

Chatswood High School

Annual Report



2017

Chatswood High School
INSPIRING EXCELLENCE - ACHIEVING SUCCESS

8232

Introduction

The Annual Report for **2017** 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.

Over the past year the school community has come together to promote a culture of acceptance allowing students to feel physically and academically safe in their learning environments. It has been heartening to see the positive contributions made by the staff, students and parents towards the continued focus on developing not only the student's academic ability but their social and emotional wellbeing and heightened levels of resilience.

The close relationships that we have continued to build across schools have had a positive impact on student outcomes and I would like to acknowledge the commitment to this collegial approach by all of our partner school. Our academic success as noted in the NAPLAN and HSC results is a testament to the strong relationships that have been developed across the school community.

David Osland

Principal

School contact details

Chatswood High School
24 Centennial Ave
Chatswood, 2067
www.chatswood-h.schools.nsw.edu.au
chatswood-h.School@det.nsw.edu.au
9419 3611

Message from the school community

A Message from the CHS P&C

The CHS P&C aims to:

Bring together the CHS community – the students, school and families to advance the best interest of students and school.

Support the school by providing extra opportunities to make high school an enriching and engaging time for all our students.

Organise social events, fund extra-curricular activities & resources and undertake small building projects focussed on student amenities.

Our 2017 highlights include:

- Social events–“Around the world” Trivia, Barefoot Bowls, Welcome to Yr. 7 & other year group evenings.
- Quadrangle landscaping and seating (\$31,000)
- STEM technology equipment (\$25,000)
- Duke of Edinburgh Program open to students in year 9 & above – paying specialist teacher(\$12,000)
- MacLit– a Macquarie University literature program to support students (\$4,600)
- High Resolves Leadership programs for years 7– 10 (\$15,000 funded by a Chatswood RSL grant)
- Additional lockers for year 7 (\$10,000)
- Leadership camps& Elevate study skills – open to all students (\$6,500)
- 3 Well-being sessions for students and parents (\$6,000)
- Merit awards and Yr 12 Farewell year book (\$4,000)

During 2017, we made the difficult decision to cease operating the canteen. We extend a sincere thankyou to the manager Maureen Chaffey and her dedicated team for providing fresh & nutritious food to our students over the past 9 years.

We continue to successfully run the uniform shop.

We enjoy a close collaborative relationship with our Principal and leadership team, working to deliver student focused outcomes. Our 2018 initiatives will include: embedding the student well-being program, supporting literacy and learning, funding co-curricular activities such as the Duke of Edinburgh program and sport activities (using our fantastic new oval) and undertaking small building projects.

Thank you to all the parents actively involved in the P&C – the executive & other committees, year coordinators, supporters and donors. Our school community benefits greatly from your valuable contribution.

Lynn Donohue

President

Sport initiatives– before and after school program & representative jerseys (\$4,500)

Message from the students

During 2017 we have had the privilege to run a number of initiatives here at Chatswood High School and with the school community. Starting in this role, we wanted to address our students' needs and bring new perspective into our diverse school while improving and continuing on with the traditional initiatives run here at school. The initiatives which we have felt to be the most rewarding have been included the successful bathroom renovation in October, the canteen improvement & survey which has led to valuable student feedback on the canteen, Food For Thought which engages with the student body and asks them questions about how to better improve the school and the Inter-school Mock Parliament competition which involves a variety of schools in a simulation of parliamentary proceedings. It is also the only competition of it's kind to be run in NSW and created by one of Chatswood alumni. These were only possible thanks to the staff and students who supported our initiatives with great enthusiasm: Mr Osland, Mr Boogert, the rest of our prefect team and so many others. Looking back on 2017 it has been an exciting year of change and new developments within our school. As well as being able to give back to the community that we grew up with, having the opportunity to meet and work with the diverse and passionate range of students and staff has been definitely one of the most rewarding experience of our lives. We are honoured to be able to serve in our school. A school we are proud to represent. And we look forward to seeing what will happen in the future.

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 1510 students, including 80% 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

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.

The learning culture of the school was identified as sustaining and growing with partnerships between parents and students showing support for clear learning improvements and plans for the future. There is strong evidence of collaboration between parents and, students and the community that have assisted students during their major transition points. Attendance is tracked through morning roll call and reports that are reviewed by the Year Advisers and Deputy Principals. The school's review of wellbeing has identified that we are excelling in how we care for students and that we have a planned approach to wellbeing. We are making solid ground in how we meet the needs of individuals across the school but we need to ensure that teaching staff are consistently using the behaviour management policy that is in place.

