

Castle Hill High School

2019 Annual Report



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Introduction

The Annual Report for 2019 is provided to the community of Castle Hill High School as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

School contact details

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School background

School vision statement

Castle Hill High School wants to challenge minds and build character. Underpinning this mission are two imperative values that the school agrees are essential for the realisation of this quest: respect and excellence. We believe that positive, respectful relationships are essential for learning and productivity and to strive for excellence in an environment that is safe, caring and ambition is key.

School context

Castle Hill High School is a large, comprehensive secondary school. In 2018 the school had 111 teaching staff and 1738 students, 44% of whom are from a non-English speaking background, including 70 international students. This enrolment is expected to continue to rise after 2018.

The school has an outstanding reputation for its pursuit in building teacher capacity, its innovative programs to enhance academic performance and its culture founded on professional, collaborative, respectful relationships. Learning for teachers and students is an absolute priority in order to "Challenge Minds and Build Character".

The school has excellent links with an informed community, a mutual commitment that is highly valued.

The curriculum is vast and extracurricular activities are abundant providing choice, challenge and interest for students. Creative and Performing Arts and sport complement an academic focus where HSC results are very strong.

Self-assessment and school achievement

This section of the annual report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self-assessment using the School Excellence Framework. The Framework is a statement of what is valued as excellence for NSW public schools, both now and into the future. The Framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

Each year, we assess our practice against the Framework to inform our school plan and annual report.

Our self-assessment process will assist the school to refine our school plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

<https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability/school-excellence>

Self-assessment using the School Excellence Framework

Elements	2019 School Assessment
LEARNING: Learning Culture	Excelling
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Sustaining and Growing
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Excelling
LEADING: Management practices and processes	Sustaining and Growing

Strategic Direction 1

Challenging Learning Culture

Purpose

To build student capacity in higher order and conceptual thinking in an environment underpinned by high expectations and challenge.

Improvement Measures

- Increase the percentage of high performing students from gifted and talented classes gaining band 6 in the Higher School Certificate
- 100% of students will qualify for HSC accreditation after reaching minimum standards in online tests
- Reduce the percentage of students in Band 3 and 4 in the Higher School Certificate and correspondingly increase the percentage of students in Band 5 and 6

Progress towards achieving improvement measures

Process 1: Research high quality professional readings and practices to inform a school wide plan on higher order thinking

Implement a whole school approach to the explicit teaching of higher order questioning and problem solving skills so students can thrive and feel challenged

Implement additional professional learning sessions focused on conceptual learning for Year 7 teachers of gifted and talented classes

Evaluation	Funds Expended (Resources)
Over 90% of staff found the Higher Order Thinking professional learning interesting and intellectually challenging and able to implement the strategies into their classroom as well as supporting the development of faculty resources to enhance student learning.	Google Form

Process 2: Develop a set of protocols and expectations which draw on best – practice for faculties to redesign teaching programs that explicitly integrate higher order skills and rich assessment tasks (of, as and for learning)

Provide substantial time for teachers to collaborate on best – practice programming

Implement whole school professional learning to establish best–practice on formative and summative assessments that are more high order.

Evaluation	Funds Expended (Resources)
Each faculty produced an assessment task which incorporated Webb's Depth of Knowledge. These tasks were presented to the whole school for evaluation to support professional learning.	Professional learning time Expert staff as mentors

Process 3: Embed literacy and numeracy throughout the KLAs by explicit teaching of writing, reading and numeracy skills.

Identify every student failing to meet minimum standards for HSC accreditation and plan for their success

Evaluation	Funds Expended (Resources)

Progress towards achieving improvement measures

All students passed the minimum standard reading test and process has been developed to support the small number of students who didn't achieve the minimum standard in Numeracy and Writing.

Release time to manage the testing.

Strategic Direction 2

Rigorous Teaching Practice

Purpose

To build teacher capacity that facilitates a challenging environment for students where higher – order thinking, problem – solving skills and intellectual risk –taking are embraced in an explicit way.

Improvement Measures

- Increase the percentage of students demonstrating expected growth in literacy and numeracy, as measured by NAPLAN tests
- Increase the number of teachers commencing higher levels of accreditation
- Increase the coaching and performance management skills of aspiring educational leaders and current leaders

Progress towards achieving improvement measures

Process 1: Develop and implement a high quality review of Quick–smart literacy and numeracy and the Maths Pathways Program

Evaluation	Funds Expended (Resources)
Successful planning days with the Numeracy team for 2020 were organised.. Scope and sequence was adjusted. Program has been presented to all faculty staff to ensure a clear understanding.	Planning Day, Professional learning to upskill staff, purchase of hands on resources.

Process 2: Implement a professional learning program to upskill head teachers on coaching methods

Evaluation	Funds Expended (Resources)
The team involved in the Quality Teaching Rounds enjoyed the experience and felt that it was improving their teaching by evaluating classes taught around the Quality Teaching Framework.	Release time for 20 teachers

Process 3: Promote requirements for a deeper understanding of HAT and LEAD

Implement a coaching program for teachers and executive aspiring to HAT or LEAD

Evaluation	Funds Expended (Resources)
One Head Teacher has been successful at stage one and will continue the process towards lead accreditation in 2020.	Release time

Strategic Direction 3

Leading for Improvement

Purpose

To continue the investment in a culture of high expectation to meet a 21st century learning and teaching environment, changing, sophisticated technology requirements, student – centred learning styles and the leadership development of the executive and aspiring leaders.

