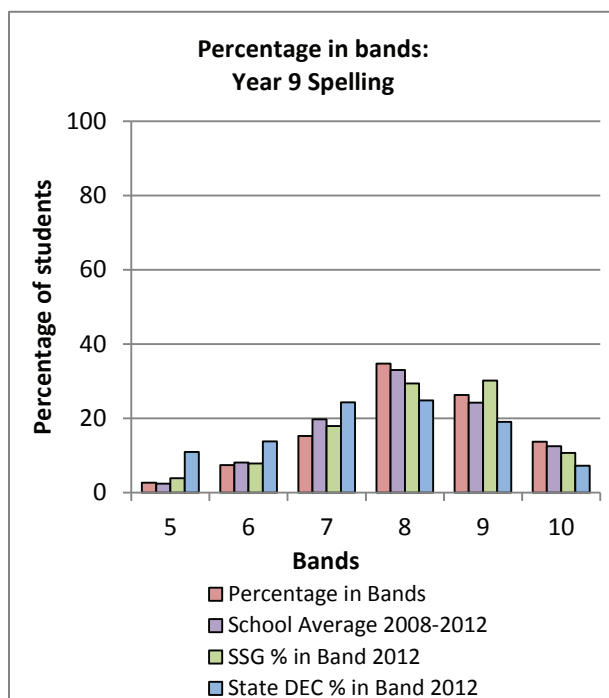
Reading - NAPLAN Year 9



Grammar and Punctuation – NAPLAN Year 9



Spelling – NAPLAN Year 9

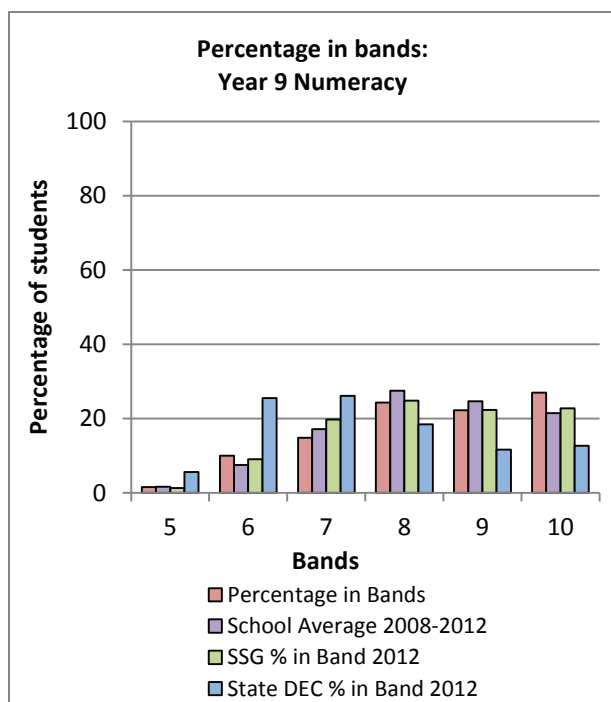


Numeracy – NAPLAN Year 9

27% of our students were ranked in the High band (10), 49% in the top two bands, while 88% were in the top four bands. Compared with the state, this Year 9 group is strong in all areas of numeracy, but fall below slightly the local area (Hills) schools.

Of all the 169 students trackable (out of 195) since year 7, 17 are reported with a lower overall numeracy score. This means that 90% of our students moved forward in numeracy over their first two years at High School.

Three students (1.6%) are identified as being 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, 54% of students improving by more than expected.



RoSA

The Record of School Achievement (RoSA) is a new credential for all students, beginning with Year 10 in 2012, to recognise school achievement before receiving their Higher School Certificate (HSC).

Instead of just showing what students results were at the end of Year 10, the RoSA recognises that many students who leave school before completing their HSC complete some Year 11 courses.

The RoSA will show 10 grades, as well as any grades for Year 11 (Preliminary) courses completed after that. If a student starts a course but leaves school before completing it, the RoSA will show evidence of the student's enrolment.

The RoSA will also show results of any VET or Life Skills courses completed in Year 10 and/or Year 11.

Higher School Certificate

Outstanding Higher School Certificate results were attained by Castle Hill High School students in 2012. Our results clearly reflect the hard work of students and teachers and the school's commitment to academic excellence as a priority. The following statistics indicate the strength of our HSC achievement in 2012.

We had twenty seven students (14% of our HSC candidature), gain an ATAR over 90, the largest number since last year's total of 25. One student, Yuchen (Katie) Liu, achieved an ATAR of 98.1.



