School context statement

Crestwood High School is situated in the northwest of Sydney in Baulkham Hills. The school has approximately 1090 students including a Support Unit of 41 students with 73 staff supported by administrative staff and School Support Learning Officers. Crestwood High School has one local feeder primary school – Crestwood Public. With only one local primary partner school, the high school draws from surrounding areas such as Bella Vista, Kings Langley and Seven Hills. These enrolments are through the application of a portfolio and interview only.

With academic and social performance consistently above state average, students endeavour to enrol from a much broader area. The school provides a diverse and comprehensive curriculum responsive to the needs and aspirations of students with a focus on teaching and learning and teacher quality. Crestwood High School has been successful in establishing an extensive Gifted and Talented Program which includes a class in year 7 and 8 as a constant, independent project based learning program and numerous extension opportunities. Crestwood High School has a strong culture of school and community involvement encouraging students to grow academically, socially and emotionally. This is supported by extensive extra-curricular programs in performing arts, sport, debating, tournament of the minds and an integrated camp program for years 7, 9 and 11. Student welfare is highly supported by an established and successful welfare program including boys and girls programs targeting students with specific needs and student leadership opportunities for a wide range of students.

The Crestwood High School community aims to develop safe, respectful learners who achieve their potential through a broad range of experiences. Our students become ethically and socially responsible citizens with a sincere sense of tolerance and inclusivity, prepared to make positive and valuable contributions to our society. Through their love of learning, students at Crestwood High School strive for excellence, welcome challenge and revere achievement. They are resilient, resourceful and equipped with the necessary skills and attitudes to continue learning after secondary education and are capable of meeting life’s challenges in their personal, professional and intellectual lives. To achieve this, staff will continually pursue professional learning and training in order to meet the aspirational objectives of the Crestwood High School community. They work in a mutually supportive, respectful and collegial educational environment enriched by the contributions and commitment of parents and the community.

Principal’s message

It is with great pleasure that I have the opportunity to write....

Student information

It is a requirement that the reporting of information for all students be consistent with privacy and personal information policies.

Student enrolment profile

[Enter text and appropriate graph from data sheet here.]

<table>
<thead>
<tr>
<th>Gender</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
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<td>575</td>
<td>574</td>
</tr>
<tr>
<td>Female</td>
<td>444</td>
<td>483</td>
<td>486</td>
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</table>

Student attendance profile

Crestwood High School’s attendance continues to rise and reached a high of 94% in 2014. Many students are still taking time out of class time for holidays and family based events. Although these valuable experiences can be positive, they still impact on our attendance results.
### Management of non-attendance

Crestwood High School uses SENTRAL Education school and management software. This web-based software is used for Crestwood’s official attendance records and ‘period by period’ roll marking. This software program manages, tracks and reports on all aspects of attendance.

Crestwood has an excellent attendance rate and this is attributed to parent support and continued follow up of student absence by the school. Crestwood has improved its overall attendance rate from 92.5% in 2012 to 94% in 2013. Students are encouraged to attend every school day unless they are sick, have unavoidable appointments or exceptional family circumstance. Student absences are followed up daily with text messages and letters are sent home regarding unexplained absences every five weeks. Students who fall below 85% attendance, without a valid reason, are counseled and the parents are contacted. If students are having difficulty attending school regularly there are support structures in place to assist the student and their families.

The SENTRAL software program has assisted in reducing our truancy rate to almost zero. If a student does truant during the school day the class teacher notifies the Head Teacher Administration who then contacts the parent. The student will then be counseled issued with appropriate consequences.

The Head Teacher Administration is dedicated to the continual monitoring and improvement of student attendance.

### Post-school destinations

Crestwood students leaving at the end of year 12 usually continue their learning through studies in many and varied areas. Seventy one percent of Year 12 students were successful in an offer to a University course. Whilst most others attend TAFE or private providers of training, many students chose to work either full time or part time and some take a ‘gap year’ year and travel.

### Year 12 students undertaking vocational or trade training

Vocational education and training (VET) at Crestwood takes many forms. TVET and trade training involves students travelling to TAFE or a private RTO either for timetabled classes each week or for an extended period of time. In 2014 XXX Year 12 students undertook a TVET program. School based apprenticeships and traineeships (SBAT) provide students with the opportunity to attain a nationally recognized VET qualification as well as their Higher School Certificate and gain valuable work skills and experience through paid employment. In 2014 XXX Year 12 students completed a SBAT course during their time at Crestwood. SVET involves students studying a VET course in school. In 2014 Crestwood continued the Hospitality course and 12 students were successful in completing this course.

### Year 12 students attaining HSC or equivalent Vocational educational qualification

XXX [Enter summary statement which must include the percentage of Year 12 students attaining HSC or equivalent vocational educational qualification in 2014.] XXX

<table>
<thead>
<tr>
<th>Year</th>
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<th>2013</th>
<th>2014</th>
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<td>93.7</td>
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<td></td>
<td>Total</td>
<td>92.5</td>
<td>94.2</td>
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<table>
<thead>
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<th>Year</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
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<td>7</td>
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<td>Total</td>
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<td>89.9</td>
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Workforce information

It is a requirement that the reporting of information for all staff must be consistent with privacy and personal information policies.

[Enter text here.]

