



Education &
Communities



Castle Hill High School Annual Report 2014

8382

Principal's message



It is my pleasure to introduce Castle Hill High School's Annual School Report for 2014, a year of change, continued improvement and consolidation. 2014 saw the school continue to increase in size. A burgeoning student enrolment meant that the school reached near - capacity quickly, with many applicants missing out on a place and registering their disappointment. With over 600 applications for Year 7 in 2014 and places for only 260, the local and wider community's support for the school, its direction and programs, was reassuring. As a consequence, our numbers in 2014 skyrocketed to 1403 students, with an expectation in 2015 that this would be even higher. This is a challenge for the school, to maintain the school's culture of support and personalised service in the midst of significant population increases, but one that we believe we can strategically accommodate.

Such increase in student numbers meant that the school's executive entitlement for deputy principals increased from two to three. Following consultation with the school's community and staff, a decision was made in this era of "local schools, local decisions" to vary the staffing mix. Instead of opting for an additional deputy principal, a head teacher to deal with resilience - building was trialled for 2015. The idea of taking some risks to deal with issues around student well- being (to include skills in mindfulness, giving, ethical decision making, self assessment) appealed. We wanted the best for students - given the 21st century context of changing issues and focuses in mental health, for example - so the seeds were set for change. We will evaluate the resilience program thoroughly and report to the community on its impact in the months to come.

In 2014 the Department of Education and Communities (DEC) rolled out to 229 schools a new learning and management system known as LMBR. This was the forerunner to all schools in the state replacing their old systems with this new one, which has been ten years in the making. Disappointingly, it is fair to say that there were many problems associated with the rollout in 2014. Communication issues with centrally - based personnel dealing with finances was problematic and only compounded the awkward, slow processes in the new model. Despite this, our administrative staff were wonderful. They were patient, careful and persistent, problem - solving and working so well as a team in a time of significant stress. We are hopeful that 2015 will realise changes to improve this new system.

The school continued to refurbish its buildings and grounds in 2014. The installation of contemporary seating, sails and crushed marble paving provided much-needed additional shade and seating for students. Landscaping around this new structure and other areas of the school, continued to provide not only shade but aesthetic to the grounds and buildings, now over 50 years of age. Refurbishment of some staff toilets also provided a new aesthetic to the school. Teachers and students are very grateful for this program of modernisation.

It is always important that teaching and learning is the "main game" in any school. Academic performance at the HSC is always a priority and results for 2014 did not disappoint, in fact were better than expected. The school's flagship programs in boys and girls mentoring go a long way towards preparing many students for the rigours of academic pursuit. There is no doubt that these two programs made a difference for HSC students in 2014.

Numeracy and literacy development is critical for all students if they are to embrace 21st century skills in creativity, collaboration and problem solving. We would expect, at least, that students should be performing at their age level in both literacy and numeracy and should certainly be above the national benchmarks set. Some students need further support in these areas to reach minimum standards. Quicksmart Numeracy, a University of New England program based on collection of data and very personalised teaching of students in need, was established by the Mathematics Faculty in 2014. Its success in turning around students who had only known failure in numeracy was stunning. The worth of this program is incalculable. In 2015 the school will be undertaking

both the numeracy and literacy version of Quicksmart in anticipation that the lives of these young people who have “fallen through the gap” can be changed forever. Both programs are enormously expensive, but we believe, well worth it.

I hope in reading this document that you will find reports that 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.



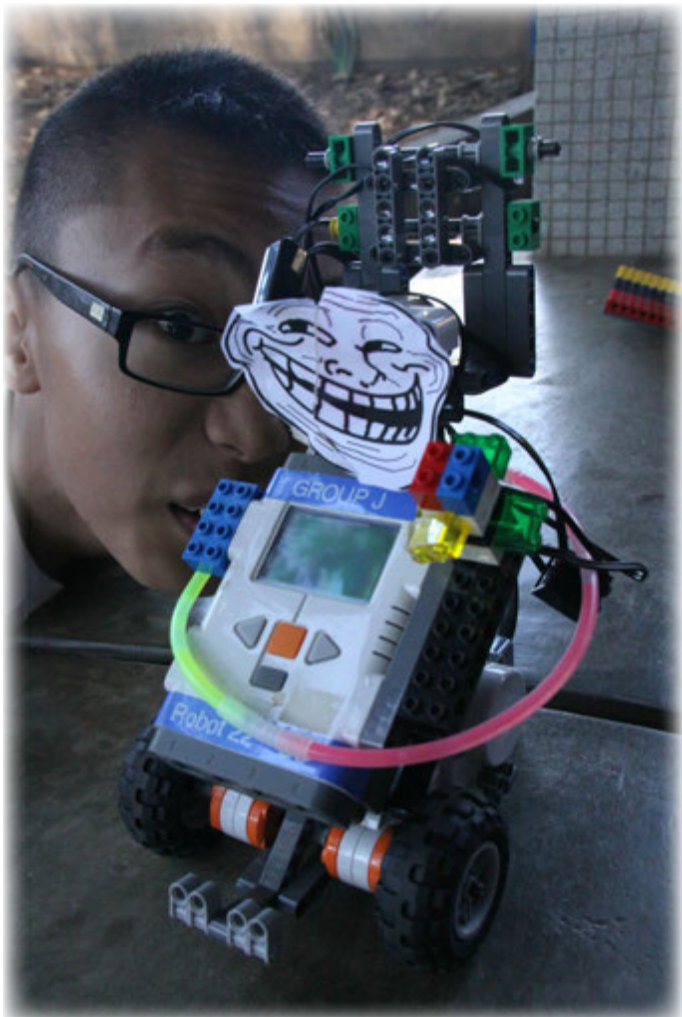
P & C and/or School Council message

CHHS P&C’s ethos is to support the school community – our students, teachers & school staff, and parents. It is this philosophy that guides our policies and decisions.

In 2014 the P&C took part in the School’s Review, on its future needs and direction. Overwhelmingly the P&C recognized the rise of student mental health issues as its foremost concern coupled with the need to promote the health and wellbeing of students. We also saw as imperative, the school consistently working towards improved academic standards for all, and school standards promoted.

The EMR (Electro Magnetic Radiation), committee led by Elizabeth Madders met with Telstra representatives during the year to continue to take readings of the EMRs emitted for the Telstra tower. We are concerned at the number of updates (and therefore increased emissions), from the tower since it was first erected. The EMR committee also organized the Children’s Health & Wellbeing in the 21st Century forum, which saw over 100 people attend. The meeting was chaired by Professor Katherine Georgouras and featured Professor Darius Leszczynski, Professor Ray Kearney OAM, Dr Mary Redmayne and Dr Pri Bandara. We were given fresh insights and knowledge about EMRs and its effects on all humans particularly children.

Representing CHHS P&C, Carolyn Vanderklauw attended her first meeting in Melbourne, as part of the EMERG committee, an Australia wide group that meets as an advisory body to ARPANSA. It is through this Government body (ARPANSA), we hope to highlight the plight of schools whose environment is adversely affected by EMRs through the erection of towers in and around schools and Wi-Fi. Carolyn



is the only voice specifically representing schools in Australia on EMERG.

The EMR committee is also working on ways to control the EMRs emitted by the school's own WIFI system. We seek to find a way to augment our students learning resources whilst maintaining an environment that enhances students' wellbeing.

P&C Shops: together P&C shops business turned half a million in sales. The Canteen and Uniform Shop saw sales rise by 10% and 5% respectively with a profit return of \$100 000 to the P&C and ultimately the school.

Our primary objective in running the shops is to provide a service to the school but we are pleased to turn a profit. This is mainly attributed to controlling expenses and the number of volunteers who directly contribute to the profitability of our shops through their labour. The P&C must ensure it adheres to workplace legislation as well as our tax obligations. Our Treasurer Thomas Kunzler from ShipShape accounting, ensures our accounting requirements are well managed. However without the expertise and time to devote to workplace legislation requirements the P&C sought advice and entered into a 1-year contract with Employsure, a Human Resources company. Ingrid Waite has worked closely with Employsure to provide a package for staff and provide the P&C with a solid platform for all current and future employee engagements.

The canteen herb and vegetable garden has expanded and is keenly nurtured, providing most salad vegetables and all herbs required daily. The Uniform shop has completed work on the design of the 'all weather jacket', which will be sold in early 2015.

Another successful Trivia Night was held. Special thanks again to the Daines family who produce the night with professionalism and expertise, Allan Schumacher and of course the PDHPE department.

The Relay for Life was a wet and cold affair but walk on we did, or rather the students! The P&C provided a 24 hr support team and tent for the school team. Despite the cold it was a wonderful community event for the school community to take part in.