The school is sustaining and growing across the areas of curriculum provision, teaching and learning and differentiation. As a school we are using formative and summative assessment and a clear outcomes based reporting system to build a picture of each student's strengths and weaknesses.

The value add data indicates that our Yr 7 – 9 growth is at the level of the average school while our NAPLAN data shows that we are excelling in our results for reading, writing and numeracy. The staff are using explicit teaching techniques to identify student learning needs, and use a range of explicit strategies to explain and breakdown knowledge.

Student assessment data is used by the leadership team and classroom teachers to comprehensively analyse student progress and inform teaching program and lesson delivery. Teachers' professional development plans are supported by a coordinated whole school approach to developing professional practice, informed by research. Throughout the year the teaching and non-teaching staff proactively seek to improve their performance with the leadership team actively supporting change that leads to improvement.

The school works closely with the community where appropriate to enable community access to school facilities. Learning spaces are used flexibly to meet a broad range of student learning with teaching staff engage in professional

discussions within and across schools to improve their teaching practice.

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

For more information about the School Excellence Framework:

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

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.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
A 5% increase in students achieving at least 2 Band 5/6 in the HSC	\$98,000	<p>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.</p> <p>Formative feedback has been put into practice for all assessment tasks in Years 11 & 12 with substantial funds being used for corporate marking and development of programs.</p> <p>An EAL/D academic assistance program was introduced to support new English learners.</p>
A 15% increase in Yr 9 students achieving 'at proficiency' in NAPLAN reading and writing by 2017	\$32,000	<p>Resources were created and data analysed to deepen knowledge of all staff members regarding NAPLAN. Literacy strategies were developed and embedded across Key Learning Areas with specific activities targeting writing across the school. Academic assistance programs were put in place across a range of subjects.</p>

Next Steps

In 2018 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.

The Learning and Support Team will continue developing and 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)	Funds Expended (Resources)	Progress achieved this year
Increased student engagement in extracurricular activities	\$112,000	<ul style="list-style-type: none">• 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.• The High Resolves program, delivered to students in Yr 7 to Yr 10, presents opportunities for students to engage in authentic problem solving• Elevate studies skills program was presented to students and parents to assist with transition into senior school• Welfare support programs targeting girls in all year groups were held across the year.• Student leaders held market days to support the extra curricular programs.• 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.
Increase in network delivered professional learning	\$48,000	<ul style="list-style-type: none">• 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.• The High Resolves program, delivered to students in Yr 7 to Yr 10, presents opportunities for students to engage in authentic problem solving• Elevate studies skills program was presented to

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increase in network delivered professional learning		<p>students and parents to assist with transition into senior school</p> <ul style="list-style-type: none"> • Welfare support programs targeting girls in all year groups were held across the year. • Student leaders held market days to support the extra curricular programs. • 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.
Improvements in student satisfaction evidenced through Tell them from me survey	\$540	<p>Two surveys were completed by students from the Tell Them From ME (TTFM) suites.</p> <p>In the area of students with a positive sense of belonging 72% of students in this school had a high sense of belonging. The NSW Govt norm for these years is 65% (Years 8–12). Term 2 2017 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 2017</p>

Next Steps

In 2018 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 evaluated throughout 2017.

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)	Funds Expended (Resources)	Progress achieved this year
Increase in cross faculty run programs (Project Based Learning)	\$11,000	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.
The Confucius Classroom develops and implements a program to engage a broad range of KLAs	\$15,000	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.
Reconfiguration of four classrooms to promote collaborative teaching.	\$49,000	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.
Increased student wellbeing identified in the Tell Them From Me survey	\$0.00	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 2016 to 2017 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.
Student attendance above 95%	\$1,500	The student attendance policy implementation was the subject of continued evaluation by the welfare 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 2018 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 2018 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 place to follow through with the information that we gather.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$626	Chatswood High School has one student that identifies as Aboriginal. This student was supported through the purchase of uniform and academic assistance throughout the year as negotiated with parent and student.
English language proficiency	\$609,444	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.
Low level adjustment for disability	\$161,583	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.
Socio-economic background	\$41,518	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..
Support for beginning teachers	\$37,862	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.