Improvement Measures

- Remodel teaching and learning spaces to incorporate flexible, contemporary furniture to ensure learning for students and teaching for teachers is enhanced
- Increase the percentage of students, including girls, engaged in STEM subjects in 2019 and 2020

Progress towards achieving improvement measures

Process 1: Implement a whole – school approach to the design of classrooms to meet 21st century learning needs of students

Evaluation	Funds Expended (Resources)
Redesigned classroom spaces are more flexible learning spaces which cater to project based learning which is linked to the HOT agenda. 5 classrooms have been refurbished.	\$10 000 per faculty

Process 2: Implement a project team to investigate STEM electives and strategies in other schools with a view to developing a plan for future STEM inclusion at CHHS

Evaluation	Funds Expended (Resources)
The curriculum Head Teachers have been implementing STEM within the Computers, Science and Tas faculty based on new syllabi and evaluation of current practices.	Release time for planning and resources development.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$6500 plus SLSO 1 day week, excursions and uniforms and fees.	<p>Our involvement in the AIME program in 2020 has continued.</p> <p>SLSO support to support senior students and those at risk on a one to one basis as required has been increased.</p> <p>The assembly during NAIDOC week increased awareness for the Aboriginal culture and presence within the community.</p> <p>Continue the program to buddy up students with partner mentoring with teachers in 2020 has been evaluated and improved.</p> <p>Awaiting the approval of the RAP through the reconciliation Australia.</p>
Support for beginning teachers	Beginning Teacher Funds	All new scheme teachers and new teacher to CHHS participated and completed at least 9 hours of NESA registered Professional Learning in house.

Student information

Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	768	835	864	910
Girls	764	794	865	889

Student attendance profile

School				
Year	2016	2017	2018	2019
7	95.6	95.8	95.5	93.6
8	95	94.1	92.5	92.6
9	94.2	93.9	92.4	89.7
10	93.9	92.9	91.3	90.1
11	93	93.4	92.5	89.7
12	94.7	93.4	95.4	92.4
All Years	94.4	93.9	93.3	91.4
State DoE				
Year	2016	2017	2018	2019
7	92.8	92.7	91.8	91.2
8	90.5	90.5	89.3	88.6
9	89.1	89.1	87.7	87.2
10	87.6	87.3	86.1	85.5
11	88.2	88.2	86.6	86.6
12	90.1	90.1	89	88.6
All Years	89.7	89.6	88.4	88

Management of non-attendance

Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non-attendance.

Post school destinations

Proportion of students moving into post-school education, training or employment	Year 10 %	Year 11 %	Year 12 %
Seeking Employment	0	0	4
Employment	1	2	11
TAFE entry	0	2	9
University Entry	0	0	60
Other	6	4	1
Unknown	0	2	15

Year 12 students undertaking vocational or trade training

15.81% of Year 12 students at Castle Hill High School undertook vocational education and training in 2019.

Year 12 students attaining HSC or equivalent vocational education qualification

98.3% of all Year 12 students at Castle Hill High School expected to complete Year 12 in 2019 received a Higher School Certificate or equivalent vocational education and training qualification.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	3
Head Teacher(s)	17
Classroom Teacher(s)	88.4
Learning and Support Teacher(s)	0.9
Teacher Librarian	2
Teacher ESL	2.4
School Counsellor	1
School Administration and Support Staff	18.17
Other Positions	2

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2019, 3.9% of the Department's workforce identify as Aboriginal people.

Workforce ATSI

Staff type	Benchmark ¹	2019 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	7.20%
Teachers	3.30%	2.90%

Note 1 – The NSW Public Sector Aboriginal Employment Strategy 2014–17 introduced an aspirational target of 1.8% by 2021 for each of the sector's salary bands. If the aspirational target of 1.8% is achieved in salary bands not currently at or above 1.8%, the cumulative representation of Aboriginal employees in the sector is expected to reach 3.3%.

Note 2 – Representation of diversity groups are calculated as the estimated number of staff in each group divided by the total number of staff. These statistics have been weighted to estimate the representation of diversity groups in the workforce, where diversity survey response rates were less than 100 per cent. The total number of staff is based on a headcount of permanent and temporary employees.

Teacher qualifications

All casual, temporary and permanent teachers in NSW public schools must hold a NSW Department of Education approval to teach. Teachers with approval to teach must be accredited with the NSW Education Standards Authority, and hold a recognised teaching degree. All NSW teachers must hold a valid NSW Working With Children Check clearance.

Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice.

Professional learning includes five student-free School Development Days and induction programs for staff new to our school and/or system. These days are used to improve the capacity of teaching and non-teaching staff in line with school and departmental priorities.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2019 to 31 December 2019. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2019 Actual (\$)
Opening Balance	1,334,487
Revenue	18,724,830
Appropriation	16,983,530
Sale of Goods and Services	163,690
Grants and contributions	1,377,776
Investment income	19,645
Other revenue	180,189
Expenses	-18,334,550
Employee related	-15,659,637
Operating expenses	-2,674,913
Surplus / deficit for the year	390,280

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

Financial summary - Equity loadings

The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

	2019 Approved SBA (\$)
Targeted Total	40,729
Equity Total	562,623
Equity - Aboriginal	8,840
Equity - Socio-economic	41,580
Equity - Language	301,738
Equity - Disability	210,465
Base Total	15,327,651
Base - Per Capita	405,525
Base - Location	0
Base - Other	14,922,125
Other Total	678,094
Grand Total	16,609,096

