# Chatswood High School

# Annual Report



2016

**Chatswood High School**
INSPIRING EXCELLENCE – ACHIEVING SUCCESS

8232

# Introduction

The Annual Report for **2016** is provided to the community of **Chatswood 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.

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## Message from the Principal

In 2016 Chatswood High School continues to flourish as a large urban, diverse school community. The student population is culturally diverse with 60 different languages being spoken at home across the community. This diversity is embraced across the school which has created a rich and vibrant atmosphere in which students develop the skills to achieve the best academic outcomes that are possible.

The student leadership team have developed the core goal of building a positive school culture which they have undertaken with great enthusiasm and dedication. Throughout the year they have built a positive sense of identification with the school through their sporting and cultural activities. The emphasis for the current leadership group has been to give opportunities for students to let their ideas and points of view be heard. This was beautifully facilitated through a student leadership group activity called 'Food for Thought'.

The school continues to provide an outstanding co–curricular program allowing students to develop their skills. The music program continues to flourish with 14 ensembles operating in 2016. Performance opportunities provide the students with challenging situations leading to personal growth. Ms Gill provided opportunities for our burgeoning rock band program throught the lunchtime concert program. This culminated in a best of concert program which saw the students and teachers  compete for the inaugural award.

Our partnerships with our local school networks were furthered strengthened this year with some key events. TheNorth Harbour Learning Community (NHLC), which includes Mowbray, Chatswood and Castle Cove Public Schools held a Tutti Concert in July which showcased the musical talents of our combined studentcommunity. The evening of art, drama, dance and music was the culmination of an incredible collaborationbetween teachers from all schools, parents and of course the students. The second event that really solidified ourNHLC partnership was the Chatzfest short film festival, held on the oval under the stars. It was a great eveningattended by many families and local community members,  The success of the evening was once again due to the brilliant collaborationbetween the teachers of our North Harbour Learning Community.

Our partnership with the NS5 continues to grow from strength to strength. The partnership between Killara,Turramurra, Ku–Ring–Gai and St Ives High Schools provides our students with extended subject choices in senior years. Students can travel between campuses to access courses not on offer at Chatswood High School. Students from our NS5 partner schools travel to Chatswood to access courses not on offer at their school. The partnershipalso provides networking and professional learning opportunities for all teachers. Our annual joint staff development day brings over 400 teachers together to investigate ways to improve pedagogy and student engagement.

The P&C continued to provide funding for our social justice program High Resolves and continued to staffand run our school canteen and uniform shop. We are very fortunate to have such an active anddedicated parent body committed to working with the school to provide the best facilities andeducational opportunities for our students. Thanks go to all members of the 2016 P&C for their efforts,led by the president Ms Julie Farquhar.

# School background

## School vision statement

Students at Chatswood High School will have success for today and be prepared for tomorrow. Our community provides opportunities for our students to build resilience, creativity and critical thinking skills in an educational environment that is underpinned by the core values of equity, integrity and respect.

## School context

Chatswood High School is a partially selective school located on Sydney's north shore. Students benefit and thrive from our diverse and differentiated curriculum designed to maximise every student's potential.

The school runs very successful music programs and welfare programs to build civic responsibility. Parents are active participants in their children's learning resulting in a true partnership between the school and the family.

Chatswood High School has an enrolment of 1434 students, including 77% students from a non–English speaking background and 260 students in the onsite Intensive English Centre. There are four support classes for students with autism and intellectual disabilities.

The school works closely with our network of primary schools through the North Harbour Learning Community (NHLC) to develop links between schools and teachers, and with the North Shore 5 (NS5) network of high schools to develop learning opportunities for staff and students. The school is also a member of the North Shore Entente Cordiale and participates with all three alliances to develop student outcomes through shared professional learning, shared course delivery and other learning experiences.

# Self-assessment and school achievement

## Self-assessment using the School Excellence Framework

**For all schools (except those participating in external validation processes):**

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 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.

This section of the Annual Report outlines the findings from self–assessment using the School Excellence Framework, our school achievements and the next steps to be pursued. 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.

This year, our school undertook self–assessment using the elements of the School Excellence Framework. Our self–assessment process will further assist the school to refine the strategic priorities in our School Plan leading to further improvements in the delivery of education to our students.

**School Excellence Framework – LEARNING ELEMENTS**

The results of this process indicated that in the School Excellence Framework domain of Learning we ranged from Sustaining and Delivering to Delivering.

**Learning Culture**: Within the Chatswood High School community there is a demonstrated commitment to strengthen and deliver on the school's learning priorities. Positive, respectful relationships are evident among staff and students, promoting student wellbeing and ensuring good conditions for student learning. Where to next? The Learning and Support Team will continue to develop robust procedures for the accommodation of students with a wide range of learning needs. The Literacy Team will continue to develop programs across the school to promote achievement and engagement of all students

**Wellbeing:** Chatswood High School encourages students to accept responsibility for their own behaviours as

appropriate to their age level. The school encourages students to recognise and respect cultural identity and diversity. Where to next? The school will continue to develop strategic and planned approaches to support the cognitive, emotional, social, physical and spiritual wellbeing of all students.

**Curriculum and Learning**: Chatswood High School is able to offer a broad curriculum supported by the learning alliance with the NS5 and local TAFE colleges. Head teachers involve students and parents in planning, through parent information sessions, as their students progress to the senior years of study. Extra–curricular activities are extensive and support student social and physical development.

**Assessment and Reporting:** Chatswood High School staff analyse internal and external data to monitor, track and report on student and school performance. Individual student reports are completed and delivered to parents twice a year and include descriptions of the students' strengths and areas of growth. Where to next? The teaching staff will continue to develop transparent criteria for student assessment and have in place principles of consistent assessment and moderation.

**Student Performance Measures**: Chatswood High School achieves excellent value–added results with 60% of Year 12 students undertaking the HSC attaining at least two Band 5 and/or Band 6 results. Students at Chatswood High School are consistently demonstrating high levels of growth and achievement on external performance measures.

## School Excellence Framework – TEACHING

The results of this process indicated that in the School Excellence Framework domain of Learning we ranged from Sustaining and Delivering to Delivering.

**Effective Classroom Practice**: The school leadership team promotes and models effective practice. A focus on Quality Teaching Rounds provides opportunities for classroom observations and feedback to improve pedagogy. Groups of high school teachers have formed professional learning communities with Chatswood Public School to share practice and build the capacity of teachers through the observation and feedback on practice phase. Where to next? The goal for 2017 is to engage more teachers in the Quality Teaching Rounds and continue their partnership with the feeder public schools.

**Data Skills and Use**: Data is analysed at key points throughout the year. Head teachers work with their teams to build the capacity of classroom teachers to read and analyse the data. Professional learning days are utilised to plan effective programs to address identified teaching and learning issues.

**Collaborative Practice**: Teachers work together to improve teaching and learning for their year groups. Project based learning offers teachers opportunities to collaborate across key learning areas, utilising the expertise within staff and drawing on the support of our experts in parent the community. Formal mentoring of beginning teachers is in place to ensure ongoing development. Where to next? The school will broaden inter–school relationships that provide mentoring and coaching support to ensure the ongoing development of staff.