Student information

Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	900	892	945	999
Girls	487	475	493	505

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	2014	2015	2016	2017
7	96.5	96.6	96.9	97.3
8	95	94.2	94.7	95.4
9	95.1	92.2	94.5	94.8
10	91.5	94.4	90.9	94.5
11	93.4	94.8	94.5	93.9
12	96.1	94.2	96.3	95.1
All Years	94.6	94.3	94.5	95.2
State DoE				
Year	2014	2015	2016	2017
7	93.3	92.7	92.8	92.7
8	91.1	90.6	90.5	90.5
9	89.7	89.3	89.1	89.1
10	88.1	87.7	87.6	87.3
11	88.8	88.2	88.2	88.2
12	90.3	89.9	90.1	90.1
All Years	90.2	89.7	89.7	89.6

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	1
Employment	0	0	2
TAFE entry	0	0	4
University Entry	0	0	75
Other	0	0	0
Unknown	0.5	0	18

Year 12 students undertaking vocational or trade training

In 2017, 18 students were enrolled in Hospitality and 6 in Construction within the school and 24 students undertaking TVET course external to the school.

Year 12 students attaining HSC or equivalent vocational education qualification

In 2017, 203 students attained a HSC or equivalent vocational education qualification.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	3
Assistant Principal(s)	0
Head Teacher(s)	15
Classroom Teacher(s)	59.8
Teacher of Reading Recovery	0
Learning & Support Teacher(s)	0.8
Teacher Librarian	1.4
Teacher of ESL	5.4
School Counsellor	2
School Administration & Support Staff	28.87
Other Positions	25

*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 1 January 2017 to 31 December 2017.

	2017 Actual (\$)
Opening Balance	2,975,611
Revenue	18,187,254
Appropriation	16,011,111
Sale of Goods and Services	714,908
Grants and Contributions	1,443,048
Gain and Loss	0
Other Revenue	0
Investment Income	18,187
Expenses	-18,862,785
Recurrent Expenses	-18,838,579
Employee Related	-15,872,957
Operating Expenses	-2,965,622
Capital Expenses	-24,206
Employee Related	0
Operating Expenses	-24,206
SURPLUS / DEFICIT FOR THE YEAR	-675,532
Balance Carried Forward	2,300,079

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.

	2017 Actual (\$)
Base Total	9,973,044
Base Per Capita	232,070
Base Location	0
Other Base	9,740,974
Equity Total	813,171
Equity Aboriginal	626
Equity Socio economic	41,518
Equity Language	609,444
Equity Disability	161,583
Targeted Total	996,405
Other Total	3,591,573
Grand Total	15,374,194

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

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.

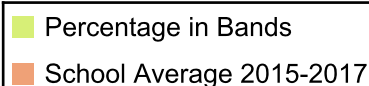
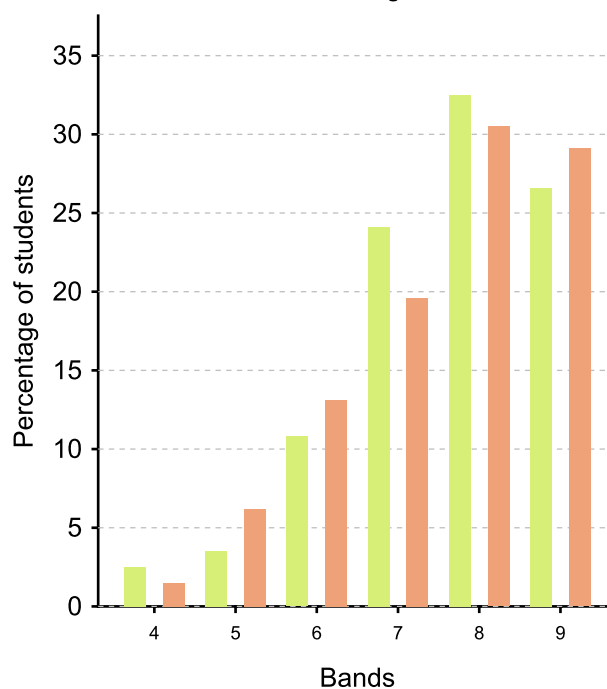
School performance