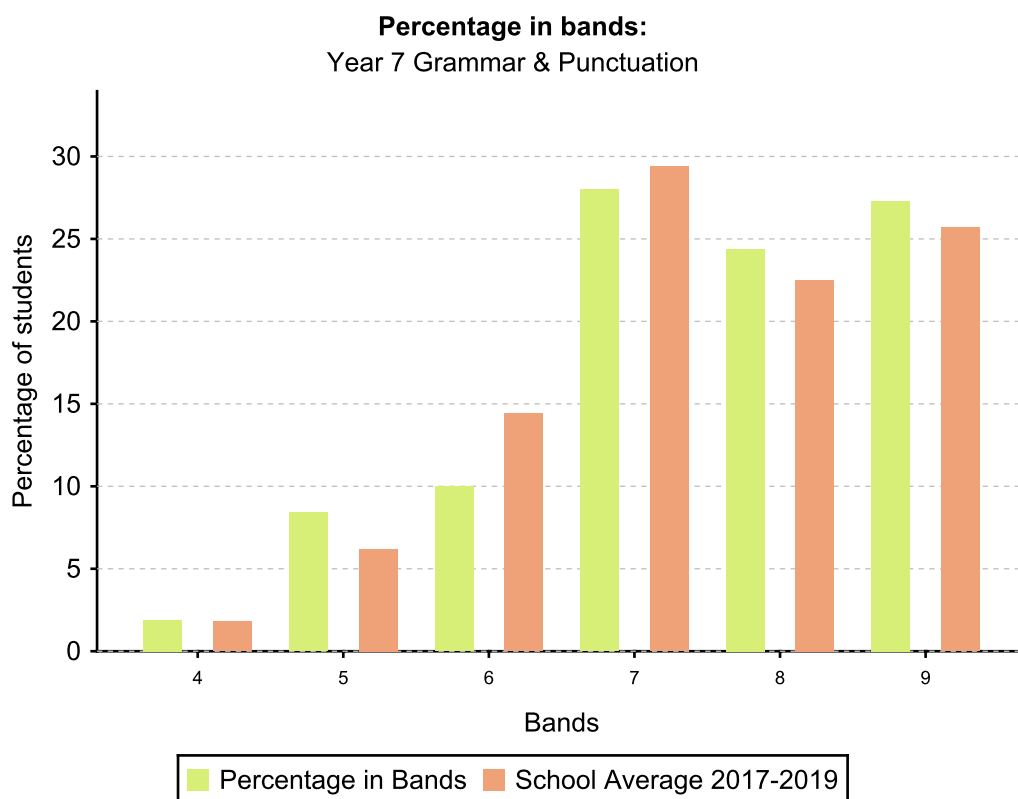
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School performance - NAPLAN

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 understandings demonstrated in these assessments.

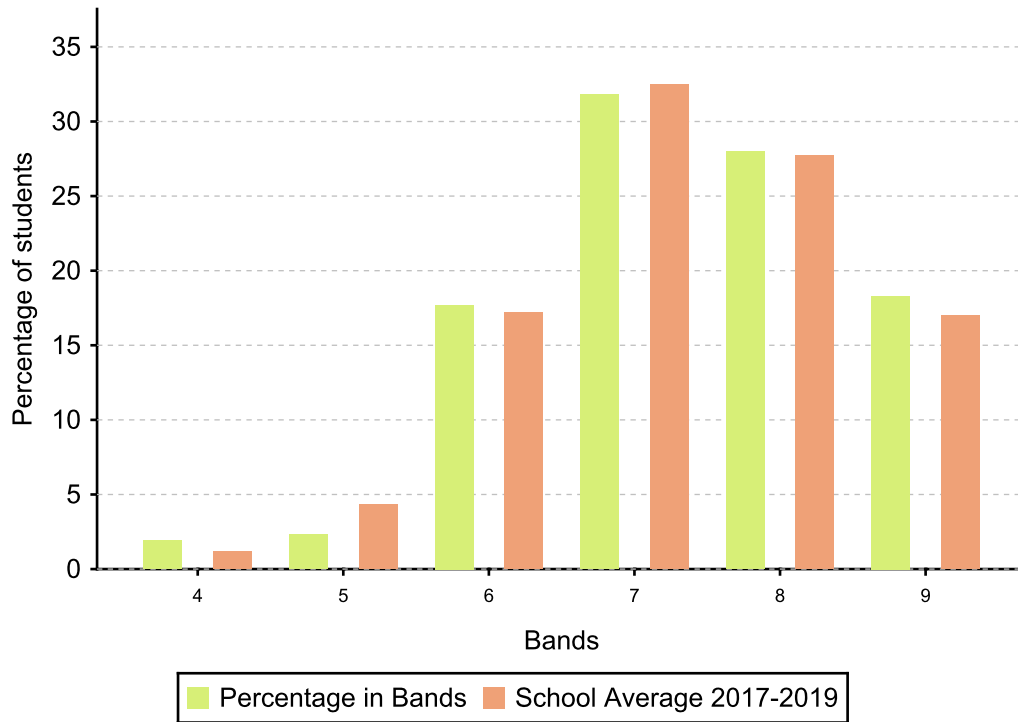
From 2018 to 2021 NAPLAN is moving from a paper test to an online test. Individual schools are transitioning to the online test, with some schools participating in NAPLAN on paper and others online. Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should be treated with care.

Literacy and Numeracy Graphs



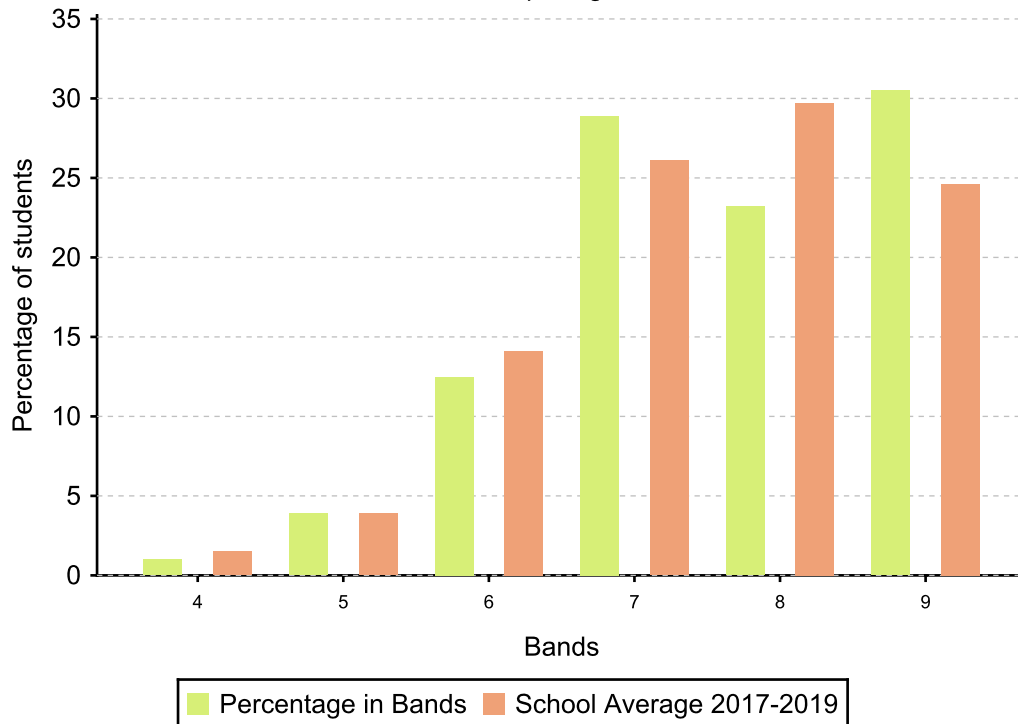
Band	4	5	6	7	8	9
Percentage of students	1.9	8.4	10.0	28.0	24.4	27.3
School avg 2017-2019	1.8	6.2	14.4	29.4	22.5	25.7