Of note is the proportion of males and females in this group; about 50/50, a testament to the work of the boys and girls mentoring programs which aim to maximise results for students close to the top. It should be noted here that four years ago boys were significantly under-represented in the number of students who gained over 90 – this has now been turned around with an equal representation of boys and girls in the top positions for two years in a row.

We were ranked in the top 200 schools again, at 168. It was only a few years ago that we achieved the top 200 status and we now proudly expect that we will not only achieve this but improve each year. While there are many achievements, the following faculties had results that were substantially above the state mean and they need to be acknowledged. Some of them are: Japanese Continuers (11.46), Geography (10.29), Information Processes and Technology (8.78), Biology (5.74), Design and Technology (5.70), Japanese Beginners (5.10), Business Studies (4.26).

The following courses achieved band 6 results which were significantly above state average: General Mathematics (12.6), Geography (14.4), Japanese

continuers (25), Food Technology (11.1), Information Processes and Technology (26.1), PDHPE (16), Business Studies (22.7), Japanese Beginners (20), Legal Studies (22.22), Industrial Technology (11.1), Hospitality (21.1), Music Extension (67). With regard to our relative HSC academic performance compared to our Statistically Similar Group and in comparison to the average for New South Wales Schools in general, pleasing results were also achieved in 2012. For the 29 individual courses attempted by Castle Hill High students in 2012 our students achieved marks on average which were above those of the state in 20 of these courses. When compared to our Statistically Similar Group, Castle Hill High students received higher average marks than our SSG for 8 courses.



Castle Hill High School

HSC: Course Summary Table

Course	School 2012	School Average 2008-2012	SSG 2012	State DEC 2012
Ancient History	66.1	69.0	73.5	66.6
Biology	78.5	76.4	74.4	71.0
Business Studies	77.9	75.8	76.2	71.3
Chemistry	73.9	75.4	77.3	75.0
Community and Family Studies	74.0	74.2	77.4	72.5
Design and Technology	82.2	82.0	76.2	72.8
Drama	79.4	77.5	81.0	75.6
Economics	73.0	72.3	74.3	74.4
Engineering Studies	69.1	72.2	75.5	74.7
English (Advanced)	79.3	78.5	81.5	79.0
English (Standard)	67.8	65.7	71.8	66.4
English as a Second Language	72.7	75.1	76.4	71.2
Food Technology	77.7	75.7	77.0	71.8
General Mathematics	71.9	71.0	74.2	66.2
Hospitality Examination	77.0	78.1	77.1	73.9
Industrial Technology	71.8	73.2	77.4	69.9
Information Processes and Technology	80.2	77.2	74.0	69.4
Japanese Beginners	78.5	79.2	78.4	72.3
Legal Studies	79.1	77.3	79.3	72.2
Mathematics	75.4	76.3	79.5	76.6
Mathematics Extension 1	81.6	79.7	82.1	82.2
Mathematics Extension 2	76.1	80.3	82.4	83.4
Modern History	75.7	75.8	79.1	73.1
Music 1	84.2	81.3	82.4	78.6
Personal Development, Health and Physical Education	76.7	76.3	76.0	70.4
Physics	72.0	72.5	75.0	73.2
Senior Science	78.0	77.5	80.0	73.2
Software Design and Development	72.3	76.1	74.1	70.4
Visual Arts	77.0	77.4	81.9	77.7

As for Castle Hill High School's relative performance from Year 10 (value – added), we continued to substantially value add for the low and middle performance bands (values of 2.3 and 2.8 respectively for the low and middle bands) in the 2012 HSC. This follows the general trend over the 2008 – 2012 period where value adding was even stronger on average with values of 2.8 and 4.4 being attained for the lower and middle performance bands. However, our value added is less impressive for the high performance band where we perform noticeably below the SSG average for 2012 of 2.4. For this latter group, our value added was 0.5 for the school HSC cohort in 2012 and averaged -0.3 over the 2008-2012 period.



involved faculties rewriting programs and tasks to incorporate these strategies to improve outcomes for students. Feedback from staff to this program was very positive with a desire to continue to build on the strategies trialled and incorporate more professional learning on differentiation into 2013.

Aboriginal education

In 2012 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 the 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.