NAPLAN

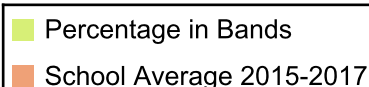
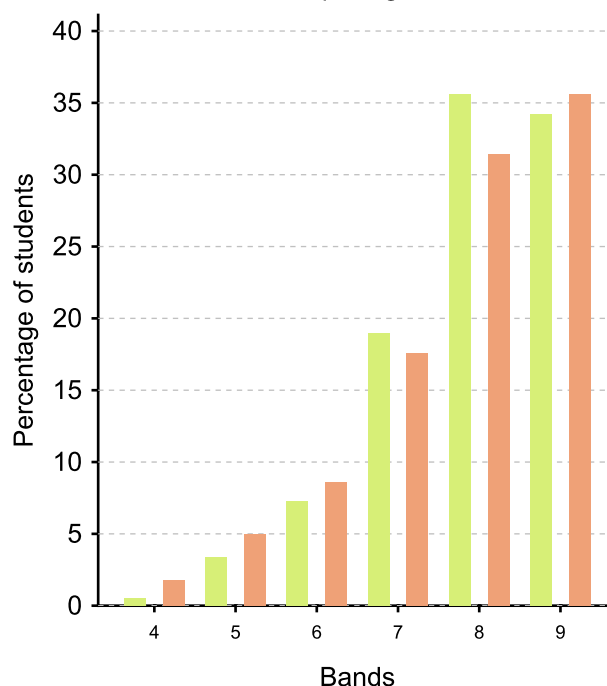
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

The tables demonstrate student achievement at 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.