Workforce composition

<table>
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<tr>
<th>Position</th>
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<tr>
<td>Principal</td>
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<tr>
<td>Deputy Principal(s)</td>
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<tr>
<td>Head Teachers</td>
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<td>Classroom Teacher(s)</td>
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<td>Learning and Support Teacher(s)</td>
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<td>Teacher Librarian</td>
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<tr>
<td>Teacher of ESL</td>
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<tr>
<td>School Counsellor</td>
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<tr>
<td>School Administrative &amp; Support Staff</td>
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<tr>
<td>Total</td>
<td>95</td>
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The Australian Education Regulation, 2014 requires schools to report on Aboriginal composition of their workforce.

At Crestwood there is no staff member that identifies as Aboriginal Teacher qualifications

Teacher qualifications

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

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
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<td>Degree or Diploma</td>
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<td>Postgraduate</td>
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<tr>
<td>NSW Institute of Teachers Accreditation</td>
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Professional learning and teacher accreditation

Professional Learning is a key priority at Crestwood High and is seen as a direct contributor to quality teaching. The Professional Learning Committee consists of 7 teachers, led by the Deputy Principal and 6 teacher representatives from different faculties. The committee proposes ideas and workshops for staff meetings and staff development days as well as reviewing applications for professional learning within the school. Staff are encouraged to seek Professional Learning opportunities that are in keeping with the faculty plan and possibly their Teacher Assessment and Review Schedule (TARS). All Professional Learning applications need to have approval by the Head Teacher and Deputy Principal.

In 2014 there were XXX New Scheme Teachers who were a priority in accessing Professional Learning. Every teacher who applied for Professional Learning was approved. Every Staff Development Day is evaluated and feedback determines directions and agendas for future sessions and workshops. Consistently, evaluations reflect that teachers at Crestwood prefer sessions that are led by our own staff. We are fortunate to have willing and expert teachers to lead these sessions ranging from technology based workshops on Edmodo and Adobe through to workshops on pedagogy and curriculum. Staff also valued workshops that focused on staff well-being including workshops on yoga and team building exercises.

Financial summary

This summary covers funds for operating costs and does not involve expenditure areas such as permanent salaries, building and major maintenance.

<table>
<thead>
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<td>Canteen</td>
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<td>Total income</td>
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Expenditure

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<tbody>
<tr>
<td>Key learning areas</td>
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<tr>
<td>Excursions</td>
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<td>Extracurricular dissections</td>
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A full copy of the school’s 2014 financial statement is tabled at the annual general meetings of the School Council and/or the parent
body. Further details concerning the statement can be obtained by contacting the school.

School performance 2014

Academic achievements

The Arts

Visual Arts

Caitlin Kwon’s, Libby Chilver’s and Kate Garlick’s Bodies of Work were nominated and selected for various exhibitions as part of Artexpress 2014.

Laura Bright from Year 11 Visual Arts was chosen and achieved outstanding results for the HSC Intensive Studio Practice Course - a 60 hour Board endorsed Visual Arts Extension course run by the National Art School.

The annual “HSC Practical Work Exhibition” was an outstanding showcase of the HSC “practical works” of students from Visual Arts, Design and Technology and TAS.

Bands and instrumental program

The Crestwood Concert Band was re-booted in 2014 under the baton of new conductor Mr. Steve Lavis.

The band played at various external venues from nursing homes to shopping centres and competed in the Ryde Eisteddfod, gaining 2nd place. Additionally the band has played at important school events such as presentation night.

The Crestwood Acoustic String Ensemble has also continued to grow in strength and has played in many internal and external situations. The ensemble was awarded second place in the Hawkesbury Eisteddfod, (small ensemble category).

Musical

The 2014 musical, Into the Woods, successfully showcased the skills of a large number of singers, actors, dancers and musicians.

In late 2014 preparations were initiated for the 2015 musical “13”.

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.

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)

The My School website provides detailed information and data for national literacy and numeracy testing (NAPLAN).

Click on the link [http://www.myschool.edu.au](http://www.myschool.edu.au) and enter the school name in the Find a school and select GO to access the school data.

Alternatively:

NAPLAN Year 7 - Literacy

(including Reading, Writing, Spelling and Grammar and Punctuation)

Students entering into Year 7 from feeder schools and surrounding areas are generally performing at or above State average in all areas of Literacy. The following graphs summarise the NAPLAN results from the tests completed in May 2014. Although Students entering Crestwood High school scored significantly above state average their scores, on average, were significantly schools in the ‘Similar School Group’. The graphs following show how students scored in each of the literacy areas.
NAPLAN Year 7 - Numeracy

Similar to literacy, students entering into Year 7 from feeder schools and surrounding areas are generally performing at or above State average in numeracy. The following graph summarises the NAPLAN results for numeracy from the tests completed in May 2014.

The school average in the higher bands (7, 8 and 9) was well above state average.
Minimum Standards data

<table>
<thead>
<tr>
<th></th>
<th>Percentage</th>
</tr>
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<tbody>
<tr>
<td>Reading</td>
<td>95.2</td>
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<tr>
<td>Writing</td>
<td>93.1</td>
</tr>
<tr>
<td>Spelling</td>
<td>94.2</td>
</tr>
<tr>
<td>Grammar &amp; Punctuation</td>
<td>94.2</td>
</tr>
<tr>
<td>Numeracy</td>
<td>98.3</td>
</tr>
</tbody>
</table>

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

Students progressing to Year 9 achieved better than state average growth in all areas of Literacy. The following charts shows the achievement of Crestwood High School students in the Year 9 NAPLAN test.