Our major refurbishment project: the Auditorium bathrooms, was undertaken and completed in 2014. It was again collaboration between the talents of P&C

and school staff, in particular Katherine Watson, Peter Saundercock and Gia Hovelmann. The renovation used P&C funds and a grant from the NSW Government.

The School Executive team of CHHS led by Mrs. Vicki Brewer is exceptional. Our committees could not achieve what they have this year without the positive environment the school executive promotes for the entire school community.

The P&C leadership team are involved in the many deliberations and decisions of the P&C and deserve special thanks.

Vice Presidents:

- Mr. Allan Schumacher, Events – Relay for Life, Trivia Night
- Mrs. Katherine Watson, Building Fund and Major Refurbishment Project

Treasurer:

- Mr Thomas Kunzler

Communications Manager, Secretary and Newsletter Editor:

- Mrs. Mary Van Goor

Executive Members:

- Mrs. Elizabeth Madders, EMR committee
- Mrs. Joanna Sutherland, Canteen Committee and Working Bees
- Mrs. Ingrid Waite, Shops Committees, Employsure Liaison, Working Bees

Assisting Treasurer

- Mr. Peter Hinding

Liaison RSL, EMR committee

- Mr. John Payne

Anti Bullying Committee

- Mr. Grahame Rosolen

The benefit of many parents being involved in the P&C is the diversity of experience they bring and this is expressed in the many projects we can undertake. Thank you to all who have given time and expertise in this past year for the benefit of the wider school community.

Anne-Maree Kinley
President
Castle Hill High School P&C

Student representative's message

2014 was another successful year for Castle Hill High School's Year 7-10 Student Representative Council. Led by Courtney Shaw and Kingsley Xi we were able to support various charities with our fundraisers, BBQs and mufti days.

As well as continuing our support for Jeans for Genes Day, the RSPCA and our two Ethiopia World Vision sponsor children Jessy and Danny, our sponsorship of a Red Panda and Snow Leopard at Taronga Zoo, Cancer Council's Relay for Life, Beyond Blue, Legacy, Salvation Army as well as two new foundations, Bear Cottage and the A21 Campaign. The year 10 SRC members also had the opportunity to participate in a mental health forum run by BATYR.

Our major new contribution this year was the A21 Campaign aiming to raise awareness and ultimately end human trafficking. The whole SRC were privileged to welcome three members of the organisation who helped us implement their six week program to deepen student's knowledge on the issue of human trafficking and empower them to make a difference in their world. The Year 10 SRC ran this program for six weeks in Term 3 and welcomed all members of the school community to take part. The whole SRC body deserves acclaim for their hard work and commitment this year, but we couldn't have done any of it without the incredible support of our leaders Courtney and Kingsley, our organising teacher Mrs Boss along with all the amazing staff, community members, P & C Association and of course the student body.

From our first meeting of the year, we knew that this would be an amazing year and the council has progressed above and beyond our expectations through their creativity, hard work and enthusiasm. Our new Year 7's showed an eagerness to participate

in everything we organised, and we were guided by the their Year 8 peers in an exemplary fashion. The year 9's organised an entertaining watermelon challenge for spirit week which contributed to fundraising for Bear Cottage.

Many of our SRC members also participated in our school's Ice Bucket challenge with donations to Motor Neuron Disease. We would also like to thank everyone for their contributions to our many successful bake sales; especially the Year 10's who became famous for their big baking days.

Thank you everyone for an amazing year.

Student Council



School Context

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.

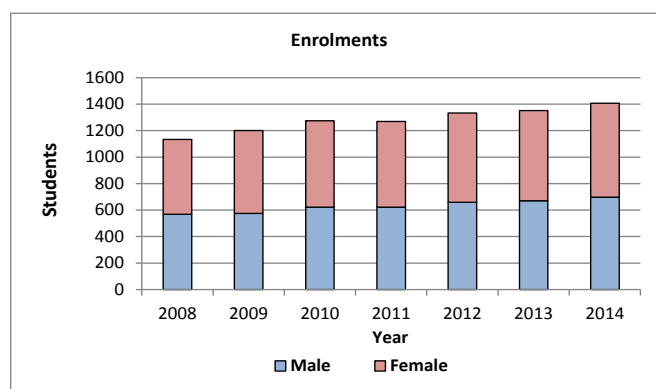
The school has important links with its partner primary schools and P and C in order to ensure that learning is based on a continuum and relationships between students, teachers and parents are meaningfully developed.

There is an exemplary boys' and girls' senior mentoring program designed to maximize and challenge the potential of students. These programs have realised significant gains in HSC results. Additionally, the school's student leadership and well-being programs, including innovative resilience and ethics training, which are excellent in providing opportunity for students to learn about themselves, work in teams and take initiative.

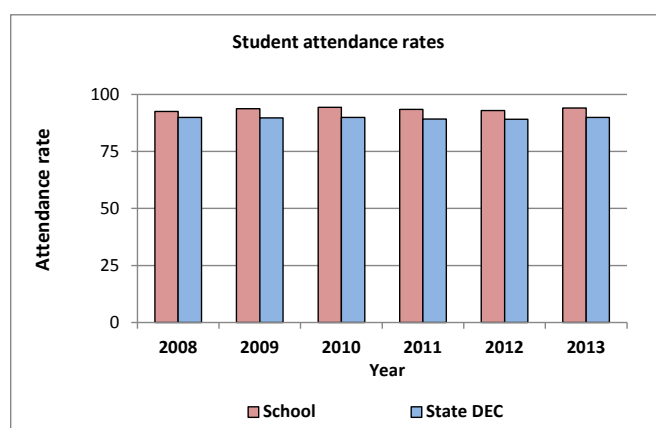
The school believes strongly that values underpin all learning and all relationships. Thus, there is a school culture based on respect, cooperation, celebration and personal responsibility.



Student enrolment profile



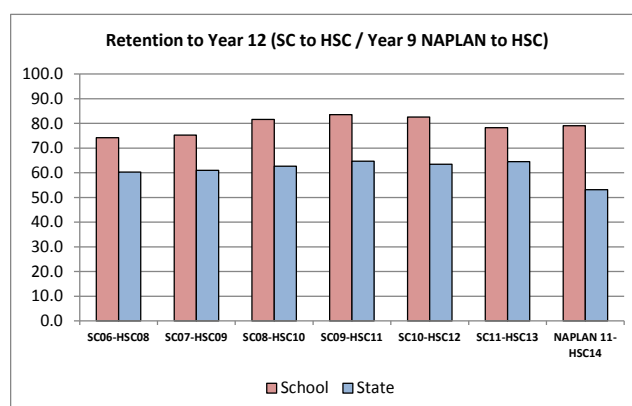
Student attendance profile



Management of non-attendance

In 2014, 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 responsible for 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

Year 12 students undertaking vocational or trade training

In 2014 61 (30%) students studied one or more vocational or TAFE course.

Post school destinations.

Post School destinations	Year 10 %	Year 11 %	Year 12 %
Seeking employment	-	-	2
Employment	2	2	21
TAFE	2	1	7
University	-	-	61
Other	9	1	.5
Unknown	1	3	4

Year 12 students attaining HSC or equivalent Vocational educational qualification

In 2014, 99.5% of students attained HSC or equivalent vocational educational qualifications.



Workforce information

Position	Number
Principal	1
Deputy Principal(s)	2
Head Teachers	14
Classroom Teachers	78
Teacher of Reading Recovery	0
Learning and Support Teacher(s)	0.8
Teacher Librarian	1
Teacher of ESL	1.4
Counsellor	1
School Administrative and Support Staff	20
Total	119.2

The Australian Education Regulation, 2013 requires schools to report on Aboriginal 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.