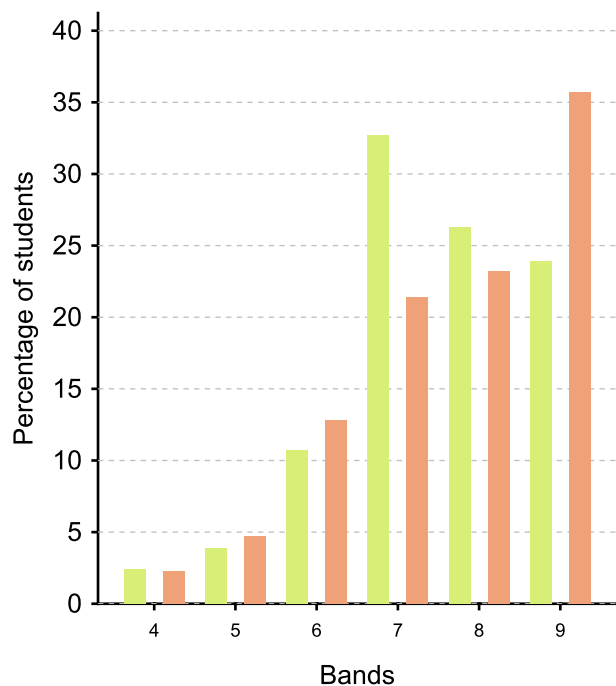
Percentage in bands:
Year 7 Reading



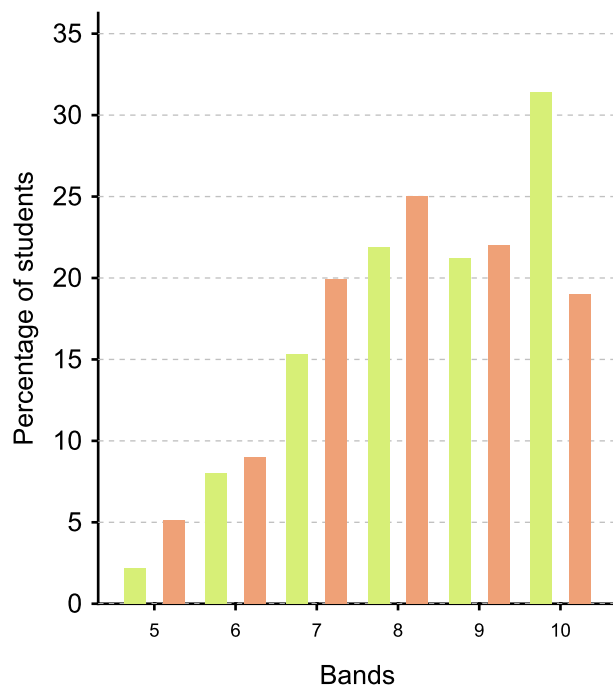
Percentage in bands:
Year 7 Spelling



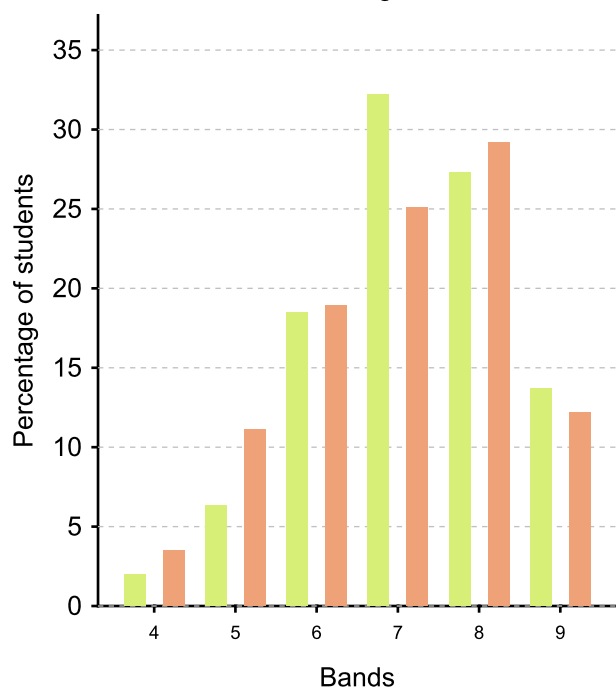
Percentage in bands:
Year 7 Grammar & Punctuation



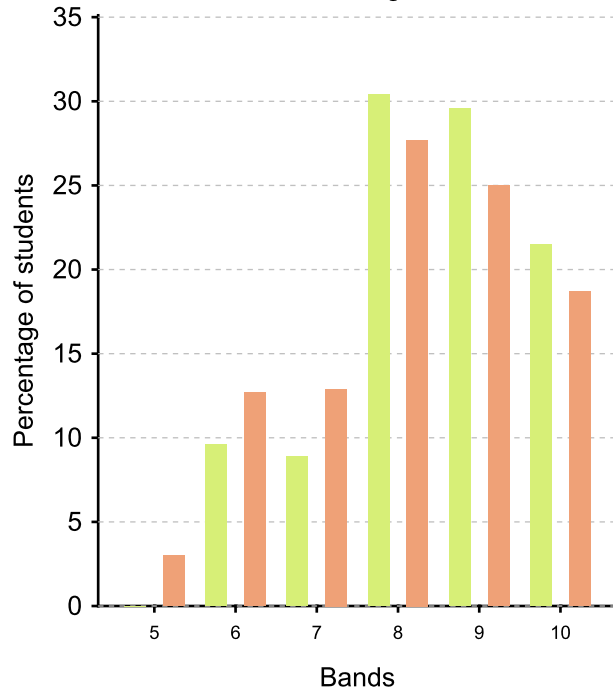
Percentage in bands:
Year 9 Grammar & Punctuation



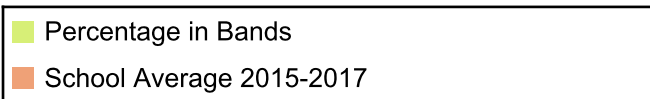
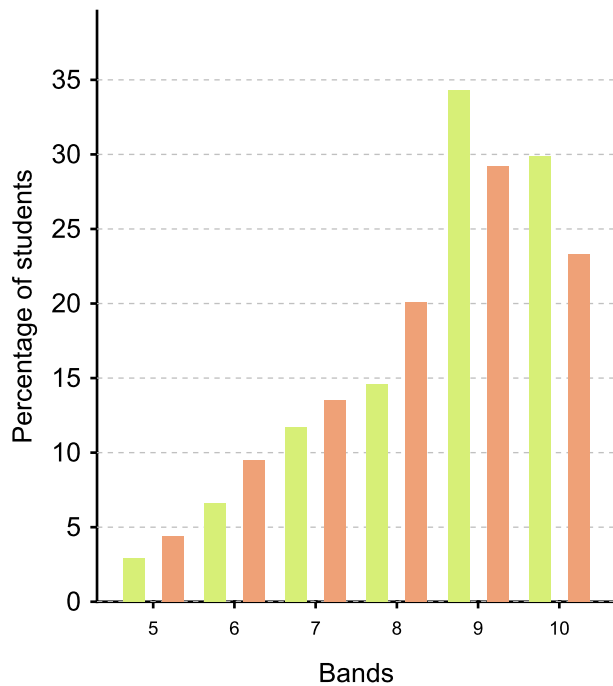
Percentage in bands:
Year 7 Writing