**Learning and Development**: Teachers participate in professional learning targeted to the school's priorities and their professional needs. The Performance and Development Framework assists teachers to develop a professional learning plan to ensure further development of their knowledge and skills. Our professional learning team regularly evaluates professional learning activities to promote the most effective strategies.

**Professional Standards:** Chatswood High School has a culture of supporting teachers to pursue higher levels of accreditation. This is done through our network of schools and a program of professional learning targeting aspirant leaders. All teachers are committed to their ongoing development as members of the teaching profession. All teachers demonstrate responsibility and ethical practice in working towards the school's goals.

## School Excellence Framework – LEADING

The results of this process indicated that in the School Excellence Framework domain of Leading we ranged from Sustaining and Delivering to Delivering.

**Leadership**: The school has undergone significant change in leadership with the appointment of a substantive principal after three and a half years of the position being filled by relieving principals. The leadership team have benefitted from a close partnership with Growth Coaching International, who develops the capacity of the team to have rich conversations to unlock the potential of all staff. Student leadership is a strength of Chatswood High School. Students are presented with multiple opportunities to lead programs and initiatives through the Student Representative Council (SRC) and the Student Leadership Team. Each year in Term 1 a Student Leadership camp is held over a weekend in February and all students are invited to participate. From this camp student leaders are identified and nurtured to take on whole school responsibilities. Where to next? Leadership roles within the school will be clarified and documented. There will be professional learning around leadership amongst the executive.

**School Planning, Implementation & Reporting**: The Strategic Plan was created through a comprehensive series of

workshops with staff, students and parents/carers. Through focus groups and forums the three strategic directions were set for 2015–2017. During the year the Executive have monitored progress and achievement against the set milestones and where necessary have adjusted programs or processes to address arising need. Teaching and support staff have been regularly updated at whole staff meetings and the P&C have been informed of progress regularly.

**School Resources**: Chatswood High School has a commitment to building the capacity of every teacher to lead, whether that is leading in the classroom, the faculty, the school or across the NS5. Grants are offered each year to teachers to develop programs focusing on student engagement, which can be implemented across the NS5 group of schools.

**Management Practices & Processes**: Students, staff and parents are provided opportunities to give feedback to the school. All stakeholders have participated in the Tell Them From Me survey during 2015. Student initiated and lead surveys have also informed school practices. An analysis of the Tell Them From Me survey data was conducted with the student leadership team and Wellbeing Team. Information from this analysis will continue to direct some of the strategic planning for 2017.

Our self–assessment process will assist the school to refine the strategic priorities in our School Plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

http://www.dec.nsw.gov.au/about–the–department/our–reforms/school–excellence–framework

## Strategic Direction 1

Commitment to Teaching and Learning

## Purpose

To facilitate the continued professional development of teachers, to analyse student learning growth and outcomes to plan and deliver evidence–based lessons which engage students in authentic opportunities, building their critical thinking and literacy skills.

## Overall summary of progress

The commitment to teaching and learning has been supported by ongoing, targeted professional learning for all staff. Staff Professional Development Plan goals were used to develop a school–wide professional learning program which identified data analysis, behaviour management and differentiation as key areas of interest. A continued focus on data analysis has provided teachers with the skills and knowledge to identify specific areas for improvement and to make adjustments to teaching and learning programs accordingly. Head Teachers have been supported to analyse subject specific data with their faculty members in order to focus on specific areas for improvement within year groups. Joint NS5 professional development programs have focused on student engagement. The ongoing Consolidation of Literacy and Numeracy (CLAN) program has improved the attendance, behaviour and academic skills for a number of targeted Year 9 and 10 students who were at risk of disengaging from school. Eight students were withdrawn from their English and Maths classes to work one on one or in a small group with the Learning and Support Teacher.

## Progress towards achieving improvement measures

| Improvement measures (to be achieved over 3 years) | Progress achieved this year | Funds Expended (Resources) |
|---|---|---|
| A 5% increase in students achieving at least 2 Band 5/6 in the HSC | Targeted professional learning on data analysis for Head Teachers facilitated a greater understanding of areas of strength and weakness as revealed in NAPLAN, SMART and RAP data.<br><br>Mini COGE training through GERRIC UNSW occurred for targeted teachers in Term 4 enhancing their skills and understanding of differentiated programming.<br><br>Focused professional learning on strategies for differentiation with Dr Kathy Rushton, University of Sydney, occurred for teaching staff as part of the school's professional learning program.<br><br>Max Woods ran an introduction to ALARM for Head Teachers as a preliminary step to introducing the program school–wide.<br><br>Quality Teaching Rounds were implemented between the schools in the NSEC. | $70,261<br><br>$96,789 |
| A 15% increase in Yr 9 students achieving 'at proficiency' in NAPLAN reading and writing by 2017 | A Literacy Coordinator was employed to work with students, parents and teachers to assess student needs, promote effective teaching strategies and provide learning support both in the classroom and through individual and small group withdrawal.<br><br>All faculties were given programming days working with the Literacy Coordinator to embed explicit literacy teaching strategies into current programs.<br><br>Continued employment of a support teacher for the withdrawal program "Consolidation of Literacy and Numeracy" (CLAN) targeting students identified as not meeting the minimum standard in literacy & | $144,226 |

| Progress towards achieving improvement measures | | |
|---|---|---|
| **Improvement measures (to be achieved over 3 years)** | **Progress achieved this year** | **Funds Expended (Resources)** |
| A 15% increase in Yr 9 students achieving 'at proficiency' in NAPLAN reading and writing by 2017 | numeracy. This resulted in significantly improved focus of the students, improved attendance rates and a decrease in behaviour issues. | |

## Next Steps

In 2017 the focus will be on improving the teaching of literacy and differentiation skills across KLAs. Staff professional learning will be mapped according to goals as identified through the Professional Development Plans and planned to target key common goals as well as literacy and differentiation strategies.. An Instructional Leader will be appointed to a temporary position to implement and manage a targeted whole school literacy program aimed at improving writing skills.

Classroom practice observation models (GROWTH, QTR) will be evaluated with a purpose of developing a suitable model for Chatswood High School staff that improves the quality of constructive feedback through the Professional Development Framework.

A Learning and Support Team will be established implementing processes and procedures to target specialised support for students in need. The Literacy Coordinator will work with the Learning and Support Teacher, particularly in support of students in Years 7 and 9 in preparation for NAPLAN testing.

## Strategic Direction 2

Building sustainable relationships

## Purpose

To foster strong, respectful partnerships which build capacity and create opportunities to enhance learning and student well–being. Building and strengthening existing active partnerships with local schools and agencies to collaboratively provide innovative learning pathways and a shared responsibility for student development and well–being.

## Overall summary of progress

Networking with our local primary schools (NHLC) and the NS5 and NSE–C high schools presented opportunities to share professional learning and practice. NS5 schools have developed open door programs for staff across all the schools to participate in Twilight Professional Learning programs and across all schools Staff Development Days. The executive teams from each of the NS5 high schools met regularly to develop programs of professional learning to support beginning teachers and aspirational Highly Accomplished and Lead teachers. Sharing ideas and resources enabled us all to deliver quality professional learning and teaching & learning programs.