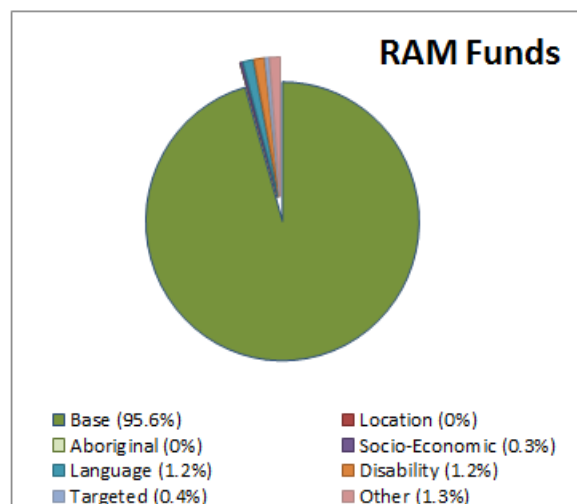
Qualifications	% on staff
Degree or Diploma	100
Postgraduate	22
NSW Institute of Teachers Accreditation	35

Financial summary

Financial Summary for the Year Ended 31 December 2014 (Castle Hill High School)*

	2014 Actual (\$)
Opening Balance	(1,362,901)
Revenue	(12,906,501)
Appropriation	(11,578,890)
Sale of Goods and Services	(357,350)
Grants and Contributions	(908,983)
Investment Income	(44,954)
Gain and loss	(16,324)
Other Revenue	-
Expenses	12,696,509
Recurrent Expenses	12,696,509
Employee Related	10,772,948
Operating Expenses	1,923,561
Capital Expenses	-
Surplus/Deficit for the Year	(209,992)
Balance Carried Forward	(1,572,893)

* date source: Schools Finance - Learning and Business



School performance 2014

Achievements

Creative and Performing Arts

Throughout 2014 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 included:

- In June, the annual school Musical, *Beauty and the Beast*, 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. We used a LED screen for the backdrop this year which created a stunning effect in bringing the scenes to life.
- In August we celebrated the talents of our students in the annual Showcase of the Creative and Performing Arts. This year we travelled to Eurovision - there was opera followed by rock, there was Bollywood followed by ballet, and the various Drama pieces were able to explore everything from stereotypes to websites to Dr Seuss' creative quest. More students every year show their desire to be involved and demonstrate their passion and their craft in the performing arts.
- The performances of the Year 9 and Year 10 Photography courses in 2014 have proved to be of a very high standard. In particular the Year 10 digital photography class achieved a range of awards at the Castle Hill show. They submitted a total of thirty-one entries. The first prize for

Annual Show Champion was awarded to Rhea Bhargava for her portrait “Bound”. Xanthe Petridis was awarded first place in the open category for “Seagull”. Jessica George’s “What if I Lose Myself”, Melissa Shariffi’s “The Hidden Smile”, Allison Dallaway’s “Girl in a Black Mask” and Rachel Soo’s “Crystalline” each received second place in their categories. A further seven students received awards.

- Sharon Chun’s 2013 major work Static Motion, which was exhibited as part of Art Express, was purchased for display by the DEC in their prestigious Wilkins Collection.
- In Term 3 the annual Art show once again transformed the school auditorium into an Art Gallery where visitors could enjoy the artistic talents of Years 7-12 Visual Arts and Photography students. Of note was the work of Braden Pascoe. The school walkway forms a permanent Art Gallery as it displays exemplar examples of the creative and expressive skills of the students at Castle Hill High. The works range from those created by the junior students to HSC Bodies of Work and includes photography, sculpture, oil painting, drawing, lino prints and graffiti art. Works were rotated on a regular basis and all students have the opportunity to display their work.
- The Art Club ran on a weekly basis and was led by Ms Wendy Prince. It is a very popular outlet for young and aspiring artists to explore their creativity. Students worked on self-directed studies in a range of expressive mediums and forms such as paint, clay, printmaking, and drawing.
- Three items by Year 10 and Year 11 Drama classes were selected to perform as part of the Arts North Drama festival. The classes devised 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.
- Demi McFarlane and Laura McInnis were selected for the NSW Public Schools State Drama Ensemble. They performed with the highly selective Senior Company all year, growing and developing themselves while bringing their skills back into the classroom to enrich the experiences of all students.
- The Junior Dance ensemble was selected to perform at the Sydney West Dance Festival in early June. The girls worked extremely hard and three Year 11 students choreographed the dance work; Bridie Kay, Demi McFarlane and Emma Peake. Nineteen junior dancers worked continuously perfecting their dance and they were praised by many of the Senior staff from the Festival. Our Junior Ensemble also performed this work at Showcase.
- Three Year 9 students, Lachlan Anderson, David Clark and Angus Bevan, represented the school in the NSW Public Schools Millennium Marching Band. They performed in a wide variety of events such as the Waratahs versus Brumbies semi-final at Allianz stadium, Operation Art, Opera House concerts and the Schools Spectacular.
- Music teacher Mr Powning steadily developed the skills of the Year 9 rock band ‘Young and Wreckless’. Their defining moment was their remarkable performance at the Pacific Hills Christian College’s ‘Battle of the Bands’. They gave an energetic, impressive performance and won fourth place despite being the youngest group.
- The Castle Hill High Jazz Band was reinvigorated with an influx of junior students. Capably led by Mr Derricott, the ensemble developed a repertoire of jazz standards and blues heads, while also growing student’s individual ability to improvise over these forms and deepen their theory based knowledge.
- The Concert Band continues to thrive under the direction of Mr Steve Lavis. They have performed at a variety of venues in local schools and the community. They performed at Relay for Life and The Orange Blossom Festival, received a Highly Commended at the Ryde Eisteddfod, performed in Showcase, Spirit Week, Orientation Day and Presentation Day, and finished the year by performing Christmas carols at Castle Towers.
- Under the leadership of music teacher Mr Mann, the String Ensemble performed at various school assemblies and at Showcase in Term 3. They participated in a tour to Bathurst NSW with students from Chatswood High School. This was a wonderful experience where musicians were given the opportunity to perform to local primary

and high schools, culminating with a public performance in All Saints' Cathedral.

The CAPA staff are a talented group of artists in their own right who are invigorated by working alongside our students, mentoring and developing the creative endeavours of every student in the school. We are proud of all the individual and collective achievements of our students in the wide variety of contexts in which they exhibit and perform. We are honoured to assist them in developing their talents as well as guiding them in their life-long learning about themselves and their communities through the powerful medium of the creative and performing arts.

Sport

The year commenced with our annual Swimming Carnival at Parramatta Pool, where yet again, Windsor House achieved first place overall. A talented group of young athletes were then selected to represent our school at the Zone Carnival in term 1. Our student's commitment and determination resulted in Castle Hill defeating 6 other schools to attain first position. Our team's performance at the regional carnival ensured a large group of swimmers selected for the CHS carnival at Sydney Olympic Park Aquatic Centre. Congratulations to the following students who were apart of the Sydney West Swimming Team: Rhyse Buchanan, Olivia Burns, Kumiko Delaney, Rachel Hogan, Soo Hyun Hwang, Rebekah Sefton, Zoue Sefton, Eve Shvartsman, Meggan Thomas, Shannon Williams, Jayme Cline and Saaz Sahdra.

Rebekah Sefton and Zoue Sefton then qualified for the All Schools Swimming Championships held in July at Sydney Olympic Park Aquatic Centre. The girls results are as follows; Rebekah Sefton- 200m Freestyle 1st, 400m Freestyle 1st, 200m Individual Medley 1st, 100 Freestyle 1st, 50m Freestyle 1st. Zoue Sefton- 400m Freestyle 3rd, 50m Freestyle 3rd, 100m Freestyle 3rd, 200m Freestyle 4th. Both girls achieved impressive results and are to be congratulated on their performance in the pool.

The next sporting event was our school cross country carnival. A group of talented athletes competed at the Zone Cross Country Carnival at Macquarie Park in Term 2 where we once again achieved third place overall. Special recognition is awarded to the following students who represented Sydney West at the All Schools Cross Country Championships at

Eastern Creek in July this year: Jack Arthur, Kaidon Brown, Ryan Duffy, Kurt Garnett, Harrison Inshaw, Aitana Mann-Betanzos, Charlotte Sainsbury, Rebekah Sefton, Andrea Sigmann, Carley Thomas, Jordan Wright and Ethan Zirh.

The final sporting event for the year was the Castle Hill High School Athletics Carnival held at Sydney Olympic Park where Windsor House took out first place overall. This year we had some of the most impressive Athletics results our school has ever seen and it all started at the Zone Athletics Carnival in term 2 where Castle Hill High achieved first position overall. A large number of students then qualified for the regional carnival and the following students then continued further to represent Sydney West at the NSW CHS carnival held at Sydney Olympic Park Athletics Centre: Jacob Artyun, Rhys Tuohy, Jordan Coleman, Carley Thomas, Charlotte Sainsbury, Kaitlyn Eagleton, Hannah Eagleton, Victoria Manning, Kelsey Dwyer, Dinesh Rajaratnum, Arshdeep Sidhu, Rich Amevor, Joel Flude, Sally Shokry and Maxwell Woodward. Our students continued to achieve at the All schools Athletics Championships and the following students must be recognised for their achievements at such an elite level of sport: Carley Thomas (14yrs 800m 4th place, 400m 2nd place), Sally Shokry (12yrs shot put 1st place, Discus 1st place), Charlotte Sainsbury (14yrs 800m) and Kurt Garnett (15yrs 800m, 400m).