Significant programs and initiatives- Differentiation

As a result of feedback from staff, a targeted program of Professional Learning on Differentiation was conducted throughout Terms 2 and 3. This program started at an Executive level with a presentation from Ruth Phillips a renowned leader in the field of Differentiation for Gifted students. A program was then developed for staff and implemented by the Head Teacher Teaching and Learning focusing on differentiating for all students in the classroom. The program covered specific learning activities and

Progress on 2012 targets

Target 1

Leadership and Management

Our achievements include:

- Over 20 senior students attended the Mitchell Youth Leadership Forum from which a student school management plan was developed.



- Prefect network meetings with neighbouring Primary and High Schools were established to share student leadership ideas. This is an ongoing work in progress.
- 8 additional teachers have been trained in the Basic Theory Week covering 4 days of intensive learning on Choice Theory. Teachers contributed 2 Saturdays to this process as they value the training they were receiving.

Target 2

Curriculum and Assessment

Our achievements include:

- Draft syllabi in English, Mathematics, Science and History were analysed in preparation for teaching program design throughout 2013.
- In response to this analysis detailed feedback was given to the Board of Studies as a contribution to the new syllabuses.
- Through a targeted intensive professional learning program teachers collaboratively designed and implemented strategies to differentiate activities and assessments for a variety of learners to include in the new programs under the National Curriculum.
- As part of our annual HSC data analysis, student results were used as a stimulus to design quality learning activities aimed at moving students from Band 5 to 6.
- As a result of the iPad trial in 2011, 30 student and 30 staff iPads were purchased.
- An iPad learning team was established that met fortnightly to evaluate learning Apps and share ideas for effective implementation in classroom practice.



Target 3

Engagement and Attainment

Our achievements include:

- Ruth Phillips, an expert in the area of Differentiation was invited to mentor teachers in the theoretical and practical aspects of differentiated teaching

programs.

- A revision of the school's Anti-bullying policy was undertaken in order to find engaging ways to promote respect, and tolerance.
- A range of activities including Spirit Week and the establishment of the Diversity group, promoted the wellbeing of students through inclusive, fun and interactive social activities.
- An additional 10 smart boards were purchased for improved engagement of student learning.
- Landscaping to improve the surrounds of the portables was a priority in order to improve the aesthetics and as well as provide shade and privacy.
- There has been an increased uptake of Stage 5 TAFE courses such as Beauty and Hairdressing to accommodate the school leaving age.
- Local business have been sort to mentor disengaged students and provide life skills in order for work readiness.

Target 4

Literacy and Numeracy

Our achievements include:

- A vast majority of students are in line with or above state plan targets.
- Those below state plan targets are given individual and personalized assistance through peer reading and teacher aide support.
- A homework centre supported by the international student co-ordinator and an ex-student provide additional literacy tuition once a week after school.
- 15 staff were trained in a regional ESL program to develop strategies to teach literacy to ESL students.

Target 5

Aboriginal Education

Our achievements include:

- Individual Education Plans were developed for all aboriginal students who are progressing well.
- Responsibility for Acknowledgement of Country is given to each of the Aboriginal students at assemblies.

Target 6

Organisational Effectiveness

Our achievements include:

- A whole school management system (Sentral) was investigated and sort but due to the implementation of LMBR in 2013 the system was abandoned.
- Feedback about inclusions on the website have been given by parents and improvements and new inclusions have been made.

School evaluation

Educational and Managaement Practice

Parent, student, and teacher satisfaction

Castle Hill High School places a high value on the opinion of all its stakeholders and regularly consults students, staff and parents on issues relating to management practice. In 2012, on the School Development Day in Term II, the Principal surveyed staff in order to gather information on the state of the school.

The survey itself looked at the role of the Senior Executive and the contribution they make to school improvement. The survey probed the systems in place for the design and implementation of Professional Learning sessions at Castle Hill High School as well as the contributions all staff make to this process. Day to day administrative issues were also raised in the Survey.

Key issues were canvassed including the TARS(Teacher Assessment Review Schedule) process, the process and value of professional learning on "Differentiated Learning for all", Quality Morning Tea, Valuing Teachers, Teacher Capacity and Assemblies. The results of the survey were published and given to the school executive and all staff in order to further probe the issues raised further. In fact the results of the survey formed the basis for the Term II Executive Workshop and then became the basis for school direction and planning that followed in 2012.