## Progress towards achieving improvement measures

| Improvement measures (to be achieved over 3 years) | Progress achieved this year | Funds Expended (Resources) |
|---|---|---|
| Increased student engagement in extracurricular activities | • Introduced additional programs focused on building co–operation and collaboration skills in teachers and students. PBL, STEM. This included the Sydney University program with junior students exploring STEM higher order thinking and problem solving activities.<br><br>• The High Resolves program, delivered to students in Yr 7 to Yr 10, presents opportunities for students to engage in authentic problem solving<br><br>• Elevate studies skills program was presented to students and parents to assist with transition into senior school<br><br>• Welfare support programs targeting girls in all year groups were held across the year.<br><br>• Student leaders held market days to support the extra curricular programs.<br><br>• There was an increase in the number of students in the CHS band program.  There was also an increase in the number  of students who performed in the School Spectacular as members of the combined choir and orchestra. A number of students also participated in individual items. | $5,200 (USYD STEM program)<br><br>$18,000 (High Resolves)<br><br>$12,500 (Elevate program) |
| Increase in network delivered professional learning | NS5 aspiring Highly Accomplished teacher accreditation program delivered across the five schools with teachers initiating projects to develop their leadership skills. NS5 Principals, Deputies and HTs meeting regularly to share practice and programs Innovations grant established to encourage teachers to undertake action research projects focused on engagement in the classroom. As a result more teachers are working collaboratively to develop units of work aimed at engaging students in PBL NS5 Beginning Teachers Program implemented to support teachers in their | $30,000 (NS5 programs)<br><br>$25,000 (NS–EC programs)<br><br>$1600 (NHLC programs)<br><br>$5400 (Teacher release) |

## Progress towards achieving improvement measures

| Improvement measures (to be achieved over 3 years) | Progress achieved this year | Funds Expended (Resources) |
|---|---|---|
| Increase in network delivered professional learning | first five years of teaching Aspiring leaders are provided support to develop their leadership skills and initiate whole school improvement programs on a leadership program that has enhanced understanding about leading teams of people. | |
| Improvements in student satisfaction evidenced through Tell them from me survey | Two surveys were completed by students from the Tell Them From ME (TTFM) suites.<br><br>In the area of students with a positive sense of belonging 70% of students in this school had a high sense of belonging. The NSW Govt norm for these years is 66% (Years 8–12). Term 2 2016 The second survey showed 77% of students in this school had a high sense of belonging. The NSW Govt norm for these years is 72%. (Yrs 7 and 8) Term 4 2016. | |

## Next Steps

In 2017 the school will continue to support the NS5 program through the provision of innovation grants to staff wishing to work collaboratively across the five schools on projects that will improve student achievement. The focus of these grants will be on student engagement.

The data obtained from the Tell Them From Me surveys of parents, teachers and students will be analysed at a whole school level to investigate areas for ongoing improvements. NHLC program of the cardboard challenge will professional dialogue and teaching pedagogy between teachers, students and the community achieving positive relationships benefitting all.

The school will continue to employ a transition officer who liaises with Primary schools to ensure a smooth transition from Year 6 into Year 7.

## Strategic Direction 3

Creating a dynamic learning environment focused on excellence

## Purpose

To deliver a dynamic learning environment which captures innovation and opportunity. To use learning spaces flexibly to meet a broad range of student learning needs.

## Overall summary of progress

The use of project based learning and the implementation of future focussed learning pedagogies continued to be a evaluated throughout 2016. Participation in the University of Sydney STEM academy allowed the STEM program at the school to flourish with the Mathematics, Science and TAS faculties combining to produce a cross KLA STEM project for Year 7.

The physical environment for learning was also reviewed to allow a number of staff to champion future focussed pedagogies. The changes to the furniture in rooms was a physical support to a focus on collaborative learning that built the communication skills of students.

The Confucius Classroom also continued to expand across the school with students and staff connected to the room performing at a number of events in and out of the school. This has raised the profile of this room and the opportunities available for other Key Learning Areas.

Tracking student attendance and supporting students experiencing difficulties in this area was a focus for 2016 with systemic improvements in monitoring and reporting being developed and implemented.

## Progress towards achieving improvement measures

| Improvement measures (to be achieved over 3 years) | Progress achieved this year | Funds Expended (Resources) |
|---|---|---|
| Increase in cross faculty run programs (Project Based Learning) | Project based learning continued to develop across the school throughout the year. Year 8 again participated in the MARS project, Year 10 participated in the ABW project and Year 7 participated in a STEM project supported by participation in a University of Sydney STEM project. | $32, 000 |
| The Confucius Classroom develops and implements a program to engage a broad range of KLAs | The Confucius Classroom assistant participated in activities across the school and with other schools. This has raised the profile of the Confucius Classroom and the potential for engagement with other faculties. | $630 |
| Reconfiguration of four classrooms to promote collaborative teaching. | Continued research into future focussed learning has identified that the introduction of different styles of classroom furniture can support engagement and collaboration. Two rooms in the High School and one room in the IEC were transformed into rooms where we can study the impact of this innovation. | $32, 000 |
| Increased student wellbeing identified in the Tell Them From Me survey | The Tell Them From Me survey has been used to measure students' learning disposition over the past four years. One of the areas that has improved from 2015 to 2016 were the student views regarding Quality Instruction, Teacher Student Relations, Learning Climate and Expectations for success. There has also been an increase in the percentage of students who have a positive sense of belonging to the school. | $0 |
| Student attendance above 95% | The student attendance policy implementation was the subject of continued evaluation by the welfare | $540 |

| Progress towards achieving improvement measures | | |
| --- | --- | --- |
| **Improvement measures (to be achieved over 3 years)** | **Progress achieved this year** | **Funds Expended (Resources)** |
| Student attendance above 95% | team with the support of the Home School Liaison Officer. The day to day implementation of the policy has been supported by the Relieving Deputy Principal through professional learning for staff and close monitoring of student absences. | |

## Next Steps

In 2017 the school will continue to target opportunities for cross curricular learning through the development of courses that can run in the junior school as part of the curriculum. This would require a review of curriculum delivery across the junior school with consultation taking place across the school community.

A review of the benefits of the new pedagogies employed in the classrooms with new furniture styles will be undertaken to identify the changes to student engagement and achievement. Continued research in this area will be undertaken throughout the year with a focus on the pedagogy that will improve academic engagement across the school.

In 2017 the school will continue to review its procedures in the area of attendance with a view to ensuring that we have appropriate mechanisms and people in people to follow through with the information that we gather.

| Key Initiatives | Impact achieved this year | Resources (annual) |
|---|---|---|
| **Aboriginal background loading** | Chatswood High School has one student that identifies as Aboriginal. This student was supported through the purchase of uniform throughout the year as negotiated with parent and student. | $672 |
| **English language proficiency** | The school has a high percentage of students requiring EALD support. The funding was used to employ 5.4 EALD teachers. Given the high percentage of students performing below proficiency in NAPLAN, funding was also used to employ a Literacy Coordinator 3 days per week to support the literacy needs of those students in Years 7 to 9. | $612, 125 |
| **Low level adjustment for disability** | A Learning and Support Teacher (LaST) was employed (0.8) to work with students requiring adjustments to the curriculum. Flexible funding was used to employ SLSOs to support students. This has meant that a greater number of students received targeted support in their classes. | $145,759 |
| **Socio–economic background** | Due to growing numbers of students requiring support in mainstream classes, the school employed extra SLSOs to withdraw students from classes and work with them individually to improve numeracy, literacy skills as well as provide support in reengaging them in their studies.. | $33, 716 |
| **Support for beginning teachers** | Early career teachers were supported in a variety of ways. The school ran an induction program at the beginning of the year. NS5 workshops were run for eight afternoons and a full day, we released HTs to mentor early career teachers, staff attended targeted professional learning outside the school on courses such as STEM, accreditation, wellbeing  and GROWTH coaching. | $86,157 |

# Student information

## Student enrolment profile

| Students | Enrolments | | | |
|---|---|---|---|---|
| | 2013 | 2014 | 2015 | 2016 |
| Boys | 863 | 901 | 893 | 947 |
| Girls | 479 | 487 | 475 | 493 |

Enrolment numbers across the school continue to increase. The dip in enrolments in 2015 was related to the opening of Cammeraygal High School. The proportion of girls to boys in the school has remained stable. There are two public education girls high schools in the local area and no public education boys high schools in the local area.