Percentage of Year 7 students achieving at or above minimum standard (exempt students included)

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

Students progressing to Year 9 achieved better than state average growth in all areas of Literacy. The following charts shows the achievement of Crestwood High School students in the Year 9 NAPLAN test.
NAPLAN Year 9 - Numeracy

Although students progressing to Year 9 achieved better than state average in numeracy, overall they achieved less than state average growth in numeracy. The following charts shows the achievement of Crestwood High School students in the Year 9 NAPLAN test.

Higher School Certificate (HSC)

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

Other achievements

The Essential Secondary Science Assessment (ESSA) test analysis

The Essential Secondary Science Assessment (ESSA) test is for Year 8 and is a diagnostic test that will provide information about what students know and can do in science. Tasks in the test are framed on Stage 4 outcomes and essential content in the NSW Science Years 7-10 Syllabus. Students are tested on their:

- knowledge and understanding of science
• understanding and skills in the process of scientific investigation
• ability to evaluate evidence, make judgements and think critically
• ability to access information and communicate scientific ideas.

Students also complete a survey about their opinions, attitudes and values.

Overall, from 2012 to 2013, an increase in the number of students achieving a level 5 or 6 has resulted along with a significant decrease in the lower levels (level 1, 2, ,3 and this year 4) indicating again a shift into the higher levels. Percentage of students in levels 5 and 6 has increased substantially across all strands with a 14% improvement in Science Overall compared to 2012. With reference to State All percentage mean values for 2013, students performed better within levels 4, 5 & 6 by 21.7% and lower across levels 1, 2 & 3 by the same margin. Students have not achieved a level 1 in the last 4 years and only 1 student (0.6%) achieved a level 2 in 2013.

Within each of the strands (Extended Response Tasks, Knowledge & Understanding, Working Scientifically and Communicating Scientifically) Crestwood high students have produced scores better than the state and region mean values. Particular areas of note when looking at percentage in levels data are within the Extended Response Tasks (level 6 - 10.8% higher) and Knowledge & Understanding (level 2 – 7.3% below) strands. Level 4 and 5 students were significantly higher than the state across all strands. This high number is an excellent result indicating that lower achieving students are now achieving a higher level. The extremely low values across levels 2 and 3 indicate that students are now being lifted into the higher bands including the middle bands moving into the top bands of 5 and 6.

Girls, boys and LOTE students were all above state and region mean scores across all strands including Science Overall. This year Boys and Girls performance are on par with each other with one notable difference where girls are greater by 2 scale (mean) scores in the Extended Response Tasks, a significant improvement overall for girls compared to the 2012 performance. Girls have achieved 7 scale scores above the state average in the test aspect of Extended Response Tasks, over twice as better than 2012.

The survey revealed that students feel that they are interested in Science, that it is important to learn about Science and it impacts on everyday life with information disseminated about today’s issues and the world around them. In particular, that protecting the environment in the future is their responsibility. Students indicated that their 3 most favorite subjects are Visual Arts, PDHPE and Design &Technology highlighting that they learn most in Science (23.3%), followed by Mathematics and English.

Significant programs and initiatives

A Learning and Responding Matrix (ALARM)

ALARM is a cross curricula teaching and learning system which originated at Freshwater High School and is now being implemented by many schools across NSW. ALARM provides teachers with a tool to facilitate the delivery of structured
notes and content and students with access to understanding and embedding the literacy/literary requirements of their specific subjects into their written responses. It focuses on planning complex and sophisticated written responses through detailed question analysis, recognition of how to structure a response and the ability to develop appropriate and specific depth in written responses.

ALARM became a focus area for Crestwood High School through the staff professional learning and literacy committees in 2014. Initial and continuation training and development for faculty mentors was conducted during term one and two. For the remainder of 2014 ALARM mentors have been developing and trialing resources and teaching pedagogy within their subject areas. ALARM will be implemented fully across the school in 2015. Initial feedback from Stage 5 and 6 classes and their teachers in 2014 has revealed the value of the program as students begin to develop higher quality responses that fully reflect the standards based requirements of the HSC.

Aboriginal education

Aboriginal students have participated in several external programs over the past 12 months. Year 11 students attended an open day at UTS run by UTS Jumbunna Indigenous House of Learning. This program was designed to inform students of opportunities available at university and to motivate and empower them to achieve their academic and personal goals. The day was highly worthwhile for the student and parent who attended. In addition students have been involved in a Western Sydney Aboriginal Student Leadership group, where they have developed their leadership capabilities.

NAIDOC week was celebrated in 2014 with the inclusion of a parent speaker Mrs Tanya Cosssart who spoke very movingly of her experiences as a young Aboriginal person and the impact of being disconnected with her traditional culture.

Multicultural education and anti-racism

Multicultural Day is an inclusive day for all students from different cultures and regions, times and eras. Our aim was to promote tolerance and acceptance of different cultures and to celebrate cultural diversity.

The day started off well with the majority of students and teachers who embraced the spirit by making a special effort to dress up. The day was lead by a strong Multicultural Group who demonstrated their leadership skills. Students and teachers gave a short spiel on a variety of cultures at Crestwood High which was further enhanced by the aromas of the food stalls.

Workshops were organised by teachers of all faculties and lessons were delivered that were engaging and composed of cultural activities which students participated and enjoyed. The overall sense of cultural awareness was enhanced, appreciated and valued amongst the school community.

The day was a success due to the commitment from students and teachers participating as well as enjoying the activities.

Student Representative Council

The Student Representative Council exists to provide opportunities for students to address the interests and concerns of students and to develop leadership skills. Mrs Jones from the Visual Arts faculty coordinated the group who worked together with the Student Leadership Team on a variety of projects both within the school and beyond.