TARS(Teacher Assessment Review Schedule)

26 comments were very positive (eg "productive and allows for constructive criticism") but most nominated some refinements to improve the process and outcomes. The following areas were cited as possible areas for improvement:

- More time for the process
- Different pairings ("I want to learn from someone")



- More accountability
- Coordination of observation lessons

There were 5 comments made that were negative (eg “unmonitored and ineffectual”)

As a result of the discussion at Castle Hill High School, a Teacher Charter Team was established to review the current Teacher Charter and appropriate changes agreed to and published. This then led to a redesign of the Castle Hill High School TARS process at the end of 2012 which will be implemented in 2013.

Differentiated Learning for All

There was generous support for our professional learning program. Underlying themes for improvement in professional learning were:

- more choice on what is learned
- deeper learning on topics rather than “chopping and changing”
- more time to implement ideas in the classroom, and greater differentiation of tasks for staff

Consequently Professional Learning sessions for 2013 have been planned with a significant theme in mind and at this stage each theme is targeted over at least one Term. One strong example of this for 2013 is the programming of the new National Curriculum. In 2013 Term II and Term III have been given over to this process.

Assemblies

Students were also surveyed about the importance and value of Whole School Assemblies. There was a general understanding of the importance of meeting as a whole school community but there were requests for a more streamlined approach. Another student and staff driven consideration was to move the Year 7-10 Assembly to the Auditorium so that the students could be seated on chairs. This was trialled at the end of 2012 and will be further implemented in 2013.

Quality Morning Tea

On Tuesday mornings at recess it had been the norm for each Faculty to present some quality aspect of classroom practice that ought to be celebrated with other staff members in the Staff Common Room. The presenters were almost always students who covered a range of topics in their presentations. Consequently,



quality student work was celebrated together across the school. While the survey results were mixed, there was general support for retaining Quality Morning Teas with the following suggestions for improvement:

- Voluntary rather than rostered
- Staff presentations as well as student presentations
- Have healthy food
- Make it compulsory for teachers to attend

In 2013 Quality Morning Tea will continue with a combination of Faculty rostering and volunteer presentations. These presentations will generally take the form of student presentations although room has been made for more flexibility in these presentations including staff presenting alongside students or indeed on their own. The purpose remains to celebrate quality classroom practice publicly and across a wide audience, as seen through the eyes of the students and staff alike.

Valuing Teachers

71% of staff either agreed or strongly agreed that they are valued at Castle Hill High School. 26% (19) of staff responded that they “don’t know” (possibly staff new to the school) whether they are valued at this school and 4% (3) feel they are not valued. These responses caused significant conversation at Senior Executive level and at Executive level as they wrangled with questions like:

- What actions or inactions could lead staff to feel this way?
- What can the senior executive do about this?
- What can Head Teachers do about this?

This particular issue also seemed to raise issues of Teacher Capacity. 21 comments were made explicitly in the survey about teacher capacity, even though there was not a specific question about this. This led to conversations regarding accountability, and how the TARS process could be more clearly aligned to improving professional practice.

The results of this survey and the associated changes to systems and programs are directly related. Management practice at Castle Hill High School continues to be governed by the premise that change requires permission and is instigated by each and all of our stakeholders – staff, students and parents. 2013 will see a number of exciting opportunities that



therefore the learning outcomes of our students.

Professional learning

Professional learning continues to be a priority for teachers at Castle Hill High School. The school uses a combination of teamwork, reflection and its many expert teachers to design meaningful forums for teachers to learn, unlearn and relearn important strategies to engage students and improve their academic results. While many professional learning courses are undertaken by teachers off site, and by other providers, the school prefers in-house professional development, designed to target whole school directions, making use of the many expert teachers from whom others can learn.

One of our major focus areas in 2012 was differentiation of teaching programs to accommodate the range of learners in each classroom. Based on the work of Ruth Phillips, a consultant expert in this area, and led by Jo Spinks and Linda Vitanza, teachers learned new and innovative ways to provide different levels for classroom activities, all designed to challenge and stimulate students. Teachers worked collaboratively on the redesign of teaching programs that incorporated differentiated elements to cater for a range of student needs.

In addition to this, teachers worked intensively on Higher School Certificate data – such as analysing value added results for each student in each course, comparing results with previous years and the state, looking at patterns and trends - in order to reflect on effective strategies needed to maintain or improve results. Teachers identified their most successful strategy as well as considering the obstacles preventing student success and motivation. This detailed reflection was done individually and then in teams at faculty level. Feedback about this process was highly evaluated and provided rich data to inform ideas on improvement for the future.

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 2012 the nominated Key Learning Area for Review was Languages.

The evaluation team consisted of the Deputy Principal (Team Leader), Head Teacher Languages 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 Languages faculty.