## Student attendance profile

| School | | | | |
|---|---|---|---|---|
| Year | 2013 | 2014 | 2015 | 2016 |
| 7 | 96.4 | 96.5 | 96.6 | 96.9 |
| 8 | 96.2 | 95 | 94.2 | 94.7 |
| 9 | 93.5 | 95.1 | 92.2 | 94.5 |
| 10 | 94.4 | 91.5 | 94.4 | 90.9 |
| 11 | 94.5 | 93.4 | 94.8 | 94.5 |
| 12 | 94.9 | 96.1 | 94.2 | 96.3 |
| All Years | 95 | 94.6 | 94.3 | 94.5 |
| State DoE | | | | |
| Year | 2013 | 2014 | 2015 | 2016 |
| 7 | 93.2 | 93.3 | 92.7 | 92.8 |
| 8 | 90.9 | 91.1 | 90.6 | 90.5 |
| 9 | 89.4 | 89.7 | 89.3 | 89.1 |
| 10 | 87.7 | 88.1 | 87.7 | 87.6 |
| 11 | 88.3 | 88.8 | 88.2 | 88.2 |
| 12 | 90.1 | 90.3 | 89.9 | 90.1 |
| All Years | 89.9 | 90.2 | 89.7 | 89.7 |

## Management of non-attendance

The school works closely with students, parents, Department of Education staff and external agencies to address issues for students who are not attending school. In 2016 the school reviewed its systemic approaches to attendance issues. An Acting Deputy Principal developed a set of revised procedures and trained the staff in the use of these procedures. A new daily truancy monitoring procedure was also instituted identifying staff responsibilities for follow up on a daily

basis.

## Post-school destinations

| Proportion of students moving into post-school education, training or employment | Year 10% | Year 11% | Year 12% |
|---|---|---|---|
| Seeking Employment | 0 | 0.5 | 5 |
| Employment | 0.5 | 0.5 | 2 |
| TAFE entry | 0.5 | 2 | 1 |
| University Entry | 0 | 0 | 74 |
| Other | 0 | 1 | 18 |
| Unknown | 0 | 0 | 0 |

Once again local universities dominated the students' preference with UNSW topping the list. Students have taken up offers at the following universities.

- UNSW
- Macquarie University
- USYD
- UTS
- WSU
- ACU
- Wollongong University
- University of Canberra
- Southern Cross University

The most popular courses that our students entered were Science/Health Science, Business/Accounting/Finance, Engineering and Arts/Communications. Thirty two of our students entered into a double degree program.

The students who are recorded under the heading of other mostly entered into one of the private colleges in the Sydney area.

In Year 10 there were a very small number of students who entered a TAFE program run through Phoenix House as apart of a transition from school to post school learning/employment.

## Year 12 students undertaking vocational or trade training

Four students entered into apprenticeships or skills for work and training courses.

## Year 12 students attaining HSC or equivalent vocational education qualification

Vocational Education courses either undertaken in school or through one of our local TAFE colleges have continued to be a popular avenue for gaining

qualifications in areas of interest for the students. The following list of courses and enrolment numbers indicate the breadth of courses undertaken by our students.

- Hospitality (Kitchen Operations and Cookery) – 17 students
- Business Services – 5 students
- Electro–technology – 2 students
- Retail Services – 2 students
- Property Services – 1 student
- Animal Studies – 1 student
- Introduction to the Music Industry – 1 student

# Workforce information

## Workforce composition

| Position | FTE* |
|---|---|
| Principal | 1 |
| Deputy Principal(s) | 3 |
| Head Teacher(s) | 14 |
| Classroom Teacher(s) | 82.3 |
| Learning and Support Teacher(s) | 0.8 |
| Teacher Librarian | 1.4 |
| Teacher of ESL | 5.4 |
| School Counsellor | 2 |
| School Administration & Support Staff | 25.37 |
| Other Positions | 3.7 |

*Full Time Equivalent

The Australian Education Regulation, 2014 requires schools to report on Aboriginal composition of their workforce.

There are currently no staff members who identify as Aboriginal or Torres Strait Islander.

## Teacher qualifications

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

## Teacher qualifications

| Qualifications | % of staff |
|---|---|
| Undergraduate degree or diploma | 100 |
| Postgraduate degree | 36 |

## Professional learning and teacher accreditation

Research identifies teacher quality as having the greatest influence on student achievement. As a result a significant focus has been on teacher professional learning. The introduction of a Performance and Development Framework (P&DF) has guided teachers to identify areas of practice and understanding for further development. All teachers have been supported to address areas for further development through a targeted professional development plan. The provision of five staff development days per year has been utilized to meet the regulatory WHS and child protection training requirements. Additional professional learning afternoons have focused on syllabus implementation, implementing technology into practice, cultures of thinking and assessment and reporting practice.

The school continues to use the aggregated resources of the school partnerships including North Shore 5, the North Shore Education Community and the North Harbour Learning Community. The combined School Development Day hosted at Killara High School provided opportunities for staff to engage in collaborative learning with their colleagues from across the five schools.

The North Harbour Education Community had a strong collegial plan for the development of beginning teachers and those seeking higher levels of accreditation.

The North Harbour Learning Community had a shared approach to Quality Teaching Rounds (QTR). This saw teachers from the high school and Intensive English Centre working with teachers from Chatswood Public School. The QTR approach enables a group of teaching staff to have professional discussions, view lessons and discuss the lessons based on a coding system developed by the University of Newcastle.

## Financial information (for schools fully deployed to SAP/SALM)

### Financial summary

The information provided in the financial summary includes reporting from 27th January 2016 to 31 December 2016.

| | 2016 **Actual** ($) |
|---|---|
| *Opening Balance* | 2 485 513.14 |
| **Revenue** | 16 758 089.18 |
| (2a) Appropriation | 14 862 210.12 |
| (2b) Sale of Goods and Services | 444 288.59 |
| (2c) Grants and Contributions | 1 423 296.37 |
| (2e) Gain and Loss | 0.00 |
| (2f) Other Revenue | 0.00 |
| (2d) Investment Income | 28 294.10 |
| **Expenses** | -16 267 991.47 |
| Recurrent Expenses | -16 235 202.30 |
| (3a) Employee Related | -13 799 335.12 |
| (3b) Operating Expenses | -2 435 867.18 |
| Capital Expenses | -32 789.17 |
| (3c) Employee Related | 0.00 |
| (3d) Operating Expenses | -32 789.17 |
| **SURPLUS / DEFICIT FOR THE YEAR** | 490 097.71 |
| **Balance Carried Forward** | 2 975 610.85 |

The school's financial management processes involved regular conferences between the School Administration Manager, the Principal, Deputy Principals, project/program leaders and P&C President to ensure funds allocated for specific programs were appropriately acquitted.