Age Champions

Swimming

- 12yrs Haani Qureshi, Olivia Burns
- 13yrs Calum Sproull, Rachel Hogan
- 14yrs Ethan Zirh, Rebekah Sefton
- 15yrs Max Gale, Shantelle Low and Megg Thomas
- 16yrs Daniel Burgess, Zoue Sefton
- 17yrs+ Steven Duzevich, Soo Hyun Hwang

Cross Country

- 12yrs Zach Ellis, Olivia Burns
- 13yrs Ethan O'Donnell, Georgia Garnett
- 14yrs Harrison Inshaw, Carley Thomas
- 15yrs Kurt Garnett, Yuchen Xia
- 16yrs Alex Organ, Zoue Sefton
- 17yrs Caleb Mathieson, Andrea Sigmann
- 18yrs Jack Arthur, Lara Johnstone

Athletics

- 12yrs Tim Organ, Sally Shokry
- 13yrs Calum Sproull, Georgia Garnett
- 14yrs Travis Donaldson, Carley Thomas
- 15yrs Kurt Garnett, Georgia Burgess
- 16yrs Connor Holmes, Victoria Fernandez-Jones
- 17yrs+ Jordan Coleman, Kayla Douglas

Hills Zone Representatives

- Tayla Clifford Touch Football
- Brittany Clifford Touch Football
- Ally Dallaway Touch Football
- Daniel Green Tennis
- Dale Shai-Hee Tennis
- Daniel Green Tennis
- Allen Qi Tennis
- Ariya Bhatt Tennis
- Sophie Honeyman Tennis

Sydney West Representatives

- Steven Duzevich Volleyball
- Liam Gilchrist Baseball
- Jordan McCarthy Baseball
- Kiara Costello Gymnastics
- Reah Bull Gymnastics
- Zac Smith AFL
- Ely Smith AFL
- Bethany Richmond Hockey
- Hannah Eagleton Hockey
- Kaitlyn Eagleton Hockey
- Amy Postill Softball (Umpire)
- Liam Daynes Football
- Dale Shai-Hee Tennis
- Allen Qi Tennis
- Maiya Arthur Water Polo

CHS Representatives

- Brittney Clifford NSW 15s Touch Football Team
- Tayla Clifford NSW Opens Touch Football Team
- Steven Duzevich NSW Volleyball Team

National Representatives

- Steven Duzevich National Test Team for Volleyball



Academic achievements

NAPLAN

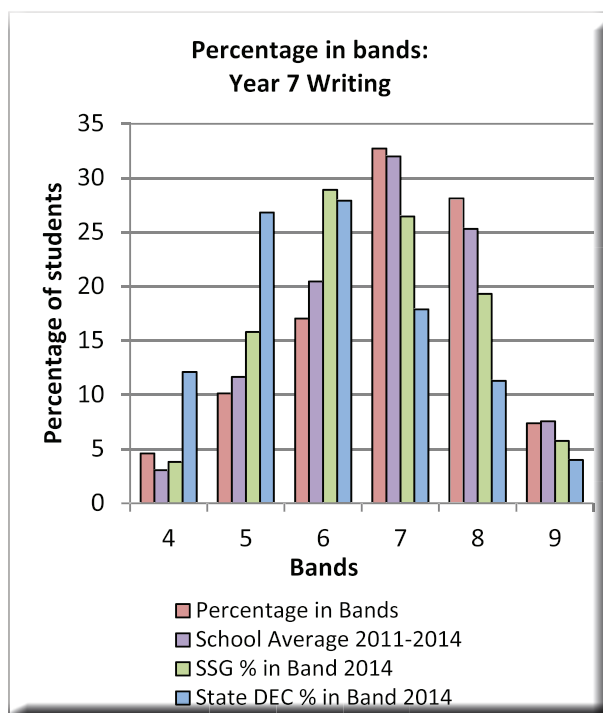
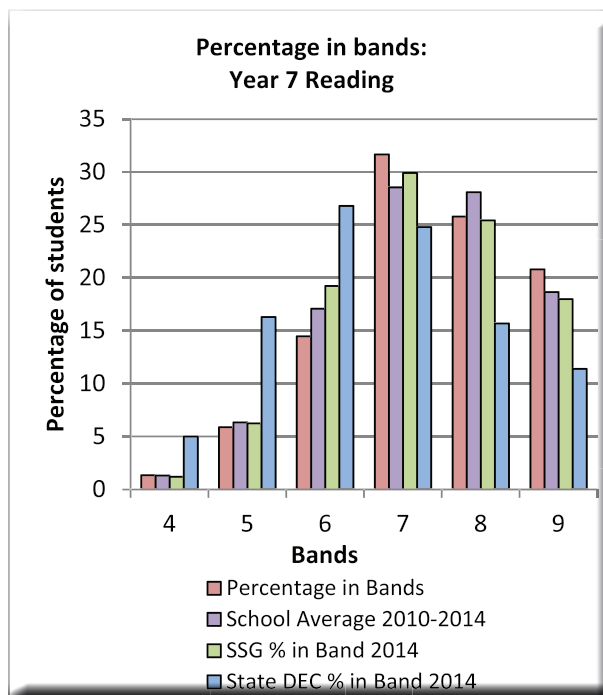
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10.

The achievement scale represents increasing levels of skills and understanding demonstrated in these assessments.

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

NAPLAN Year 7 - Literacy (including Reading, Writing, Spelling and Grammar and Punctuation)

2014 was the seventh year that students completed the National Literacy Assessment. The Literacy component of NAPLAN consists of four sections including reading, writing, spelling and grammar and punctuation. Students at Castle Hill High school performed well with the average mark in all areas higher than our like school group average and the state average. 20.8% of our students achieved the highest band in reading, 7.4% in writing, 20.3% in spelling and 23.0% 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.



NAPLAN Year 7 - Numeracy

2014 was the seventh year that Castle Hill High School Students completed a National Numeracy Assessment (NAPLAN).

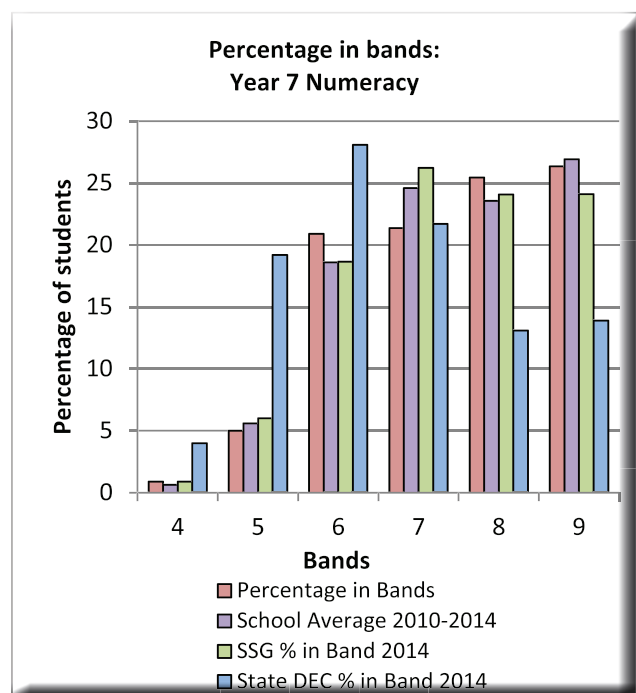
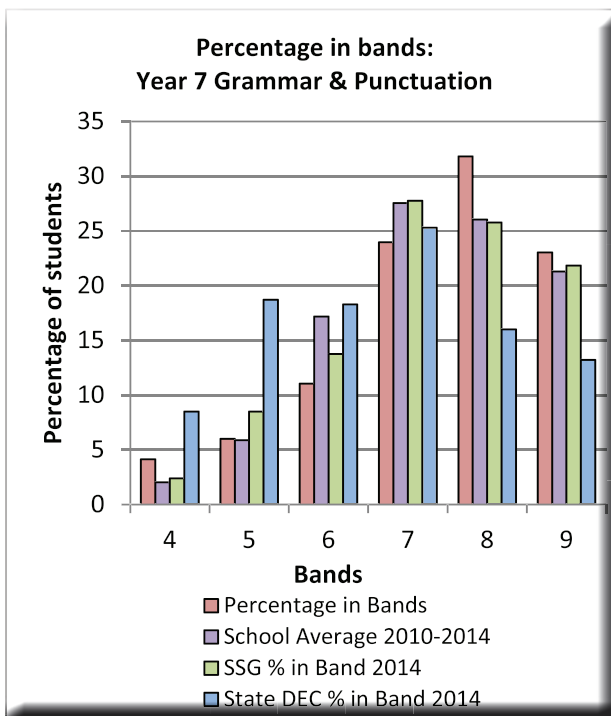
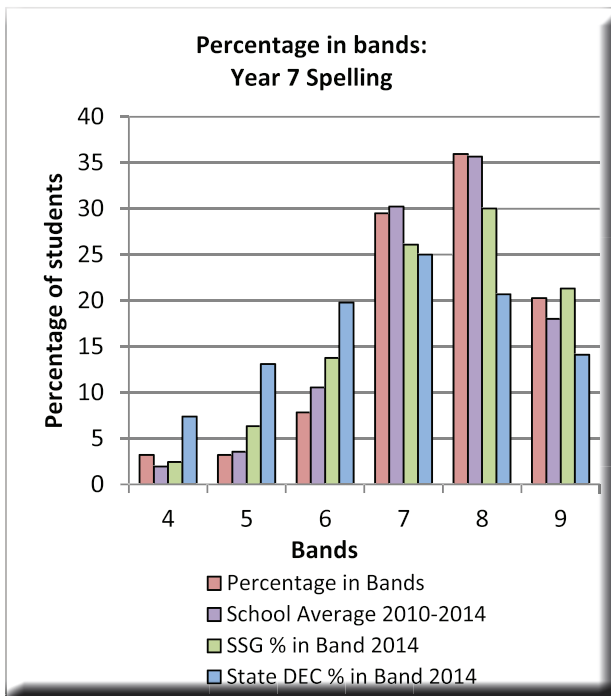
Our students performed well above state average in all areas of numeracy: Number, Patterns & Algebra, Measurement & Data, Space & Geometry. 26% of our students achieved the highest band (9), 52% of them were in the top two bands, whilst 94% of them were in the top four bands. We had one third of the state average of students in the lower bands, and three students in the lowest band.