In 2014 fundraising, involvement in decision making within the school and community service work were key focuses for the group. A leadership training day is held at the start of the year to establish key roles, functions and projects for the group. An SRC representative is sent to SRC District meetings. Students are elected at this level to either a State SRC Council or a State Working Party.

The Student Leadership Team are a group of students elected by the Year 10 and 11 cohort and staff that play an integral role in the running of school functions and represent the school in the wider community. The Student Leadership Team are a visible force within the school, acting as positive role models for the younger students. They aid in the coordination of the annual Presentation Night and organise assemblies and other formal occasions. Furthermore they also attend the Dawn Service at Castle Hill. Each year they organise a Red Cross blood drive as part of a community. The Senior School Leadership team also works closely with the school's SRC to coordinate large fundraising efforts and school projects.
Students had an opportunity to become more involved in committees within the school and attended P and C meetings sharing ideas brought forward by the student body for consideration as well as being consulted for opinions about ways in which a stronger and better community could be developed within the school.

Community support programs were expanded this year with a team of mostly Year 12 students participating in the “Hills Relay for Life”. Our connection to the Red Cross was re-established with four students participating in a leadership development program in Term 1 and a blood drive held in term 3. Love was in the air in February with the Valentine’s Day rose service. This is a long standing tradition for the school community whereby the SRC provides a courier service for people to send and receive roses.

The Leukaemia Foundation's World's Greatest Shave was again well supported with all brave volunteer’s raising not only well needed funds for leukaemia research but heightening awareness of this disease. This event was supported by “Joes” of Baulkham Hills and Mrs Roig who donated their time and talent to the day. The RSPCA, Ovarian cancer research, Cupcakes for a Cure and MS research also benefited from the efforts and organisation of Crestwood High school students in 2014.

Welfare

Crestwood High school has a proactive welfare team. During 2014 the Study Without Stress Program was implemented. This program will run again in 2015 and gives students techniques to manage the emotional issues connected with study and the completion of the HSC.

In addition Boys and Girls Programs directed at improving self-confidence and peer relationships have been run for Year 7 students and utilise the Rock and Water Program as its central element.

Students are well supported by their Year Advisers and school counsellors. We have 3 school counsellors who share the 9 day per fortnight allocation to Crestwood High school.

Learning and Support

The Learning Support Program expanded in 2014 following the employment of an additional LAST to meet student needs. The focus has been on developing students’ comprehension skills, interpretation of assignments and numeracy.

Central to the success of the program is the Peer Tutoring Program, now in its 9th year. This runs every morning from 8.15am in the school library. Year 10 Peer Tutors work one on one with their tutees under the guidance of the Learning and Support Teacher (LaST). This program creates a strong bond and trust between students and has excellent academic outcomes. Many former peer tutees now fill the role of tutors, such is the growth in their self-confidence and capacity.

Learning support is also provided via small withdrawal groups, classroom team teaching and the coordination of Disability Provisions for examinations.

Other significant programs and initiatives

Concert Band

2014 bought into fruition the development of the new Crestwood High School Concert Band. The band currently consists of 13 members, with students from years 7 to 12 and rehearses every Friday afternoon in the music rooms under the expert directorship of Mr Steve Lavis.

At the end of Term 2, Crestwood High School Concert Band and Crestwood String Ensemble performed for the first time in public at Constitution Hill Aged Care Community, Northmead and at Castle Towers Shopping Centre, Castle Hill.

During Term 3, the Band performed at Ryde Eisteddfod placing second and took part in the Orange Blossom Festival Concert receiving a highly commended certificate for their musical effort.

At the start of Term 4, we successfully ran a combined schools band workshop day. Junior band members became mentors for 30 primary students from Years 5 & 6 with the assistance of senior students Brandon Lau, Melissa and James Morgan. Guest musicians Kate White and Mr Gary Clark assisted Steve Lavis to run workshops on the day and guide students through their musical pieces.

Towards the end of term 4, our band performed at Orientation Day in the rose garden out the front of school and for Presentation night, opening the event with the Australian National Anthem.
Our last concert for the year was a combined Christmas carol concert with Castle Hill High school band at Castle Towers Shopping Centre.

**The Duke of Edinburgh’s International Award**

The Duke of Edinburgh’s International Award is a voluntary enrichment program that invites young people to participate in a series of personal challenges over a period of time and receive recognition for this. The challenges fall into 4 areas: Fitness, Skill, Volunteering and Adventurous Journey. Students are required to work independently in their own time to meet the requirements of each component. For this reason possession of a Duke of Edinburgh’s Award is held in high regard internationally.

The Award recommenced at Crestwood in 2012 at the request of a group of Year 10 students. This group of seven students completed their Silver Award in 2012, and went on to their Gold Award in 2013.

2014 saw the commencement of a new group of twelve Year 10 students, who have almost completed their Silver Award and will progress to the Gold Award next year. This year they completed expeditions to the Six Foot track in the Blue Mountains and the Great North Walk. Students developed and refined their cross country navigation skills and achieved competencies in bush craft and camping. It is expected that this group will continue to complete the other aspects of the award and will commence their Gold expeditions and residential projects in Term 1 of 2015.

While the Award is operating on a small scale at the moment it is likely to be rolled out on a larger scale in the next few years.

**Blooms Café**

Blooms Café is a program that has been developed by Crestwood High School to train Year 10 boys as barista’s. The aim is basically to connect the boys to the school and give them skills they can use in the future.