Funds are committed to the upgrade of the kitchen to enable the continued delivery of the Hospitality vocational education course. Further funds are committed to the delivery of teaching programs that support a broad range of student needs. The remaining funds have been set aside for the development of grounds to provide an appealing environment for the students.

### Financial summary equity funding

The equity funding data is the main component of the 'Appropriation' section of the financial summary above.

| | 2016 **Actual** ($) |
|---|---|
| *Base Total* | 9 711 174.47 |
| Base Per Capita | 99 144.76 |
| Base Location | 0.00 |
| Other Base | 9 612 029.71 |
| **Equity Total** | 792 272.10 |
| Equity Aboriginal | 671.60 |
| Equity Socio economic | 33 716.15 |
| Equity Language | 612 125.28 |
| Equity Disability | 145 759.07 |
| **Targeted Total** | 873 901.70 |
| **Other Total** | 3 348 442.92 |
| **Grand Total** | 14 725 791.20 |

A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

# 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.

The tables demonstrate student achievementat or above the minimum standard. Chatswood High School's student achievement in every area exceeded the State average, with the highest achievement being in Year 9 Numeracy, where students achieved an average of 74 marks above the State average and Year 7 Numeracy, where students achieved an average of 89.9 marks above the State average.

**Percentage in bands:**
Year 7 Reading
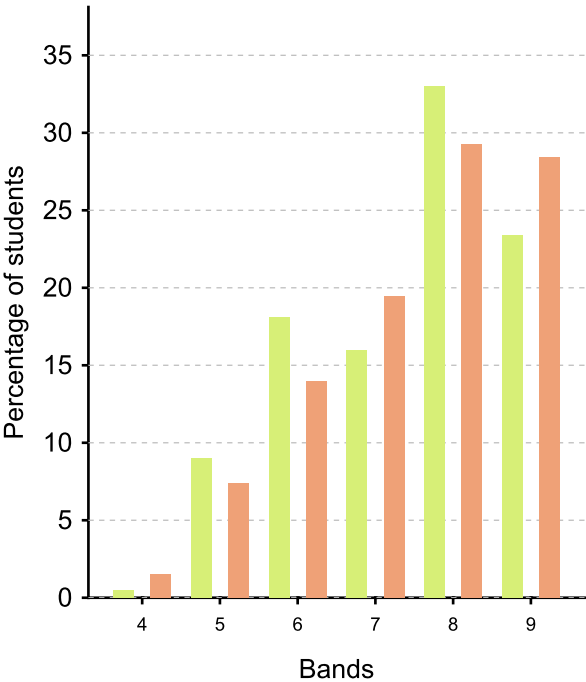


**Percentage in bands:**
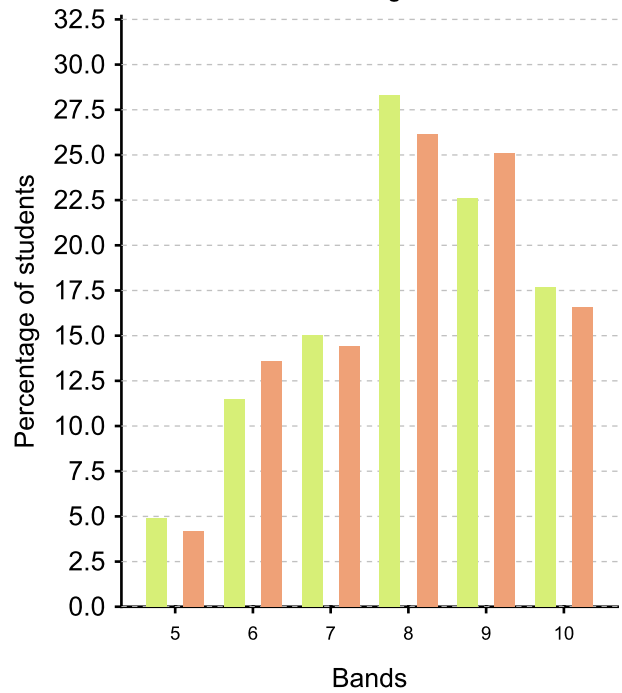Year 7 Grammar & Punctuation
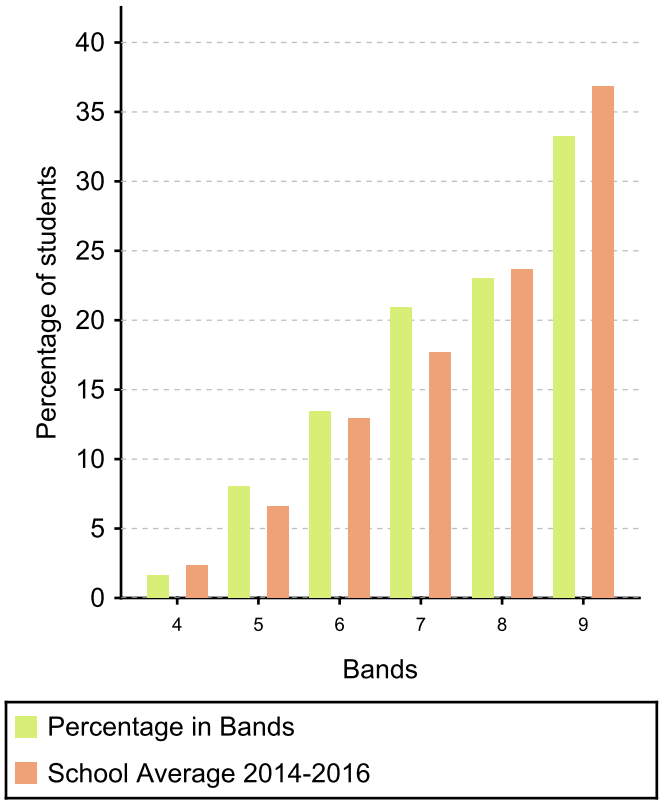