**Percentage in bands:
Year 7 Reading**



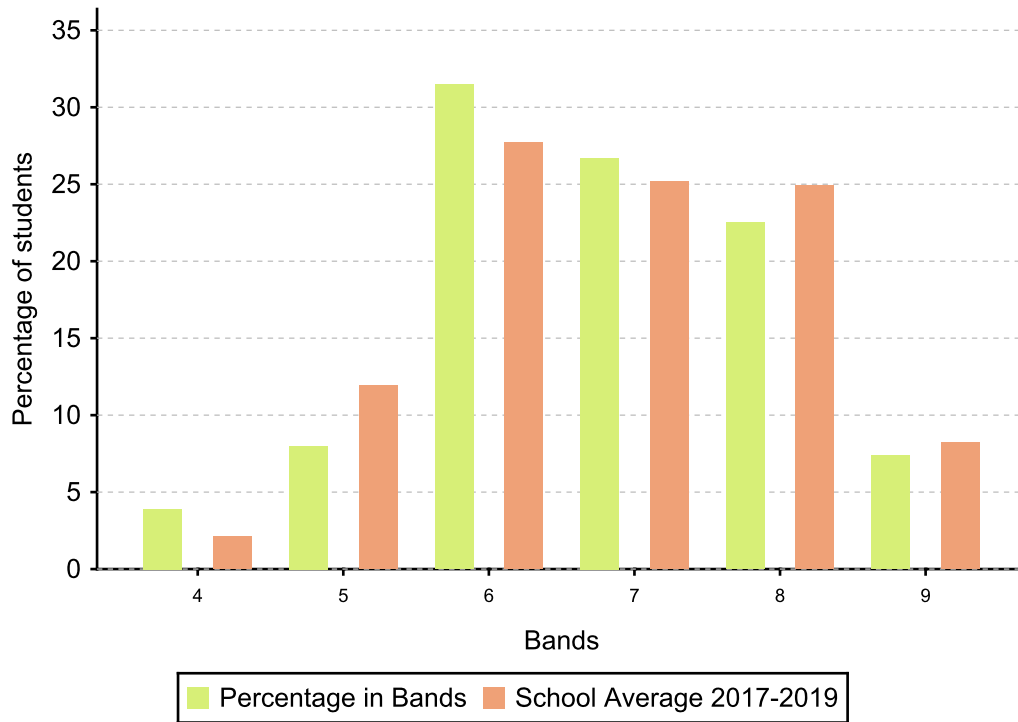
Band	4	5	6	7	8	9
Percentage of students	1.9	2.3	17.7	31.8	28.0	18.3
School avg 2017-2019	1.2	4.3	17.2	32.5	27.7	17

**Percentage in bands:
Year 7 Spelling**



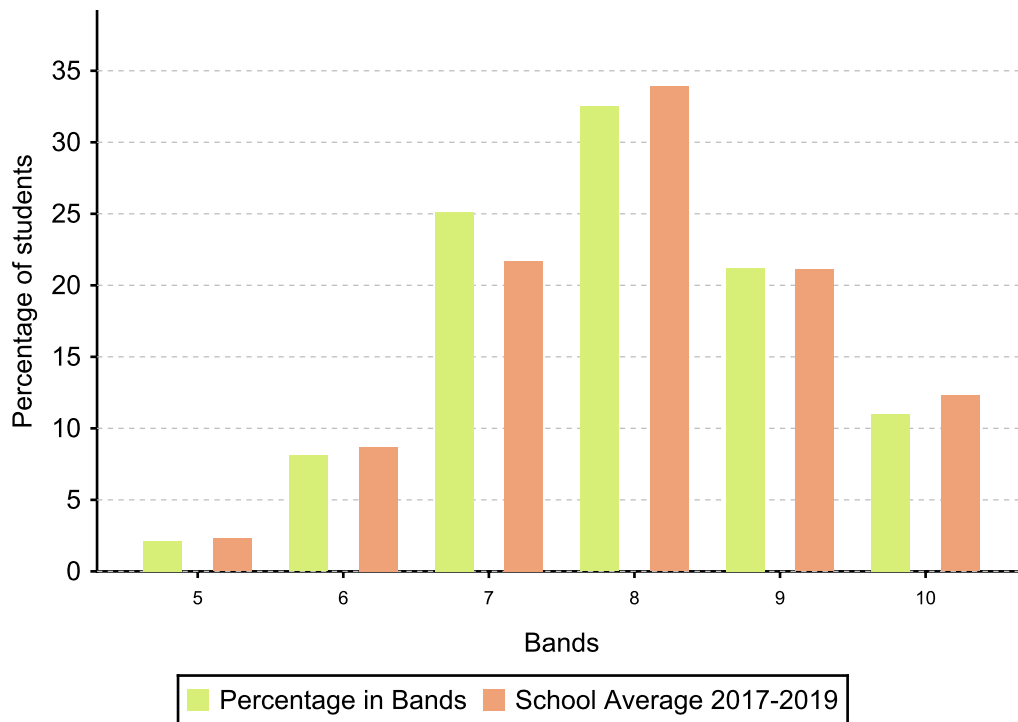
Band	4	5	6	7	8	9
Percentage of students	1.0	3.9	12.5	28.9	23.2	30.5
School avg 2017-2019	1.5	3.9	14.1	26.1	29.7	24.6