The successful program was established in 2006 and we have currently trained over 280 boys. Many schools in the local area have since adopted a similar model based on our program.

The Yr 10 boys attend a full day of training within the school. This training is run by trained Yr11 & Yr12 boys that have a supervisory role with the coffee shop. The students then work one day every fortnight in their own time to perfect their skills.

Blooms Café is open Tuesday and Thursday before school, recess and at lunch. The boys are producing restaurant quality cappuccinos and lattes. The staff are certainly enjoying access to such fine coffee.

At the completion of the each term the boys are awarded a certificate and performance criteria check list detailing what they have achieved in the term. Many of the boys have gone on to part time and full time jobs using their barista skills.

**School planning and evaluation 2012—2014**

**School evaluation processes**

**Key evaluations**

**Support Unit**

It is a requirement for all NSW public schools to conduct at least two annual evaluations – one related to curriculum and the other related to educational and management practice. In 2014 there will be two evaluations; the first is an evaluation of the Support Unit.

The evaluation has been conducted in a flexible, open and cooperative environment which reflects the teamwork that was evident in the staffroom. It has been obvious to the team that all members of the faculty have been fully engaged in preparing for this evaluation and were welcoming to the team in allowing every teacher to have their lesson observed and to be interviewed in the spirit of collegiality. All five of the School Learning Support Officers (SLSO’s) were also interviewed. All colleagues were forthcoming in their information about their teaching practice and their faculty.

The faculty was asked to choose focus areas that reflect their strengths. These strengths included: Individual Education Programs (IEPs), Welfare and Post-School destinations. The staff anticipate the recommendations may be used to direct resources into certain
areas to further improve the Support Unit. Prior to the evaluation, parent data relating to the “Evaluation of Post-School Options Information Evening” was analysed to provide authentic parent data.

During the course of the three day evaluation, the team observed lessons, interviewed teachers, interviewed SLSOs, interviewed students in focus groups (with their teacher present to decipher responses if required), analysed parent surveys, contacted parents as well as examining documentation. The Head Teacher Stewart Edwards supported the evaluation team fully throughout the process and staff members of the Support Unit were invited to view data at the end of each day on Wednesday and Thursday and then on Friday afternoon the findings from the evaluation were presented to the whole Support Unit.

The information gathered by the evaluation team has been discussed and analysed by all members of the team to record findings and as such, provide recommendations that the faculty and school may incorporate into faulty planning to maintain a continual cycle of improvement.

Focus Areas

For the purpose of this report we will divide Welfare into students and staff.

Welfare – Students

Overwhelmingly, a strength of the faculty is working with students to provide life skills for increasing independence. The Support Unit displays an outstanding ability to meet the social and emotional needs of their students. This stems from their depth of knowledge and experience in identifying and being able to cater accordingly for every student.

It has been observed that the use of technology facilitates more effective learning within the classroom. In particular, programs such as Study Ladder and PowerPoint lead to increasing enjoyment levels and student engagement within the classroom as the technology is able to support widely divergent skill levels and abilities.

Students enjoy coming to school due to their friends and the subjects that are on offer. They feel successful at school based on staff recognition of achievement through regular positive verbal feedback and merit awards. They feel very comfortable and safe in the Support Unit, with a strong sense of belonging and it has been observed that the Support Unit is a calm, orderly and safe environment for the students. Students respond positively to routines and maximise their achievement of learning outcomes through hands-on activities.

The students have openly expressed they have a close and positive relationship with their teachers and the SLSOs. The outstanding role of the SLSOs in supporting students and teachers has been widely acknowledged by students and teachers within the faculty. Students are highly engaged in all lessons which was evidenced by the amount of questions in the classroom, discussions and output of work.

It has been noted by students and staff within the Support Unit that, in some cases, mainstream teachers should better plan and prepare lessons when they have classes with Support Unit students. There needs to be greater inclusion of the Support Unit as a whole, which could be facilitated by more pro-active strategies by the Support Unit to educate the whole school about student learning within the Support Unit.

Welfare – Staff

What drives the staff are the high levels of satisfaction to see the students achieve their best and their progress towards independence through the years. There is certainly a genuine compassion and care for students in identifying and catering to individual student needs. Staff recognises the need for team work and acknowledges that there is increased cohesiveness within the faculty which can be further enhanced by continuing improvements in communication.
Again, the excellent teacher and SLSO working relationship is a key contributor to the overall success of the faculty.

In relation to specific technology, better training by the therapy team would further enhance the skill levels of the SLSO’s. So too, opportunities to attend feeder primary schools would offer further hands-on experience in transitioning students into the Support Unit. All staff within the Support unit are highly experienced and recognised as an expert faculty in terms of student welfare.

**Individual Education Plans**

The faculty prepares Individual Education Plans (IEPs) for all students as required by the Department of Education and Communities (DEC) at the start of each year. There is evidence that there are current IEP’s for all students and an overview of each IEP is on Sentral. In some teachers’ class folders there is additional planning material related to the IEP that gives more detail on the student, their needs and achievement.

There is generally evidence of collaboration between staff and parents or other key stakeholders. The IEPs demonstrate that staff have a sound understanding of the students’ needs, abilities and interests. The IEPs contain between 1 and 3 goals for each student. These goals vary in the level of detail, both of the goal itself and the strategies to meet it. Some of the goals have a tenuous link to the area stated and this could be a limitation of the system used, Sentral.