Compared with our similar schools, this Year 7 group is strong in all areas of numeracy, and are above the group average. The girls are notably stronger than the boys in this cohort.

Two students (1%) are identified as being below the National Mean Standard in Numeracy. One has significant learning difficulties, one was identified and assisted by our QuickSmart program.

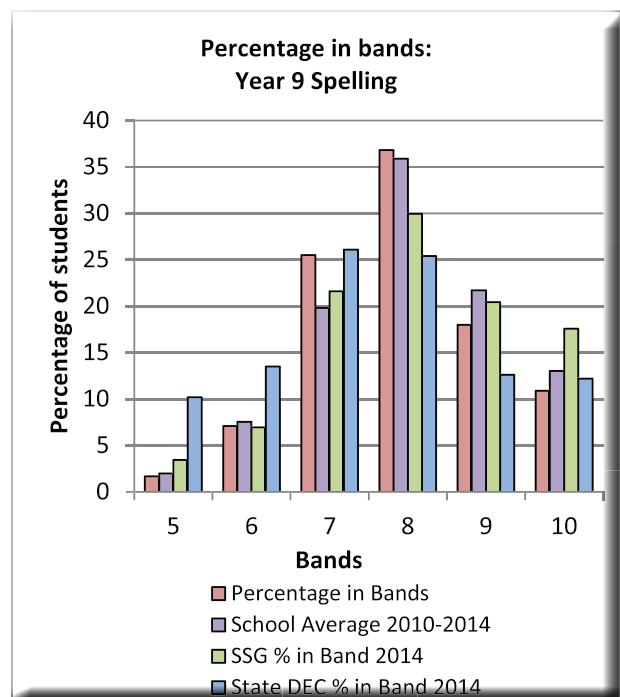
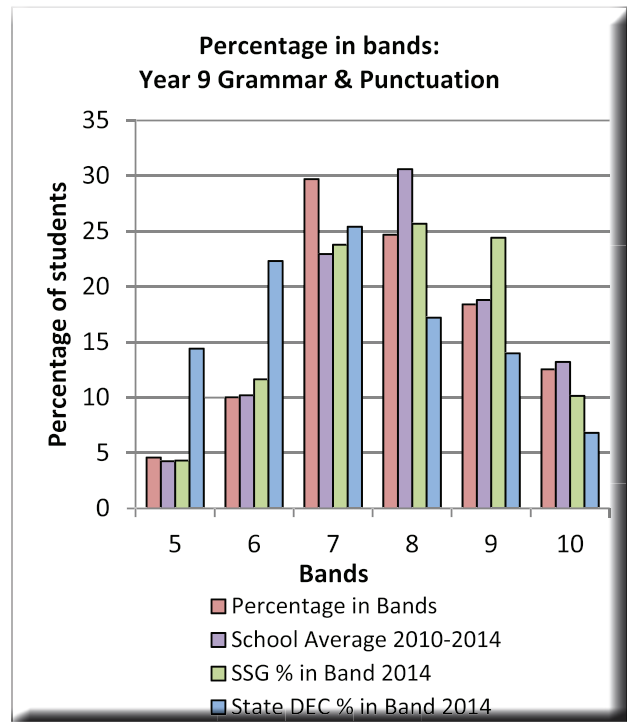
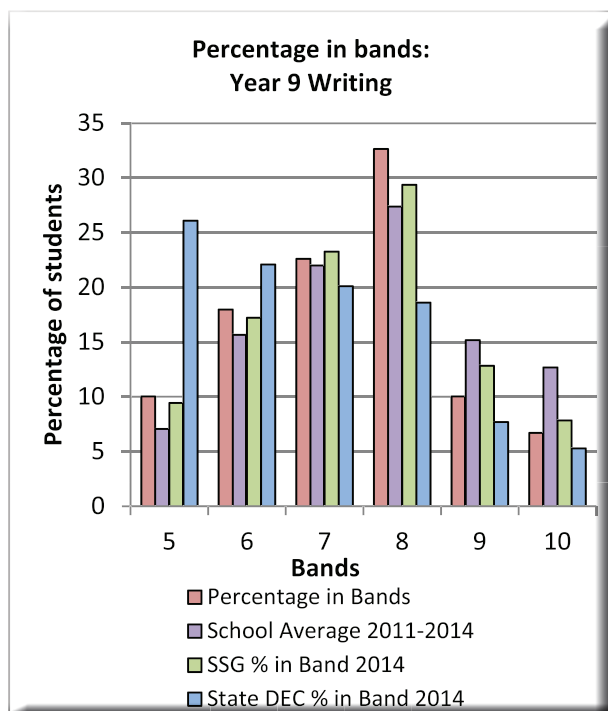
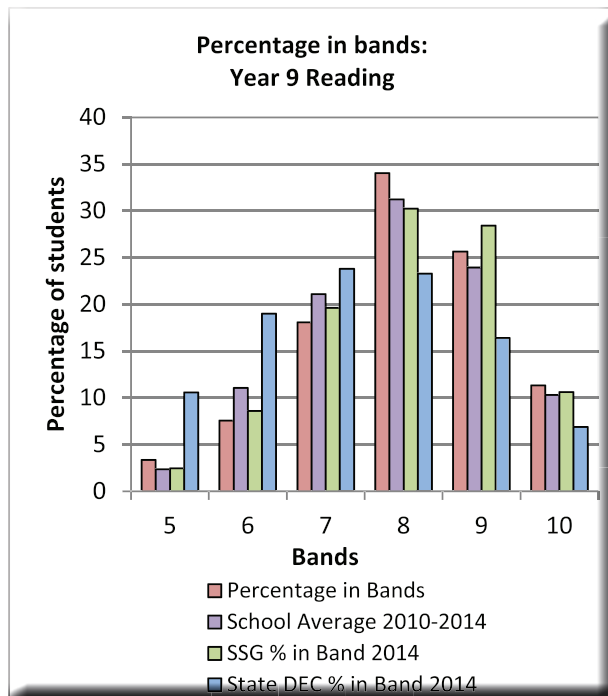
The value added data shows this group has improved well above the state average in numeracy since the year 5 Basic Skills Test, with 187 (89%) of trackable students improving their scores.

65% of our Year 7 students improved at greater than or equal to the expected growth for the group.



NAPLAN Year 9 - Literacy (including Reading, Writing, Spelling and Grammar and Punctuation)

The year 9 cohort also performed well with the average mark in all areas higher than the state average. 11.3% of our students achieved the highest band in Reading, 6.7% in Writing, 10.97% in Spelling and 12.6% 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.



NAPLAN Year 9 - Numeracy

25% of our students were ranked in the High band (10), 41% in the top two bands, while 94% were in the top four bands.