Percentage in bands:
Year 7 Writing



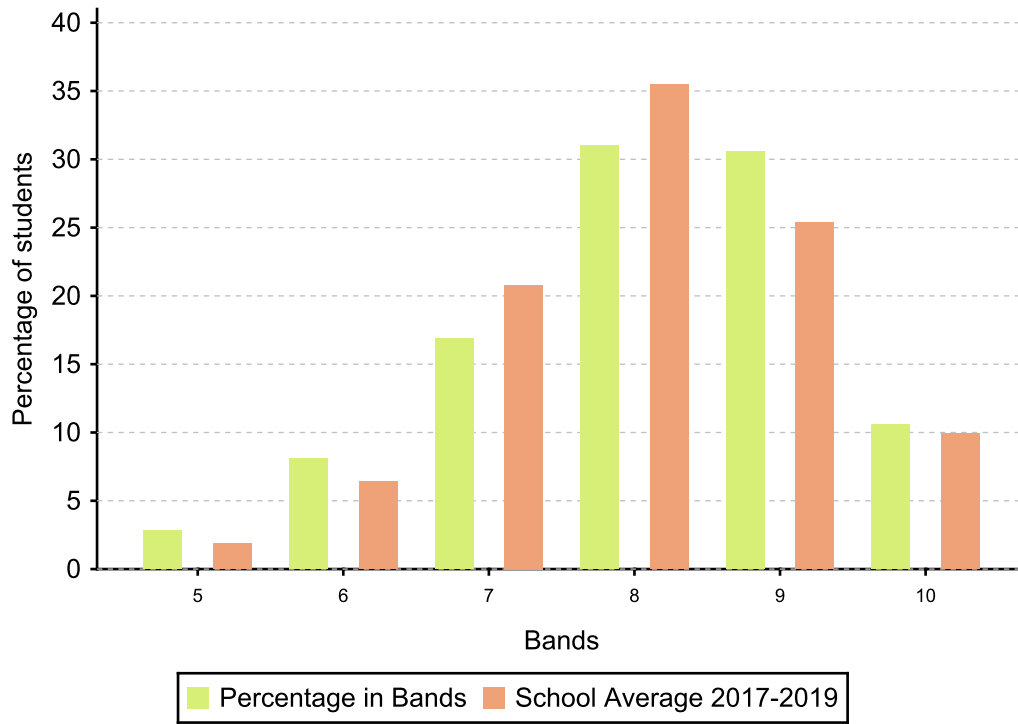
Band	4	5	6	7	8	9
Percentage of students	3.9	8.0	31.5	26.7	22.5	7.4
School avg 2017-2019	2.1	11.9	27.7	25.2	24.9	8.2

Percentage in bands:
Year 9 Grammar & Punctuation



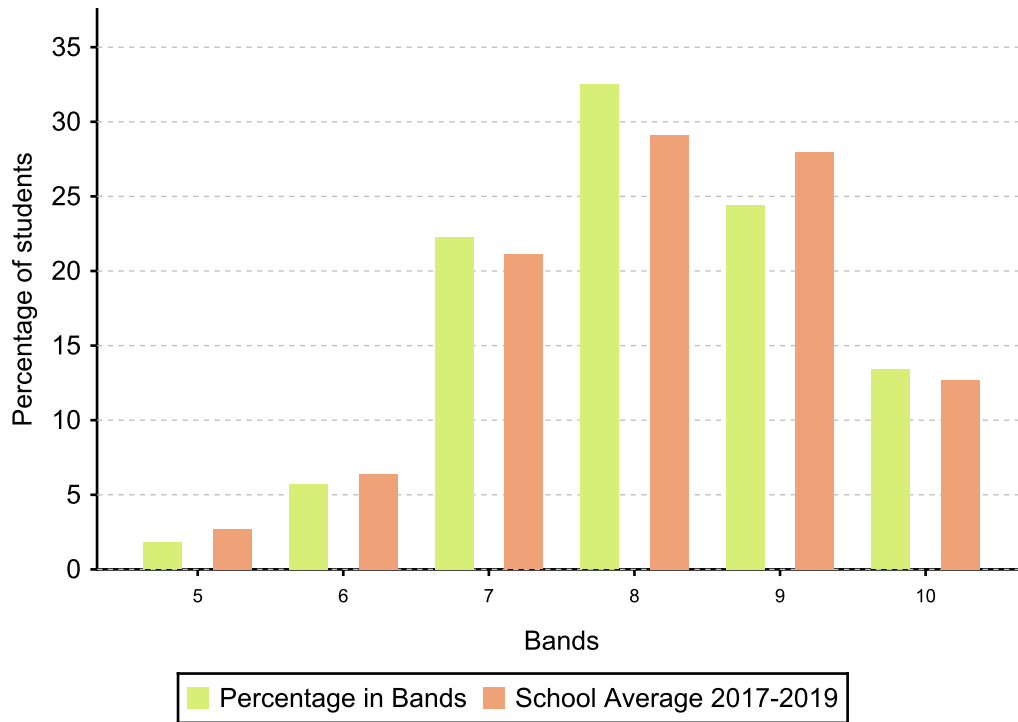
Band	5	6	7	8	9	10
Percentage of students	2.1	8.1	25.1	32.5	21.2	11.0
School avg 2017-2019	2.3	8.7	21.7	33.9	21.1	12.3