In some cases teachers have determined that planning for some KLA’s especially English and Mathematics needed to be individualised. Staff feel that more use of pretesting including standardised tests could be effectively employed with all students to help determine present level of performance. Individual curriculum planning is evident in some IEP’s. Some staff feel that a community access program would be beneficial to students and may contribute to meeting some IEP goals. There is no evidence of IEP goals being tracked or evaluated in a formal ongoing manner.

**Post School Destinations**

Preparing students for life after school is an area of strength for the Support Unit. Parents overwhelmingly indicated that transition planning and support is available, helpful and understandable. Specialist staff including the Support Teacher Transition are effectively utilised for this process and parents are assisted to make links with agencies that will support them and their children post school.

Staff, students and parents all indicated that the support unit prepared young people adequately for life after school. Staff and parents commented that the excellent relationships between home and school, good collaboration and communication with parents and the delivery of a well-rounded education enhance student’s quality of life now and into their future. The work experience program also contributes positively to their post school options for those involved.

**Other**

The team observed that every teacher has programs that address the relevant life skills curriculum. These programs generally include outcomes, content, resources and a form of registration. However, there is a lack of consistency across the faculty throughout the programs. Teachers indicated they would like a consistent approach to programming.

There is minimal evidence of an overall plan for curriculum across all stages. Staff and the team agree there is a need for an overall structure that allows teachers to track what is taught and what each child achieves across the whole of their schooling at Crestwood. A central store of resources was also considered to be desirable.

There are no faculty specific policies in place, although there are a number of aspects of teaching and learning within the support unit that may require one, e.g., Work Place Learning or Assessment.
Recommendations:
While staff do a good job of meeting the students’ toileting needs, there is a pressing need to improve the facilities. It is very clear that during the warmer months the toilets become hot and smelly. The current glazing on the window heats up very quickly given the aspect of the toilet (north facing). Provision of appropriate shade needs to be considered. So too, a high level of cleaning (hospital grade) needs to be maintained by the cleaners in these facilities.

While the evidence demonstrated that all students have an IEP in place, the faculty would benefit from conducting a review of the IEP process. This could address the format of the IEP on Sentral, some form of tracking and evaluating of achievement of goals and consistency in the level of detail for IEP goals and strategies.

The school works with the Support Unit to best identify the technological needs, particularly hardware for use in the classroom. Greater access to computers and assistive technology will further enhance learning outcomes.

The faculty collaboratively plan an overall curriculum direction for each KLA. They should also develop a common approach and format for programs and for tracking the progress of each student.

The faculty could consider creating faculty specific policies in areas that are particular to the support unit.

Conclusion
The evaluation has established that teachers and SLSO’s have an outstanding level of commitment to their students and parents. Students and the team acknowledge the depth and breadth of expertise of the staff within the Support Unit. Crestwood High School is very fortunate to have such a strong and dedicated team of teachers and SLSO’s.

It is evident the faculty have a strong sense of purpose towards the welfare of their students in preparing them to be increasingly independent. Students and parents in Year 12 are very well informed and supported as to their directions beyond school. Teacher and SLSO expertise and knowledge of each student is used to inform the post school options available. Parents are extremely happy with the quality of the education, support and open levels of communication that exist within the Support Unit.

The team would like to thank the members of the faculty for the professional way in which they approached and engaged in this evaluation. We wish you every success in implementing the recommendations from this report for continued service to the students of Crestwood High School. The Principal of Crestwood High, Therese Hourigan would like to thank Murray O’Connor and Kate Fardouly for supporting the review with their time and expertise.

Science 2014
The evaluation has been conducted in a flexible, open and cooperative environment which reflects the teamwork that was evident in the staffroom. It has been obvious to the team that all members of the faculty have been engaged in preparing for this evaluation and were flexible in allowing students from their class to be a part of student focus groups, to have their lessons observed and to be interviewed in the spirit of collegiality. The Science faculty consists of 10 staff members and all colleagues were forthcoming in their information about their teaching practice and their faculty.

The faculty was asked to identify their focus areas and the following areas were chosen: Quality Teaching and Learning; Programs and Registers and Assessment. The recommendations from the review may be used to direct resources into certain areas to further improve the Science faculty.

During the course of the three day evaluation, the team observed lessons, interviewed teachers, interviewed students in focus groups and analysed parent surveys to gain valuable information relating to the faculty. The Head Teacher Leigh Rayner supported the evaluation team fully throughout the process and staff
members of Science were invited to view data at the end of each day on Tuesday, Wednesday and Thursday and several came into the conference room at lunchtime to observe the findings from the evaluation. The evaluation coupled with a written report to every participant is given on the last day, in this case Thursday afternoon, of the evaluation.

The information gathered by the evaluation team has been discussed and analysed by all members of the team to record findings and provide recommendations that the faculty and school may incorporate into faulty planning to maintain a continual cycle of improvement.

Focus Areas

Quality Teaching and Learning –

the evaluation panel found that there is a significant range of knowledge and expertise within the Science faculty. It is evident from lessons observed that teachers implement a range of technologies in their lessons, including SMART boards, PowerPoint presentations and animations. It was acknowledged by the panel that technology is a tool and should be used in conjunction with other methods of varying the lesson without a dependence on PowerPoint throughout the entire lesson. Students felt there was an overemphasis on worksheets handed out and a greater need for the teacher to actively “teach” the content on the worksheets disseminated. It was noted that students, both juniors and seniors, felt there was a lot of content to learn in Science so the teacher needed to “unpack” the curriculum and plan accordingly to deliver the content in a more palatable way. It was evidenced that teachers used the syllabus and detailed programs to plan lessons. Most students enjoyed a positive student teacher relationship in the classroom and felt comfortable asking questions in lessons. They acknowledged that most teachers were helpful to them in class.