**Percentage in bands:**
Year 7 Spelling
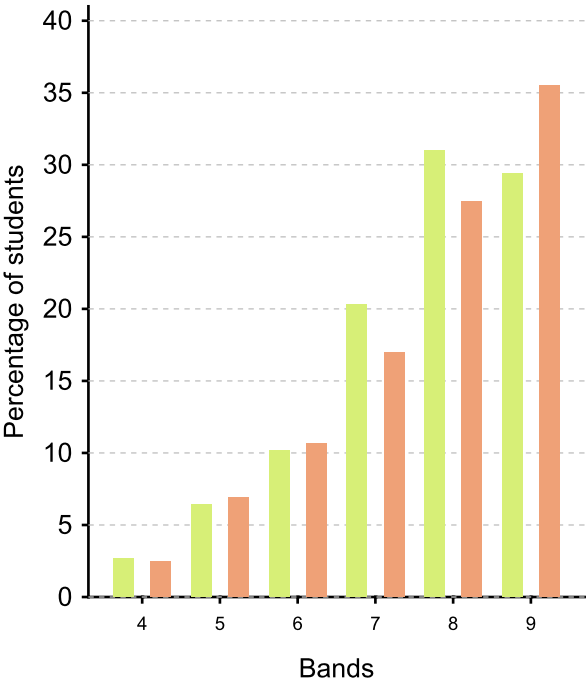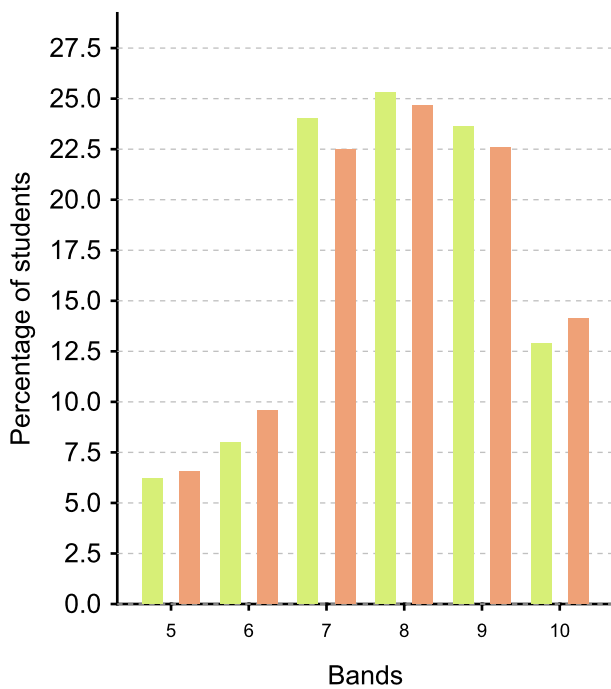
## Percentage in bands:
### Year 7 Writing



Legend:
- Percentage in Bands
- School Average 2014-2016
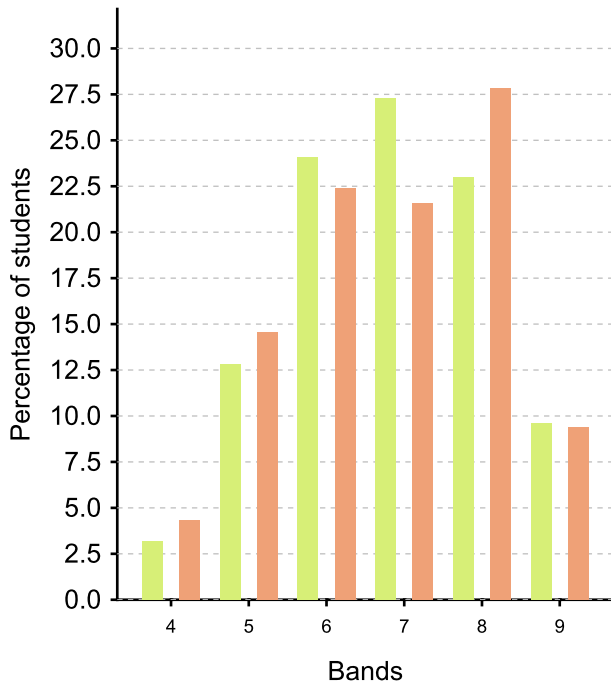
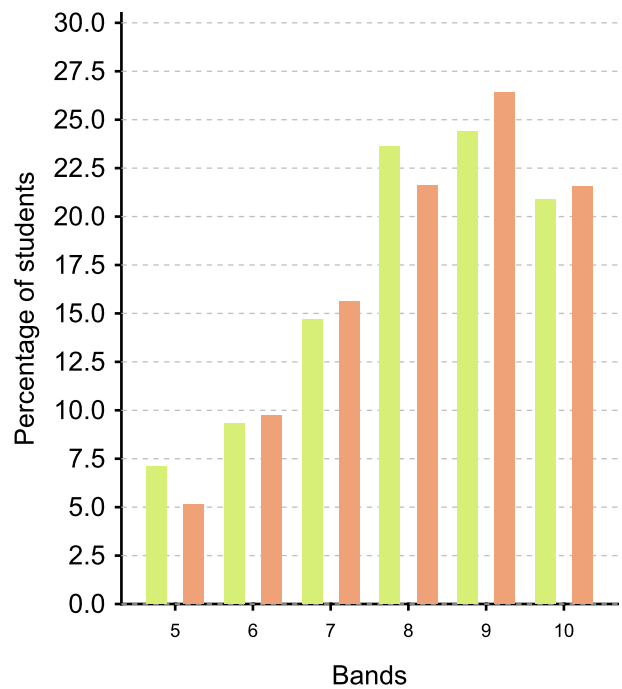## Percentage in bands:
### Year 9 Reading



Legend:
- Percentage in Bands
- School Average 2014-2016

## Percentage in bands:
### Year 9 Grammar & Punctuation



Legend:
- Percentage in Bands
- School Average 2014-2016

## Percentage in bands:
### Year 9 Spelling



Legend:
- Percentage in Bands
- School Average 2014-2016
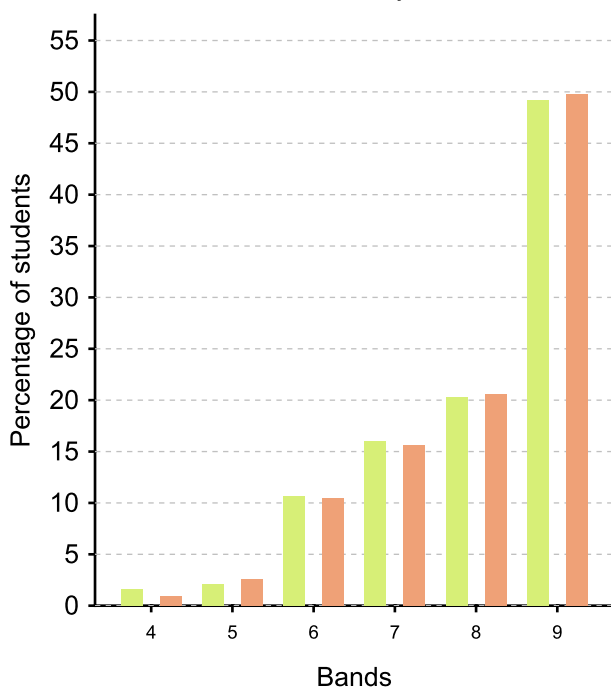
**Percentage in bands:**
Year 9 Writing
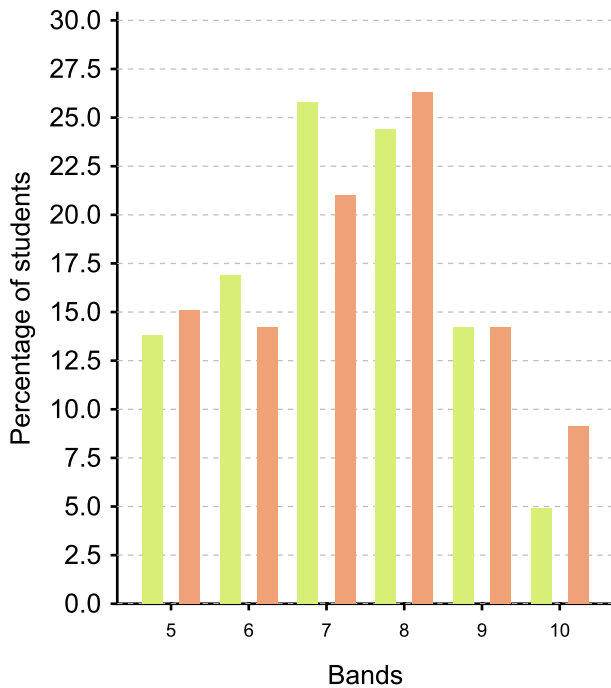