- Students feel privileged that they are given the opportunity to learn a language and make comment that the incorporation of excursions and overseas trips strengthens their learning and assists them in linking what they are being taught to the real world.
- Teachers have high expectations and establish relationships that foster the achievement of learning outcomes.
- Teachers create a supportive learning environment. Students comment how there is a mutual respect among teachers and students
- Students expressed a desire to broaden their knowledge of other languages other than those currently offered at Castle Hill High School eg: Mandarin, German.
- The faculty is well resourced and students feel the learning environment is well fitted out with the necessary equipment to assist them with learning.
- Students enjoy attending their Language classes and feel that a substantial amount of learning takes place. They expressed a desire for more technology and greater positive reinforcement through the merit system.
- Both parents and students commented on a need

for homework and access to workbooks after hours to consolidate their learning.

- The survey results indicated the following about the effectiveness of programs and assessment strategies used within Languages 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 are explicit about the school's discipline processes. Students have a clear understanding of the consequences for inappropriate behaviour.
- 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.

Future Directions

- Teachers are extremely keen to continue to source professional learning opportunities in order to improve their practice further. Focus areas include: technology and differentiation of the curriculum for all students
- The Languages faculty is committed to incorporating more hands on activities into their programs in order for students to understand the link between the classroom and beyond
- When teaching languages, provide the students with a greater number of technology centred

lessons in order to encourage increased engagement and participation

- The Languages faculty aim to develop a process of providing positive feedback to parents throughout the year
- Greater commitment to the recognition of achievement by publicly recognizing students at celebration assemblies
- The Languages faculty is aiming to solidify the consistency with which they apply the merit system across all years and for all students.

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.

School priority 1

Outcome for 2012–2014

Improve academic performance at the HSC for targeted boys and girls

2013 Targets to achieve this outcome include:

- More than 25 students gain an ATAR over 90
- Increase in the number of Band 6's from 12% to 14%

Strategies to achieve these targets include:

- Maintain the expansion of the number of boys involved in the Year 12 mentoring program
- Appoint another mentor to assist the Head Teacher Teaching and Learning achieve established goals in the boys mentoring program
- Enhance the Year 12 girls mentoring program to include additional strategies based on the idea of "outwit, outlast, outplay"
- Revisit the work on Band 6 exemplar responses to revise strategies for distribution to students
- Access expert teachers on staff to lead professional learning on "What makes a difference in the classroom?"
- Continue to use detailed analysis of data to promote self-reflection of teaching strategies.

School priority 2

Outcome for 2012–2014

Improve teacher capacity to reflect an accountable and supportive school culture that has high expectations of staff

2013 Targets to achieve this outcome include:

- Accreditation of new scheme teachers is completed in a timely, accurate and professional way.
- Films are made of expert teachers in order to stimulate discussions amongst small teams of teachers in order to improve teaching practice.

Strategies to achieve these targets include:

- Appoint a Head Teacher Mentor to oversee new and developing teacher accreditation and learning
- Target expert teachers from the school's teaching staff to lead discussion and observations on quality teaching.
- Create films of expert teachers in action in the classroom that are used for discussion, critiquing and reflection for all staff.

School priority 3

Outcome for 2012–2014

Develop collaborative, best practice programs for subjects implementing the national curriculum in 2014

2013 Targets to achieve this outcome include:

- New programs have been developed in English, Mathematics, Science and History that include all national curriculum perspectives ready for implementation in 2014.
- School Education Group networks have been established to share professional ideas on teaching practice.

Strategies to achieve these targets include:

- Allocate term 2 and term 3 professional learning sessions for collaborative programming work in English, Mathematics, Science and History
- Organise time for Head Teachers of subjects implementing the national curriculum in 2014 to network with other schools in the School Education Group to share resources and refine ideas



curriculum and share this with local schools

- Include National Curriculum planning in the EARS process to ensure that planning is scaffolded to include timing, resources and support material.

School priority 4

Outcome for 2012–2014

Improve teachers' understanding of students with special learning needs including students with Asperger syndrome, Fragile X, behaviour difficulties and ESL.

2013 Targets to achieve this outcome include:

- Teachers feel more informed on the teaching strategies needed for students with learning needs
- Modified programs are completed by all faculties

Strategies to achieve these targets include:

- Allocate significant time for staff to learn from experts, both within school and from region
- Incorporate strategies into teaching programs to more effectively deal with students with significant learning needs.

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 and Allan Schumacher - P and C Co - Presidents

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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>