Elements of the Quality Teaching Framework were observed in lessons. In particular there were high levels of student engagement in both junior and senior classes. While deep knowledge was observed, the lesson did not provide the opportunity for the teacher to determine the level of understanding of the content by students. Those teachers who planned their lessons thoroughly were able to provide a meaningful context in which lessons were delivered and students were able to make links between the theory work and practical lessons. Students expressed a greater desire to be involved in more practical lessons including Agricultural classes. It was noted that some of the practical equipment such as stands and tongs are somewhat dated and an upgrade of these resources and additional consumables in practical lessons may increase the motivation to participate.

There was limited evidence of differentiation in teaching. There was varying abilities observed within the mixed ability classes. Many teachers and students in Science would support a move to streamed classes to better meet the needs of students in their classes.

Students felt that there is insufficient time to complete some of their assignments given the amount of content required. Students said they had the resources they required to complete the assignment but were concerned that some assignments were worth only 10% but required a significant amount of time to complete. The students have an expectation that assignment work will be marked and handed back with a two week time frame and were seeking this from some teachers.

There are generally positive examples of behaviour management throughout the faculty, such as specific seating arrangements and the use of an isolation desk within the classroom. Greater collegial discussion in terms of expectations both in terms of work and behaviour would further support those teachers still refining their teaching skills. Students prefer a learning environment where the teacher plans and implements their lessons effectively with necessary classroom management strategies to ensure effective learning takes place.

Parents felt that they could talk to their child above his/her progress. They also felt that teachers have high expectations of their students. The majority of parents felt that the current aim is to improve the quality of teaching and learning.

Programs and registers

The definite strengths that emerged from the programs and registers were that the overall documentation is extraordinarily thorough and comprehensive. Certainly the cover page provides detailed inclusions in the program
including: aboriginal strategies, literacy and numeracy strategies among others. It was evidenced that there is a clear scope and sequence where teachers are easily able to identify the duration and sequence of topics from which to plan. So too, the program registration and HSC and Preliminary monitoring folders are an excellent means of record keeping and accountability for teachers in regards to issuing assessment tasks and in ensuring the mandatory components of each course are being taught. This is a useful system for the Head Teacher to ensure the staff are adhering to faculty policies.

The panel acknowledged that the introduction of the Australian Curriculum has placed additional demands on teacher time to program for Years 7 – 10. These programs are still a work in progress and some teachers felt that the programs would benefit from increased input from more experienced staff members and more time to devote to programming. More time would allow for greater evaluation of programming and therefore inclusion of more effective ICT skills and an increased variety of suggested activities to further engage students. The content in the programs is very prescriptive and there is a list of practical experiments that appears robotic in its execution without students understanding the context in which the content is delivered. It was felt that it is the teachers’ responsibility to link the content and make it relevant to the students. Enhanced collegiality between staff, particularly the more experienced teachers and approachability of the Head Teacher would facilitate the fine tuning of these documents. Increased collegiality would also support resource sharing between faculty members to enrich quality teaching and learning.

Assessment

All assessment tasks in Science are Board of Studies compliant and include the necessary components. Students are fully aware of the implications of being absent on the day an assessment task is given and the pending organisation surrounding this. The majority of assessment tasks issued are accompanied by clear marking guidelines providing specific information and clear parameters for students to work within. Those assessment tasks where students expressed concerns suggested that clearer instructions and modelled answers would give them a better understanding of the task requirements. The process by which assessment tasks are set by year coordinators and circulated appears to be well received and is working well. In terms of reviewing the assessment tasks, there is a need to ensure the weighting of each assessment task is relative to the length of time and the volume of research and information required from the task.

Students have experienced an inconsistency in terms of feedback relating to assessment tasks. Students had an expectation that marks would be given in a two-week turnaround and believed that timely feedback is essential to improvement. The panel acknowledged the outstanding organisation of documentation by the faculty and the quality of record keeping ensures all students adhere to the mandated policies. The panel also assumed that assessments would be regularly reviewed in line with new programs and the further fine tuning of content and strategies. Ideally, a variety of assessment tasks per subject is needed for students to be able to show their content knowledge in a variety of ways.

Data analysis – Quality Teaching and Learning

ESSA

The ESSA results were consistently excellent. There was evidence of understanding well above state and DEC averages. This was consistent across a number of years, as well as by boys and girls.

Students were consistently overrepresented in the higher bands, showing above average performance across the board.

HSC Biology

The results in Biology in the HSC were consistently good across a number of years. The 2012 results in particular were outstanding, but 2010, 2011 and 2013 were all above state average. Girls generally outperformed boys, and had a higher participation rate. The banding of students from 2011 to 2013 indicated low numbers in bands 1-3. Many of these students appeared in band 4, with some students appearing in bands 5 and 6. There was also a significant number of students in 2012 that achieved a band 6 result.

HSC Chemistry

The 2013 results in Chemistry were significantly different (3.8% below state average and 4.5% below DEC), however this represented a change from the previous 3 years. The results in 2010 –
2012 were all at or around the state average. Boys generally had higher participation, however girls would usually (although not always) perform slightly better. Perhaps the most important data showed the grouping of students with the HSC performance bands. In most year groups there were low numbers of students in the bands 1-3, but then a large group in band 4. Students did not achieve to a band 5 or 6 standard.