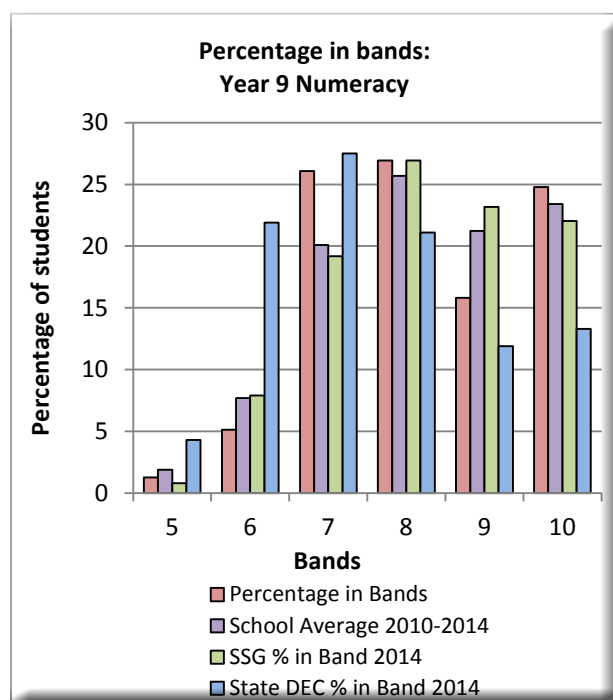
Compared with the state, this Year 9 group is strong in all areas of numeracy, and right on par with our similar schools. The boys appear much stronger than the girls in this group.

Of the 219 trackable students since year 7, 22 are reported with a lower overall numeracy score. This means that 88% of our students moved forward in numeracy over their first two years at High School.

Three students (1.3%) 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, 66% of students improving by more than expected.

Compared to our local school group, our value added data puts us marginally lower. This is a trend we continue to work on.



Higher School Certificate (HSC)

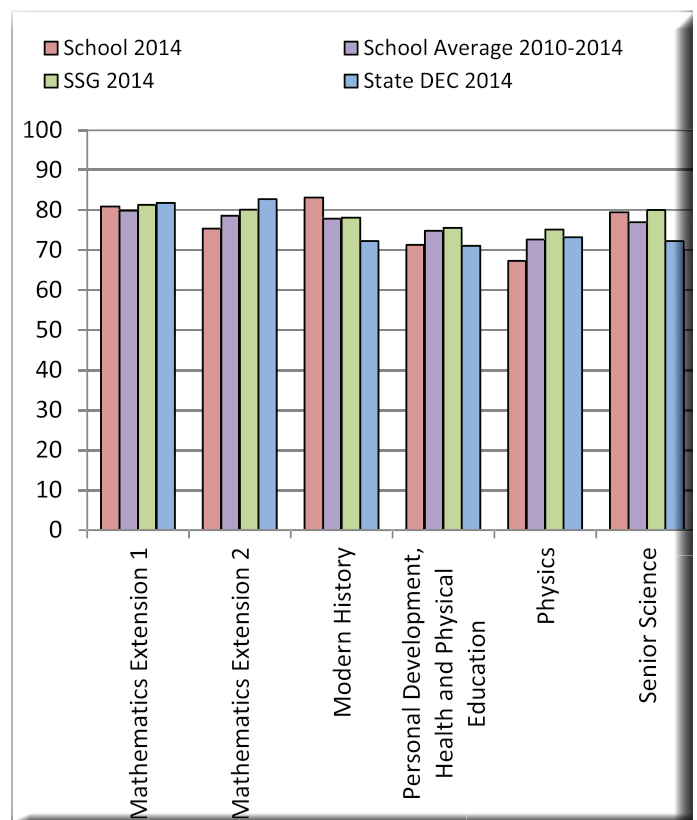
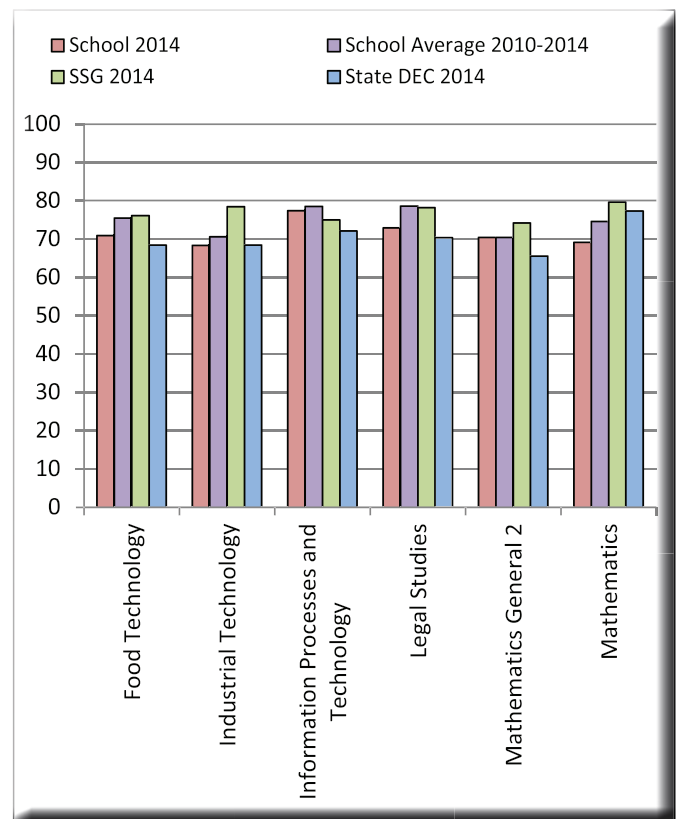
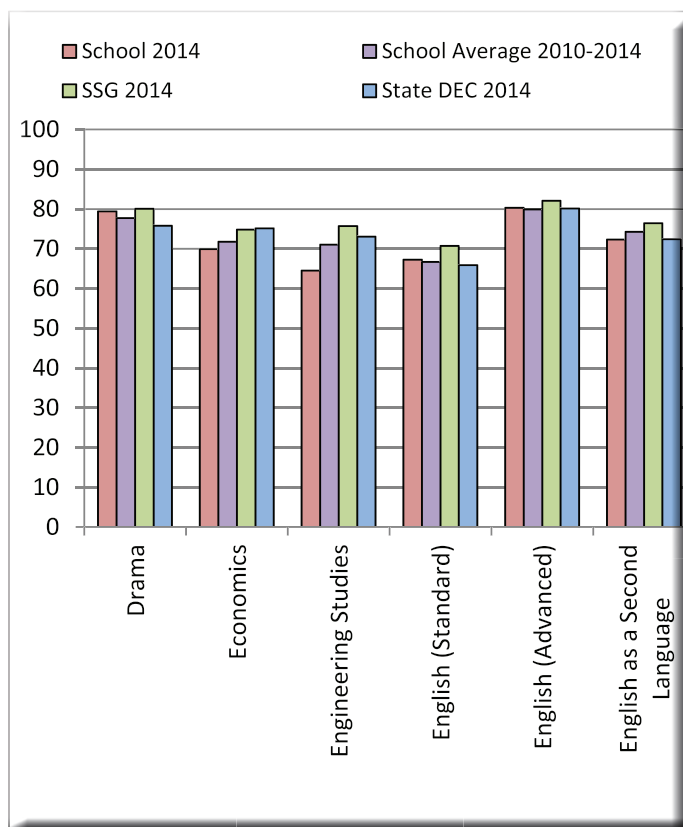
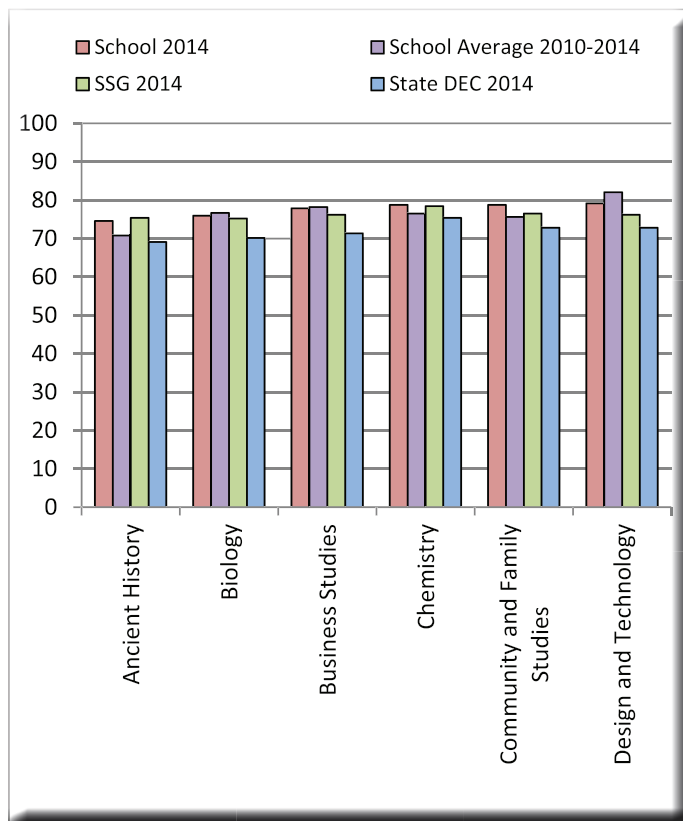
Some outstanding Higher School Certificate results were attained by Castle Hill High School students in 2014. Our results clearly reflect the hard work of students and teachers and the school's commitment to academic excellence as a priority. Some of the more noteworthy achievements of the 2014 HSC cohort were:

- Bethany O'Neill – 2014 dux, achieved an ATAR of 99.75. Bethany was also an "All Rounder" which means she achieved a band 6 in each of 10 units of her study, an honour that is an exceptional achievement.
- Rouzbeh Ansari – was placed first in the state in Persian
- 24 students attained an ATAR over 90
- 95 students attained Distinguished Achiever status by gaining at least one band 6
- Exceptional results were attained by students in subjects whose mean was above the state by 2.0 – Biology, Business Studies, Chemistry, Community and Family Studies, Design and Technology, French Beginners, Hospitality, Information Processes and Technology, Modern History, Senior Science
- The following subjects were above the state percentage in the number of band 6s achieved – Biology, Business Studies, Community and Family Studies, Design and Technology, Drama, Modern History, Music 1, PDHPE, French Beginners, Japanese Beginners, Hospitality

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 2014. For the 29 individual courses attempted by Castle Hill High students in 2013 our students achieved marks on average which were above those of the state in 19 of these courses. When compared to our Statistically Similar Group, Castle Hill High students received higher average marks than our SSG for 9 courses.

As for Castle Hill High School's relative performance from NAPLAN Year 9 (Cohort Progress), we

continued to substantially progress for the Middle performance band (value of 5.9) in the 2014 HSC. However, our Cohort Progress was less impressive for the High performance band where we perform noticeably below the SSG average for 2014, our value was -2.6 compared to an SSG of 4.1. Similarly, our Cohort Progress for the Low performance band was -0.6 for the school compared to a SSG Average of 6.4.



Significant programs and initiatives

Castle Hill High School Quicksmart Numeracy 2014

Overview:

Quicksmart Numeracy, an intervention program to support students with an identified need in Year 7 Mathematics, was introduced in the school during 2014. This program involves using small group direct instruction techniques outside mainstream classes by specifically trained teachers. The intended outcome is for the students who graduate from the program to improve their basic numeracy and problem-solving skills to a level that would enable them to function satisfactorily in the regular Mathematics classroom.

Implementation:

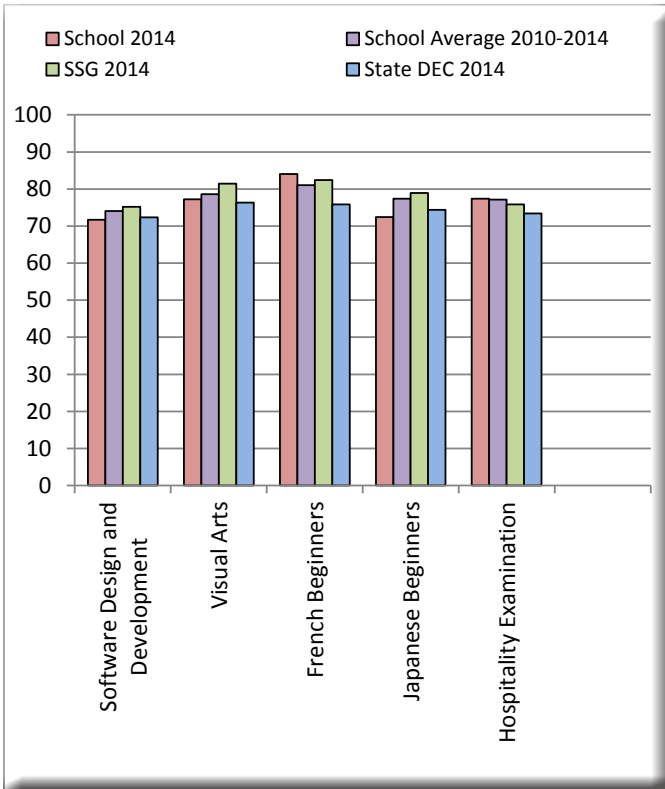
Five teachers were trained by the UNE to implement the Quicksmart program. The program was initiated in the school in two phases during the year and a total of 24 students were eventually placed on the program. Groups of four students were withdrawn from regular classes and taught by individual teachers. (One teacher was responsible for two groups).

Proprietary benchmark tests were used to measure the development of Numeracy in the Quicksmart students and compared with test results for a comparison group of students from Year 7.

The implementation of the Quicksmart program was a significant but extremely worthwhile cost to the school. Re-organisation of teacher timetables to allow for the small withdrawal classes as well as student timetable re organisation, teacher professional learning which included the specific Quicksmart training and casual relief costs were in excess of \$100000.

Outcomes:

Significant improvements in most of the students' Numeracy skills were measured across the domains that they completed. Some individual students demonstrated numeracy growth gains in excess of two years, as measured by a Cohen d statistic applied to results from the computer based testing conducted throughout the course. (Those students who joined the program mid-year showed lower gains on average, and two students showed limited growth overall).



Aggregate gains in overall Mathematical ability of the Quicksmart students were significantly better than those obtained by the comparison students, as measured by the ACER Patmaths 5 tests administered before and after the course.(Ave. Effect size of 0.89 versus 0.54)

Qualitative improvements in the Quicksmart students' attitudes towards Mathematics and academic school life in general have been reported anecdotally by parents, teachers and students.

Concluding Comments:

The implementation of the Quicksmart Numeracy program in 2014 is regarded as being successful. The experience and insights gained by the teachers, the flow-on effects in the Mathematics faculty and the improvements envisaged in the second operational year indicate a valuable student support program.

Aboriginal education

In 2014, Castle Hill High had five students attend the school who identified as Aboriginal. Each student develops a personalised learning plan in conjunction with the Aboriginal Student Liaison which focuses on developing students' academic, extracurricular and cultural goals for the year.

Students who take part in the personalised programs have engaged in TAFE courses, Indigenous competitions such as the Banjo Patterson Writing Awards and the school's gifted and talented program. Through these programs our Indigenous students are challenged to strive for their best and reach their personal goals.

As part of the program students are also mentored in their tertiary and career goals to ensure they are making use of all opportunities and getting the most out of their education.

2014 was a very successful year academically, but the program also led students to explore more about their cultural heritage and the local history of the Dharug people. In 2015, we hope to continue on this track to form closer links to the local Indigenous community.

Multicultural and Anti-racism education

Castle Hill High School continues to promote multicultural education and diversity. Our Multicultural Day is a good example of a range of events and activities promoted by Castle Hill High School to ensure our students value Multicultural Education.

Significant Initiatives

In 2014 Castle Hill High School investigated the possibility of introducing a "Bring Your Own Device" (BYOD) Policy to school as the Digital Education Revolution (DER) Program was coming to an end.

As a consequence of this investigation a steering committee was convened with cross faculty representation and parent representation as the school considered the various exciting possibilities and challenges that might arise.

The committee itself sought to access the collective wisdom of those schools that had already moved down the path of BYOD, as well as parent expertise and student voice.

To gauge the desire for the implementation of a BYOD policy the steering committee decided to survey a range of stakeholders in our school community. The committee surveyed students in Years 7-10, parents and staff. This report will focus on the student voice component as a way of identifying the merits of the BYOD policy.

Survey Numbers:

Year 7 – 35	Year 7 Parents - 92
Year 8 – 8	Year 8 Parents - 88
Year 9 – 194	Year 9 Parents - 70
Year 10 – 20	
Staff - 25	

Students overwhelmingly (83%) stated that they wanted to bring their own device to school. However they were wary about making it compulsory (26%). When students were asked what type of device they should bring they listed a variety of devices that ranged from the laptop to the tablet platform. They were strong in their support for the school providing some recommendations. (88%)

Parents were also confident (63%) that the implementation of a Bring Your Own Device program

at Castle Hill High School would help deliver the best possible educational outcomes for students. Although just as the students, parents (81%) were wary of the possible compulsory nature of the program.