**Percentage in bands:
Year 9 Reading**



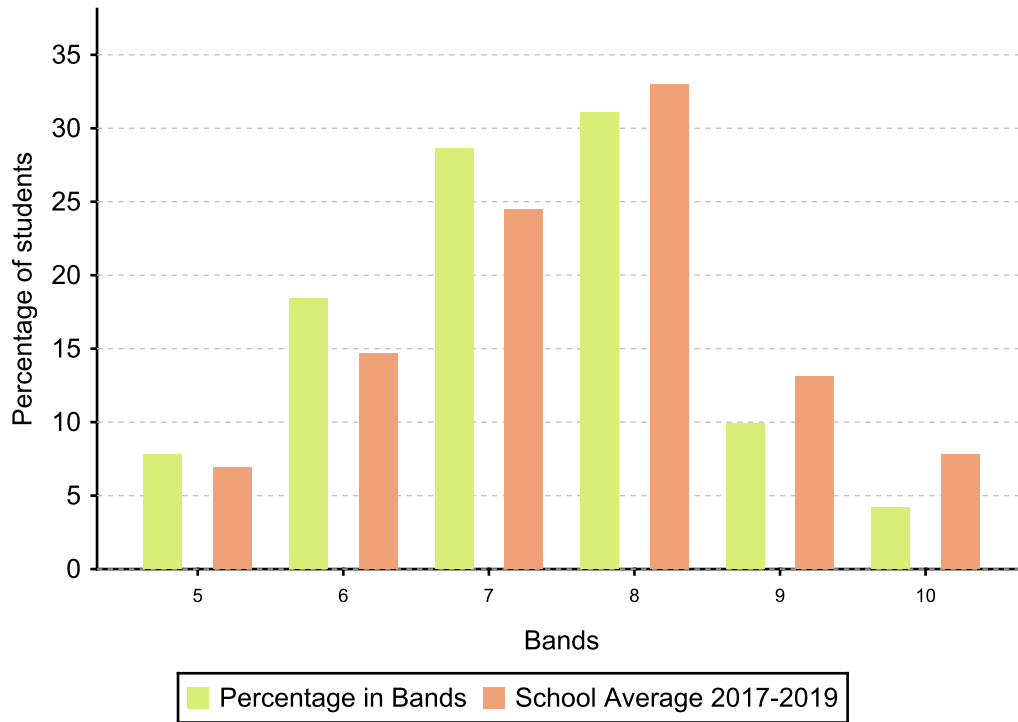
Band	5	6	7	8	9	10
Percentage of students	2.8	8.1	16.9	31.0	30.6	10.6
School avg 2017-2019	1.9	6.4	20.8	35.5	25.4	9.9

**Percentage in bands:
Year 9 Spelling**



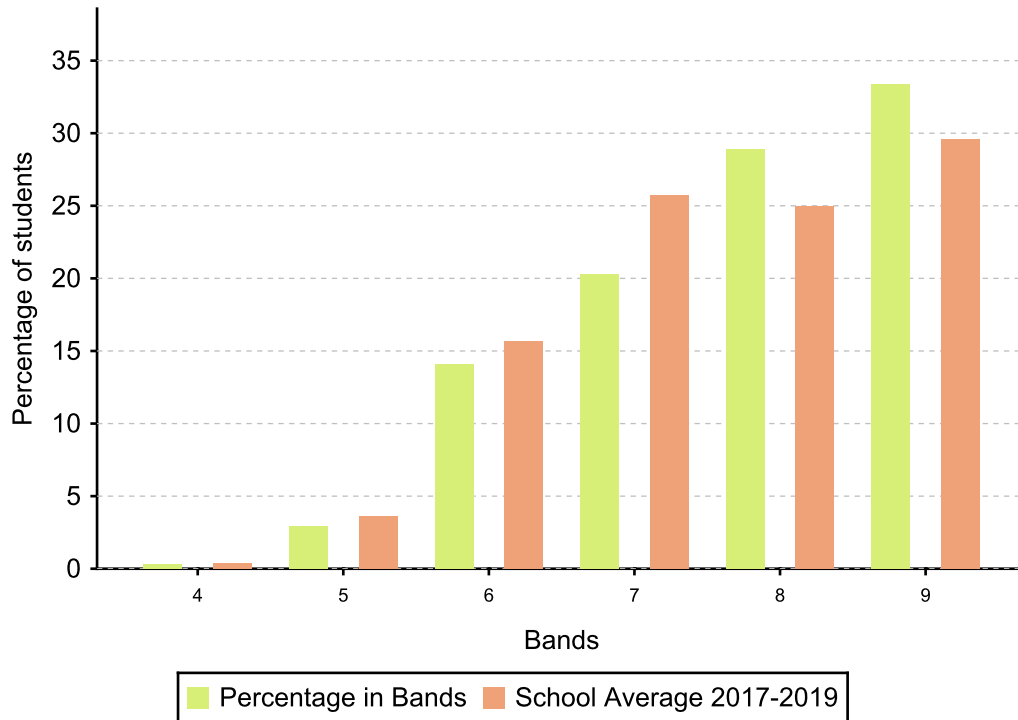
Band	5	6	7	8	9	10
Percentage of students	1.8	5.7	22.3	32.5	24.4	13.4
School avg 2017-2019	2.7	6.4	21.1	29.1	28	12.7

Percentage in bands:
Year 9 Writing



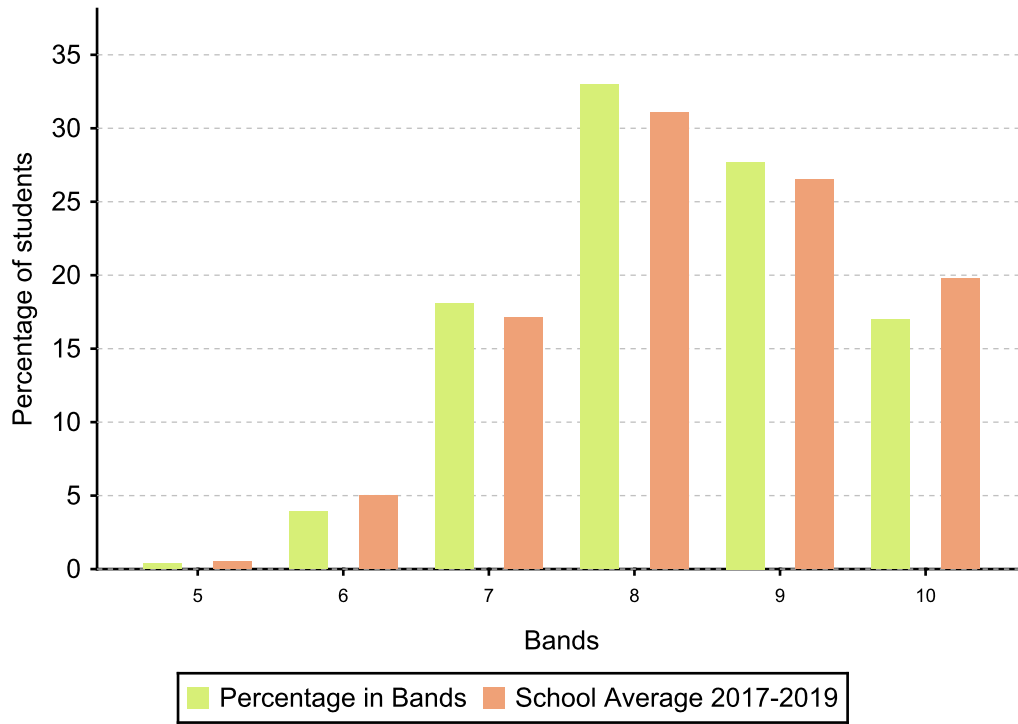
Band	5	6	7	8	9	10
Percentage of students	7.8	18.4	28.6	31.1	9.9	4.2
School avg 2017-2019	6.9	14.7	24.5	33	13.1	7.8