**Percentage in bands:**
Year 9 Numeracy



| | |
|---|---|
| ■ | Percentage in Bands |
| ■ | School Average 2014-2016 |

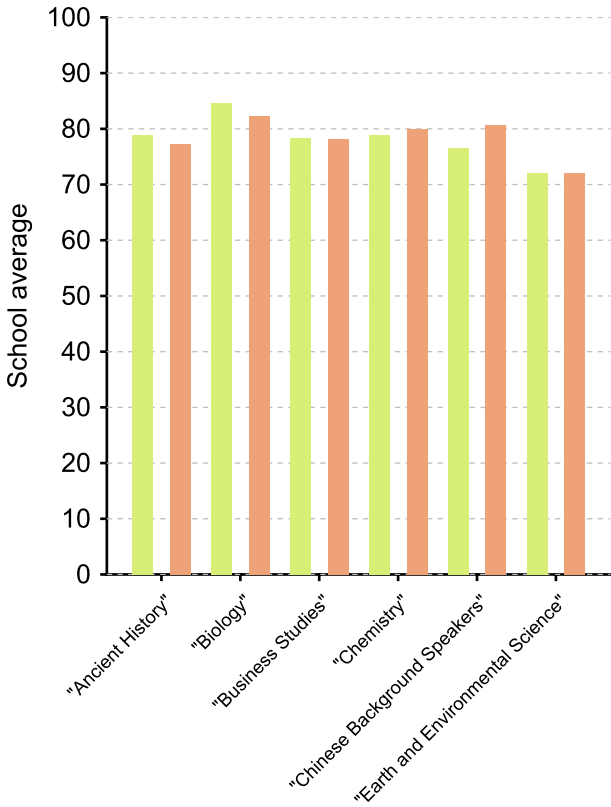| | |
|---|---|
| ■ | Percentage in Bands |
| ■ | School Average 2014-2016 |
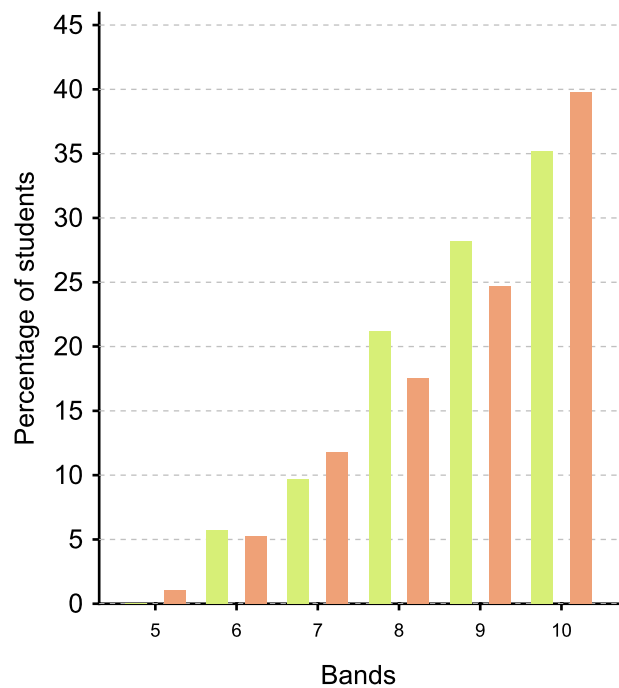
**Percentage in bands:**
Year 7 Numeracy



The My School website provides detailed information and data for national literacy and numeracy testing. Click on the link http://www.myschool.edu.au and insert the school name in the Find a school and select GO to access the school data.

Students who identify as Aboriginal or Torres Strait Islander are offered the opportunity work with staff to address any issues that are identifies in their learning.
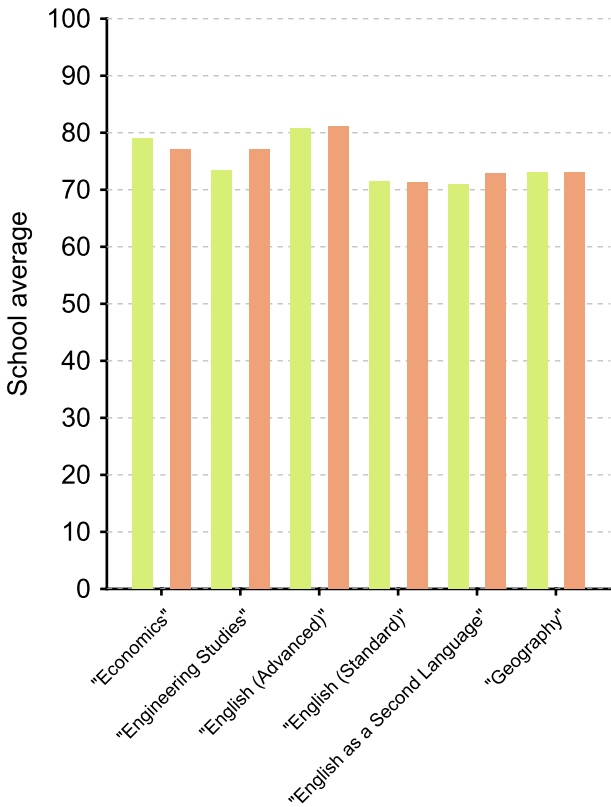
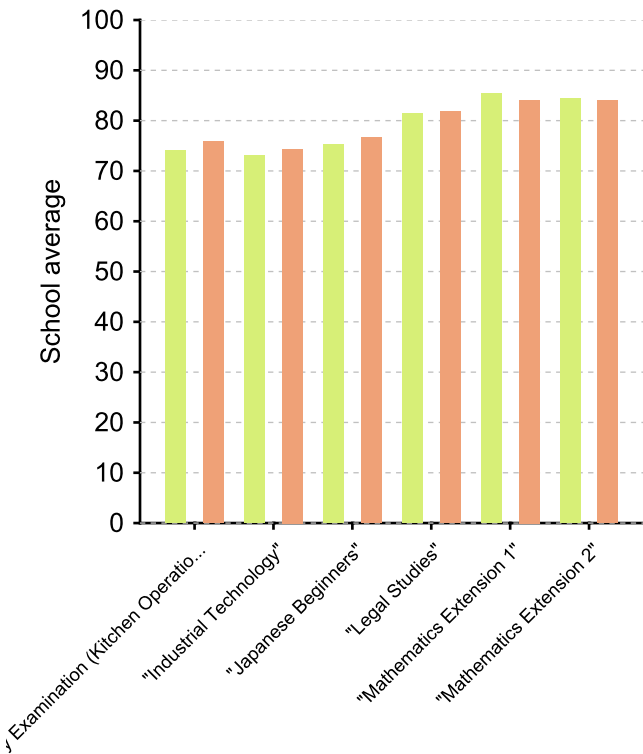| | |
|---|---|
| ■ | Percentage in Bands |
| ■ | School Average 2014-2016 |