Concerns that students and parents raised were very similar. The greatest concerns held were that of theft and damage. Followed closely to these concerns were those of connectivity and the life of the battery. There were also issues raised by parents as opposed to students, which were questions regarding filtering and the possibility of electronics becoming a distraction in the classroom. Perhaps not surprisingly teachers also raised the question of possible distraction in the classroom.

Parents and teachers in terms of the cost of a device and access to a device raised equity issues if they were unable to purchase one.

Parents both in the survey and as part of the committee raised their concerns about the possibility of Electro Magnetic Radiation, as the devices being discussed would work on a wireless platform. Although it was outside the remit of this particular committee these concerns were raised with the Senior Executive and the Parents and Citizens Association and are being addressed in 2015.

The BYOD steering committee used the overwhelming support and wealth of information contained in the survey and the experience of other schools who had already gone down the BYOD path to formulate a BYOD Policy for implementation in 2015.

The Castle Hill High School Policy is one that has a compulsory nature that is inherent within it, as we believe that technology and its place in the 21st Century curriculum can only be compulsory. However the 2015 implementation has a phasing in approach in order to accommodate any concerns parents may have.

We will implement the policy across the school for years 7-12. Rather than specify a particular device we have been careful to give a list of minimum specifications the device must meet in order to resolve the issues of connectivity and personal choice of device. This has also meant that parents are able to source the best value for money device according to the minimum specifications listed by the school.

Castle Hill High school has also designed a User Charter that needs to be signed by parent and student as a way of addressing filtering issues as well as those issues of improper use. The User Charter also outlines that theft and damage are being addressed as part of the normal discipline and student management policies in line with advice from the DEC.

Castle Hill High School is very excited to begin the implementation of its BYOD Policy and is looking forward to assisting students meet the requisite student learning outcomes as listed by BOSTES whilst developing the ICT literacy skills of its students.



School planning 2012-2014

Target 1:

Teachers are immersed in a culture of reflection of their teaching and want to learn and refine new ways to engage students in their learning

- Teachers engaged in 2 lesson observations, gave constructive feedback and shared ideas on teaching strategies
- As part of self –reflection, teachers developed greater understanding of critical analysis skills to assist students in understanding the requirements of reaching a band 6. 112 Band 6 results were achieved.
- Head Teacher Secondary Studies has assisted new teachers with gaining a greater understanding of the process of accreditation. This includes regular classroom observations and feedback.
- 12 teachers sought information about accreditation at Highly Accomplished Teacher level.
- The executive attended courses by Dr Neil Carrington and Professor John Hattie to learn about feedback and Myers Briggs Personality Profiles. The executive have applied the notion of “feedback” to their management repertoire and to their teaching skills

Target 2:

The HSC academic performance of students has improved such that the school is in the top 120 schools in the state

- All teachers have been trained in ALARM and apply this model to their teaching in the senior years
- HSC value added results continue to be reflected upon and in particular analysis of the impact of the ALARM matrix on connotative subjects continues to be monitored
- Through the Quick Smart Numeracy program from The University of New England, 24 targeted year 7 students were withdrawn and taught using this model. Maths results improved with an effect size for these students of 0.89 compared with 0.54 of a comparison group as measured by the ACER Patmaths test.
- The Quick Smart literacy program was investigated

and is ready for implementation in 2015.

- International and ESL students accessed interpreters and coaches in a Homework Centre to assist with English skills, conceptual skills and stress management to cope with the rigours of the HSC and as a result their attendance has improved and their confidence levels have increased. Castle Hill High School achieved first in state in Persian Background Speakers.

Target 3:

The National Curriculum has been successfully implemented in English, Mathematics, History and Science

- Year 7 and 9 programs have been taught and evaluated
- Science has continued to network with a number of schools to share experiences and exchange ideas.
- Professional learning time was allocated to write Year 8 and 10 programs.

Target 4:

Technology provisions for students have been enhanced

- A working party was establish consisting of teachers and parents in the investigation of a BYOD program
- Student opinion was sought through an extensive on line survey
- BYOD policy was written and ratified with the school community for implementation in 2015.

Professional learning

Professional learning is an important priority for teachers at Castle Hill High School. The school has always had a preference for in-house professional development, designed to target whole-school directions, making use of the many expert teachers from whom others can learn, as opposed to off-site, one-off activities by private providers. Although acknowledging that there is a place for the latter from

time to time, the school allocates important time and resources to strategically plan school-based learning for its teachers. It is highly valued and regarded as important to work as a team, learn from one another and develop a strong culture of collaborative learning.

One of our major focus areas in professional learning for 2014 was ALARM (a learning and responding matrix), a framework designed to help senior students improve their writing so that it is more conceptual and analytical. Teachers worked in faculty groups to tailor subject-specific ways to deconstruct this complex, but powerful framework for students. It is an agenda item that will be continued in the years to come.

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.



Support for Beginning Teachers

As part of the NSW Government's 'Great Teaching, Inspired Learning' blueprint for building the capacity of teachers, significant funding to support a more robust Induction Program was introduced in 2014. Under the Beginning Teachers Resource Allocation, Castle Hill High School received funding for two permanent members of staff, one in her first year or service and one in his second.

In 2014, it became policy and practice that permanent members of staff in their first year would have their Teaching Allocation reduced from 45 sessions a cycle to 41, in order to support a formalised and substantial mentoring program under the supervision of the newly established position of Head Teacher Secondary Studies. This mentoring program included team teaching, lesson observations, curriculum materials, mentoring meetings, corporate marking and support to meet the requirements to gain mandatory Accreditation as a Proficient Teacher with BOSTES. A professional development program, focussed upon the core skill-set of classroom management, was also developed and deployed.



Parent/caregiver, student, and teacher satisfaction
In 2014, the school sought the opinions of parents, students and teachers about the school.

Management Practice – Student, Teacher and Parent Satisfaction

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 2014 the nominated Key Learning Area for Review was Creative and Performing Arts.

The evaluation team consisted of the Deputy Principal (Team Leader), Head Teacher Creative and Performing Arts 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 Creative and Performing Arts faculty.

- Students appreciate that they are given a variety of learning opportunities within the CAPA faculty.
- Teachers have high expectations and establish relationships that foster the achievement of learning outcomes.
- Teachers create a supportive learning environment. They are encouraged to explore different creative processes and are given the freedom to express themselves using a variety of methods.
- 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 comment how there is a mutual respect among teachers and students
- Students enjoy attending their Creative and Performing Arts classes and feel that a substantial amount of learning takes place.
- They expressed a desire for greater positive reinforcement through the merit system.
- Students would like to be exposed to more hands on activities. They believe this would help them better understand the relevance of what they are learning in the classroom.
- Both parents and students commented on the large number of extra curricula activities that are offered at Castle Hill High School and recognize

that this is only possible because teachers commit many hours out of school.

The survey results indicated the following about the effectiveness of programs and assessment strategies used within Creative and Performing Arts 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.
- The reporting system is clear and parents are aware of their child's achievement.
- 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

- The Creative and Performing Arts 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.

- Teachers are extremely keen to continue to source professional learning opportunities in order to improve their practice further.
- The Creative and Performing Arts 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 Creative and Performing Arts faculty is aiming to solidify the consistency with which they apply the merit system across all years and for all students.
- Student participation in whole school events will increase by 25%.
- Wellbeing, engagement, effective teaching and student performance data in the 'Tell Them From Me Survey' is improved compared to 'replica school'.

Future directions 2015 - 2017 School Plan

Strategic Direction 1

To build student capacity that facilitates problem solving, critical thinking and intellectual risk taking in a challenging environment.

Strategic Direction 2

To continue to build on teacher capacity where personal reflection and feedback on quality teaching practice leads to challenge, engagement and innovation for students.

Strategic Direction 3

To build character by establishing a culture that:

- Values commitment and work ethic
- Nurtures respectful relationships
- Builds resilience
- Facilitates curiosity
- Promotes collaboration.

To demonstrate the achievement of the Strategic Directions, the following Key Performance Measures will be used:

- 75% of students will demonstrate value-added improvement in external examinations in Years 7, 9 and 12.
- No student enrolled in Year 7, 2015 will fall below the national benchmark in literacy and numeracy in Year 9, 2017.
- 80% of students self-evaluate at a level of 4+ on the 21st Century skills set.
- 100% of staff engage in professional dialogue and implement strategies as outlined in Hattie's Visible learning with a focus on student feedback.
- 10% of teachers access higher levels of teacher accreditation.
- 100% of teachers will have successfully maintained proficiency in Australian Teaching Standards.

About this report

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

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

<http://www.schools.nsw.edu.au/learning/emsad/asr/index.php>