Percentage in bands:
Year 7 Numeracy



Band	4	5	6	7	8	9
Percentage of students	0.3	2.9	14.1	20.3	28.9	33.4
School avg 2017-2019	0.4	3.6	15.7	25.7	25	29.6

Percentage in bands:
Year 9 Numeracy

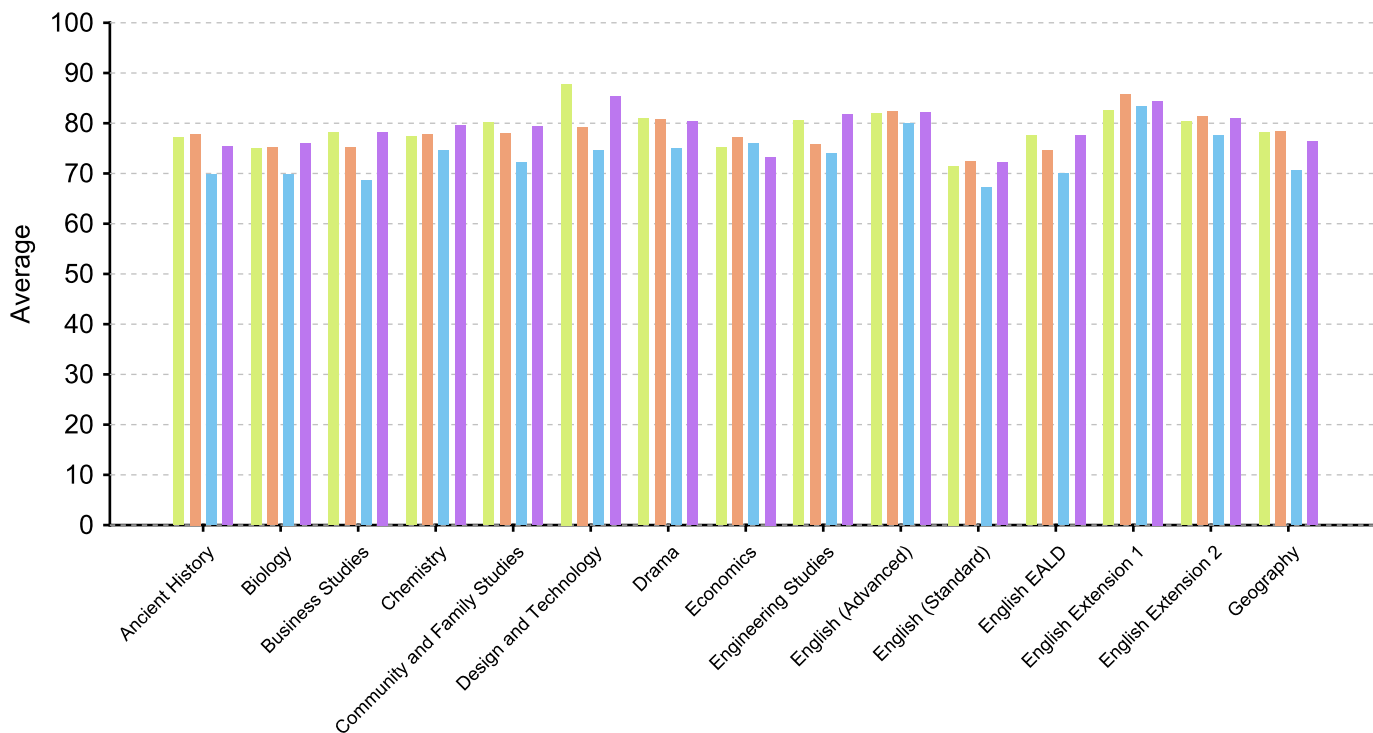


Band	5	6	7	8	9	10
Percentage of students	0.4	3.9	18.1	33.0	27.7	17.0
School avg 2017-2019	0.5	5	17.1	31.1	26.5	19.8