**HSC Physics**

There is a large amount of concern over the 2013 Physics results. Previous year groups had been at or just below (within 1%) of the overall state and DEC averages. In 2013, Physics was 9% below state average and 7% below DEC average, demonstrating a significant change. There is also a major concern over student participation, as in 2013 there were 27 boys and only 1 girl in HSC Physics. Previous year groups (2010-2012) had a 2 to 1 bias in favour of boys, however girls had generally outperformed boys (2013 was excluded from this as there the sample size was too small). The banding of Physics students were also significantly lower in 2013, with large numbers achieving to Band 2 or 3 level. Previous year groups had demonstrated similar results to Chemistry, where there was a large group of students in Band 4 with less in Band 5, although there had been some success in Band 6.

**Conclusion**

The evaluation has established that teachers in Science are motivated by seeing students learn. There is a clear commitment to their students and parents with an ongoing development of programming and assessment tasks. The panel acknowledge the varying depth and breadth of expertise of the staff within the Science faculty. The panel believe that senior teachers within the Science faculty can mentor and nurture the talents of the less experienced staff both in terms of programming and experiences within the classroom. Crestwood High School is very fortunate to have such a dedicated Head Teacher and staff who work tirelessly to ensure a quality education for their students.

It is evident the faculty have a strong sense of purpose in meeting the needs of their students. Parents feel the school is communicating with them in terms of their child’s progress and feel the school has their child’s best interest in the delivery of a high quality education.

The team would like to thank the members of the faculty for the professional way in which they approached and engaged in this evaluation. We wish you every success in implementing the recommendations from this report for continued service to the students of Crestwood High School. The Principal of Crestwood High, Mrs Therese Hourigan would like to thank our parent representatives Cathy Morgan, Murray O’Connor and the Head Teacher Science from Doonside Technology High School, Rosemary Daubney for supporting the evaluation with their time and expertise.

**School planning 2012-2014:**

1. **Academic Goals**
   - Increased number of students achieving band 6 in HSC subjects
   - Reduction in students achieving the 2 lowest bands in NAPLAN and HSC

2. **Literacy**
   - All students will demonstrate growth in Year 9 NAPLAN that is equal to or higher than SEG average and above state growth average.

3. **Numeracy**
   - All students will demonstrate growth in Year 9 NAPLAN that is equal to or higher than SEG growth average and above state average.

4. **Attendance**
   - Maintain attendance rates to be higher than state average and improve attendance rates for students at risk

5. **PBL (AIM) positive referrals**
   - All students achieving 3 or more positive award entries each term

**Evidence of achievement of outcomes in 2014:**

**HSC**
- The number of band 6 doubled from 2013
- 1 in 5 students achieved at least 1 band 6
- 2 students achieved over 99 ATAR
• The number of students achieving band 1 or 2 dropped by 67%

Literacy
Students demonstrated above state average growth in Year 9 NAPLAN, however growth was below the similar school group in that is equal to or higher than SEG average and above state growth average.

Numeracy
All students demonstrated growth in Year 9 NAPLAN that is equal to or higher than SEG growth average and above state average.

Attendance
attendance rates increased to significantly above state average and attendance rates for students at risk improved significantly

PBL (AIM) positive referrals
98% of students achieved 3 or more positive award entries.

2. Our Staff Goals
Professional Learning - Australian Curriculum
• All teaching staff have the prerequisite training, knowledge and skills to effectively implement the new curriculum in their KLA

Teacher Quality
• Xxx staff are actively involved in a personal professional learning program that will cater to their professional needs, the learning needs of our students and support the School Management Plan.xxx

Differentiation
• Xxx Improved capacity of staff to differentiate learning in their classrooms, catering for the specialised needs of our ATSI students, GAT students and students with learning difficulties.xxx

3. Our Community Goals
KLA Based links with our Community
• All KLAs have a clearly established and effective link with our local community.

Community connections
• Introduction of the Parent Portal on Sentral allowing parents to access information and data on their child’s attendance and academic progress. This also facilitates communication with class teachers.
• Improve the school website by implementing the DEC based site with a greater range and quality of school news, information and celebration of student success being posted and accessed by our community.
• Introduction of the school App.

Extra curricular
• Every student to participate in at least 1 extracurricular activity (eg. sport, debating, vocational training, leadership, cultural, artistic, dramatic and Learning Support) activity in the school year

Evidence of achievement of outcomes in 2014:
KLA Based links with our Community
• All curriculum areas have links with the community in assessment and reporting, open night activities and with taster days for the local primary schools.

Community connections
• The Sentral Parent Portal has been launched and is now used extensively for parent teacher communication. It allows parents to access information and data on their child’s attendance and academic progress.

• The school website’s construction was completed on time and is now the site for school news, information and celebration of student success being posted and accessed by our community. The website viewing hits is steadily increasing with upwards of 700 viewings per week.

• The school App compliments the website for instant access from mobile devices.

Extra curricular
Extracurricular activities have been operating throughout the year and many students have participated in these activities. The Year 7, 9 and 11 camps are highly successful and achieved almost 100% attendance.

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

XXX[Enter text here.]

Future Directions
2015-2017 School Plan
NSW DEC is implementing a new school planning process for 2015-17. The new plan will be published on the school’s website from the beginning of Term 2 2015.

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.

Therese Hourigan, Principal
Warren Groth, Deputy Principal
Tanya Wright, Deputy Principal
Jonathon Hinde, Head Teacher

XXX Community Representative

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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