## Higher School Certificate (HSC)

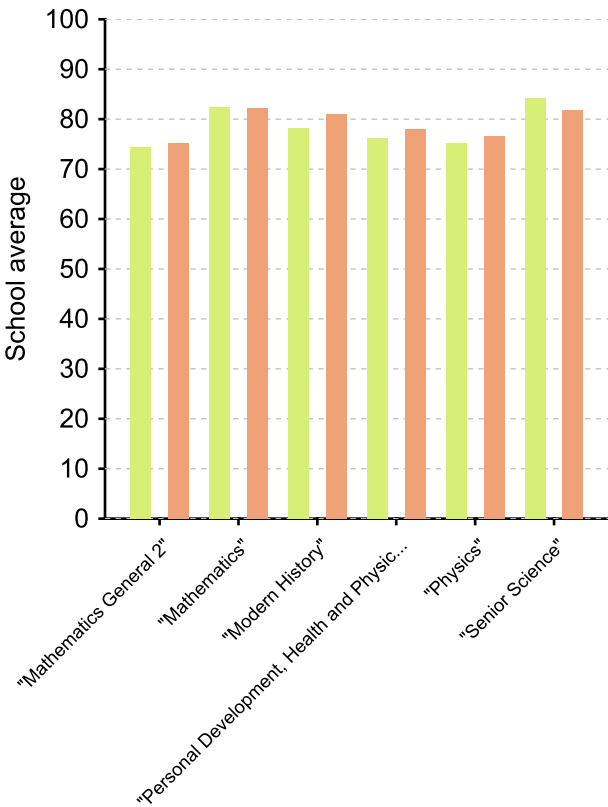The performance of students in the HSC is reported in bands ranging from Band 1 (lowest) to Band 6 (highest).
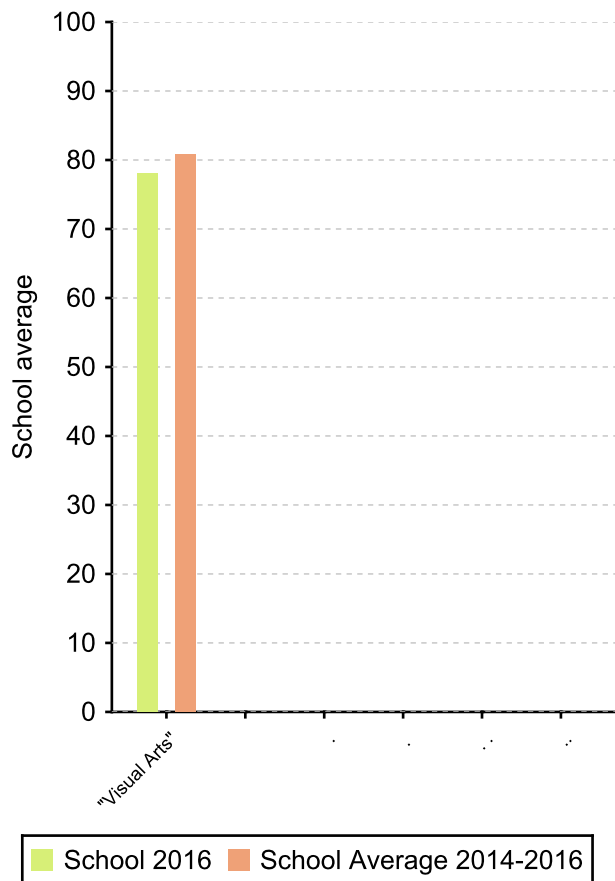


**Legend:** School 2016, School Average 2014-2016

Subjects (top left chart): "Ancient History", "Biology", "Business Studies", "Chemistry", "Chinese Background Speakers", "Earth and Environmental Science"



**Legend:** School 2016, School Average 2014-2016

Subjects (top right chart): Examination (Kitchen Operatio..., "Industrial Technology", "Japanese Beginners", "Legal Studies", "Mathematics Extension 1", "Mathematics Extension 2"



**Legend:** School 2016, School Average 2014-2016

Subjects (bottom left chart): "Economics", "Engineering Studies", "English (Advanced)", "English (Standard)", "English as a Second Language", "Geography"



**Legend:** School 2016, School Average 2014-2016

Subjects (bottom right chart): "Mathematics General 2", "Mathematics", "Modern History", "Personal Development, Health and Physic...", "Physics", "Senior Science"

School 2016   School Average 2014-2016

average quality instruction, attendance, teacher–student relations, learning climate and expectations for success.

Teachers stated that the strongest drivers for successful student learning demonstrated in the school were its learning culture of setting high expectations for student learning, providing written feedback and monitoring the progress of individual students. Additionally the establishment of clear expectations for classroom behaviour, understanding the learning needs and being inclusive of students with special learning needs was judged as most valued.

School targets set a goals for each course being offered at the HSC. Some HSC courses have a very small candidature and therefore the statistical relevance of data could be questioned. The underlying expectation though is that all courses should be continuing to grow student achievement. The graphs used in this report identify if a candidature has met an average of achievement over the past three years. Other measured used to review data are the comparison to state averages and the comparison to like schools. The underlying indicator is student growth which allows the school to identify if the programs that are running are having a positive impact on student learning.

## Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek the opinions of parents, students and teachers about the school.

In 2016, Chatswood High School sought the opinions of parent/caregiver, students and teachers using the Tell Them from Me (TTFM) surveys. Their responses are presented below:

Parent/caregiver judged that Chatswood High School created a safe learning environment
and simultaneously equally valued that the school supports positive behaviour. These together were impacting positively on the school supporting student learning.

Two student surveys were conducted  in 2016. These both demonstrated results and reinforced that the students were highly engaged due to above state

# Policy requirements

## Aboriginal education

Through the introduction of the Australian Curriculum there are now many opportunities to embed Aboriginal education into the daily lives of the students at Chatswood High School. Across the school understanding of Aboriginal and Torres Strait Islander peoples' history and current place in contemporary Australia are part of the teaching and learning programs.

## Multicultural and anti-racism education

In 2016 members of the language staff have used the introductory language units in Year 7 to build intercultural understanding across what is one of the most culturally diverse schools in New South Wales. There have been opportunities for the students attending the Intensive English Centre to work, play and compete against students in the high school.

Intercultural understanding is also a part of the national curriculum and therefore is embedded in our teaching and learning programs. The Confucius Classroom also continues to build intercultural understanding across the school for all members of our community.

The school's student leadership team have identified school spirit as their theme for 2016. The School Captains, International Liaison Captains, Welfare Captains, Sport Captains SRC Captains and Creative and Performing Arts all led activities across the school that educated the community and built a greater sense of cohesiveness and understanding.

Students participating in High Resolves also continued to foster a spirit of understanding and as one of their activities created and promoted a welcome wall for new arrivals I our country. they also continued to develop awareness raising opportunities for our broader community in the areas of asylum seekers and refugees.

Chatswood High School 8232 (2016)