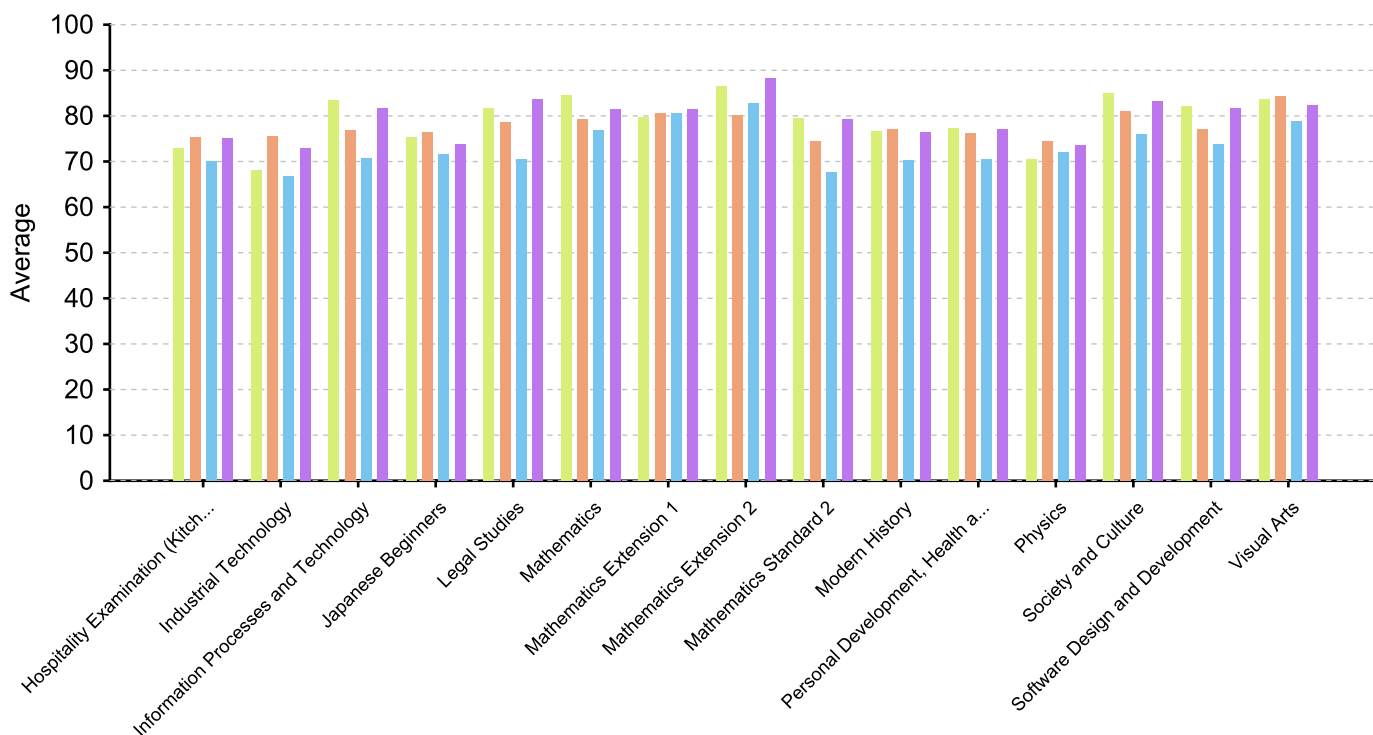
School performance - HSC

The performance of students in the HSC is reported in bands ranging from Band 1 (lowest) to Band 6 (highest).

The information in this report must be consistent with privacy and personal information policies. Where there are fewer than 10 students in a course or subject, summary statistics or graphical representation of student performance is not available.



Legend: School 2019 (light green), SSSG Average 2019 (orange), State Average 2019 (light blue), School Average 2015-2019 (purple)



Legend: School 2019 (light green), SSSG Average 2019 (orange), State Average 2019 (light blue), School Average 2015-2019 (purple)

Subject	School 2019	SSSG	State	School Average 2015-2019
Ancient History	77.2	77.9	69.9	75.4
Biology	74.9	75.2	69.9	75.9
Business Studies	78.1	75.1	68.6	78.3
Chemistry	77.3	77.8	74.7	79.6
Community and Family Studies	80.1	77.9	72.2	79.3
Design and Technology	87.8	79.3	74.5	85.3
Drama	80.9	80.8	75.0	80.3
Economics	75.1	77.1	75.9	73.3
Engineering Studies	80.5	75.7	73.9	81.7
English (Advanced)	81.9	82.4	80.0	82.1
English (Standard)	71.5	72.4	67.3	72.3
English EALD	77.6	74.5	70.0	77.6
English Extension 1	82.6	85.7	83.4	84.4
English Extension 2	80.4	81.3	77.6	81.0
Geography	78.1	78.5	70.6	76.3
Hospitality Examination (Kitchen Operations and Cookery)	73.0	75.4	70.0	75.1
Industrial Technology	68.1	75.5	66.8	73.0
Information Processes and Technology	83.4	76.9	70.8	81.6
Japanese Beginners	75.3	76.4	71.6	73.7
Legal Studies	81.7	78.6	70.6	83.7
Mathematics	84.6	79.2	76.9	81.6
Mathematics Extension 1	79.7	80.6	80.6	81.4
Mathematics Extension 2	86.6	80.2	82.7	88.3
Mathematics Standard 2	79.4	74.5	67.7	79.4
Modern History	76.6	77.1	70.2	76.4
Personal Development, Health and Physical Education	77.3	76.2	70.5	77.1
Physics	70.6	74.4	72.1	73.6
Society and Culture	84.9	81.0	75.9	83.2
Software Design and Development	82.2	77.0	73.8	81.6
Visual Arts	83.6	84.2	78.8	82.3

Parent/caregiver, student, teacher satisfaction

According to the NSW Public Sector Employee survey; People Matters completed by Castle Hill High School Staff – there is a high level of satisfaction amongst staff in terms of the current performance and development plan as well as feedback conversations with their manager. 86% of staff have a personal sense of accomplishment from their job.

The Tell Them From Me survey which 68% of the students completed indicates that the school is above the state average in areas of "sense of belonging" and "positive relationships". This would indicate that students are satisfied with the school and its environment. The Tell Them From Me survey didn't survey the parents in 2019, however, from the emails and phone calls that we receive from mostly positive parents, the school would assume that parents in the most, are satisfied with the school as well.

Policy requirements

Aboriginal Education Policy

The responsibility for enacting the Aboriginal Education Policy rests with all Departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings.

Evidence of effective implementation of the policy included:

- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
- Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.

Anti-Racism Policy

All teachers are responsible for supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. Principals are responsible for examining school practices and procedures to ensure they are consistent with the policy. All schools have an Anti-Racism Contact Officer who is trained to respond to concerns in relation to racism.

Multicultural Education Policy

Teachers address the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. Principals are responsible for ensuring that school policies, programs and practices respond to the cultural, linguistic and religious diversity of the school community, and provide opportunities that enable all students to achieve equitable education and social outcomes.