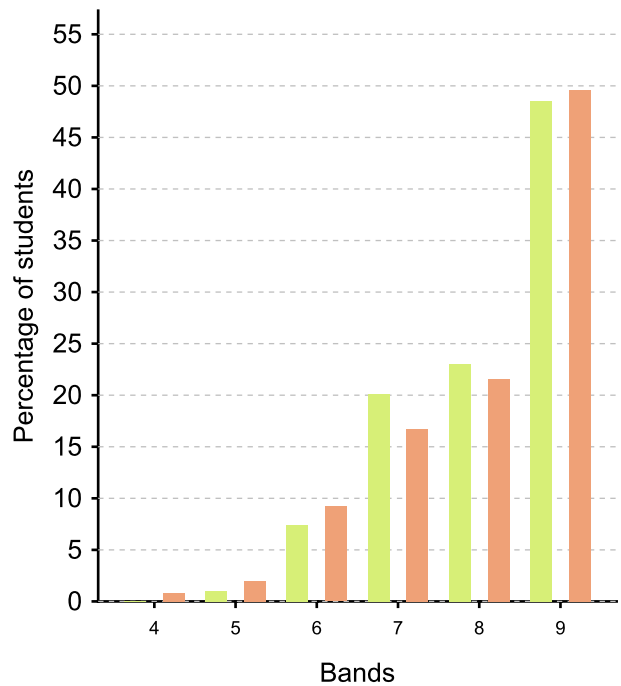
Percentage in Bands:
Year 9 Reading



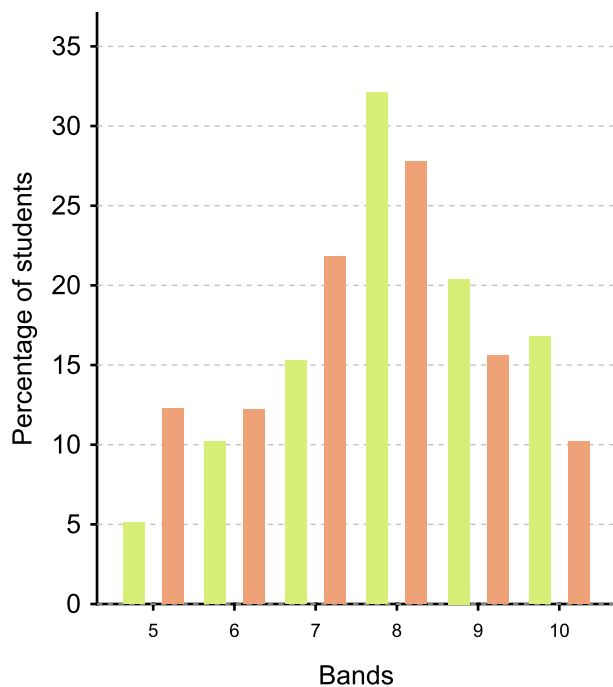
Percentage in bands:
Year 9 Spelling



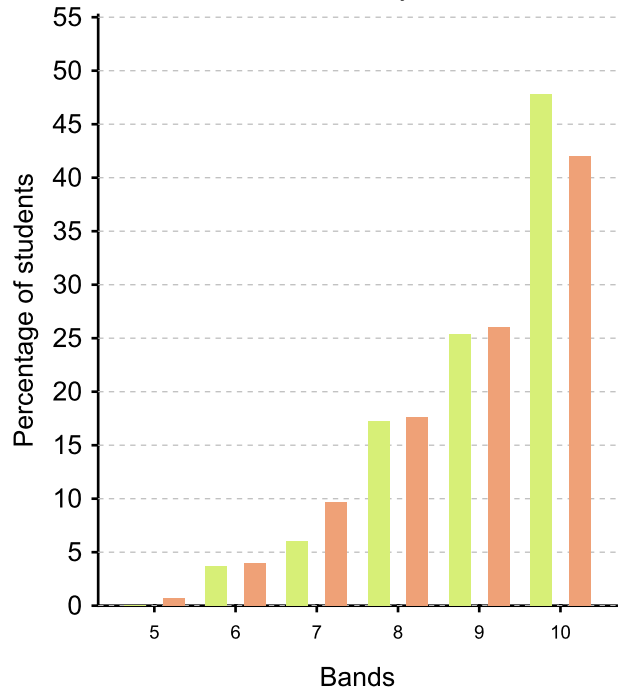
Percentage in bands:
Year 7 Numeracy



Percentage in bands:
Year 9 Writing



Percentage in bands:
Year 9 Numeracy



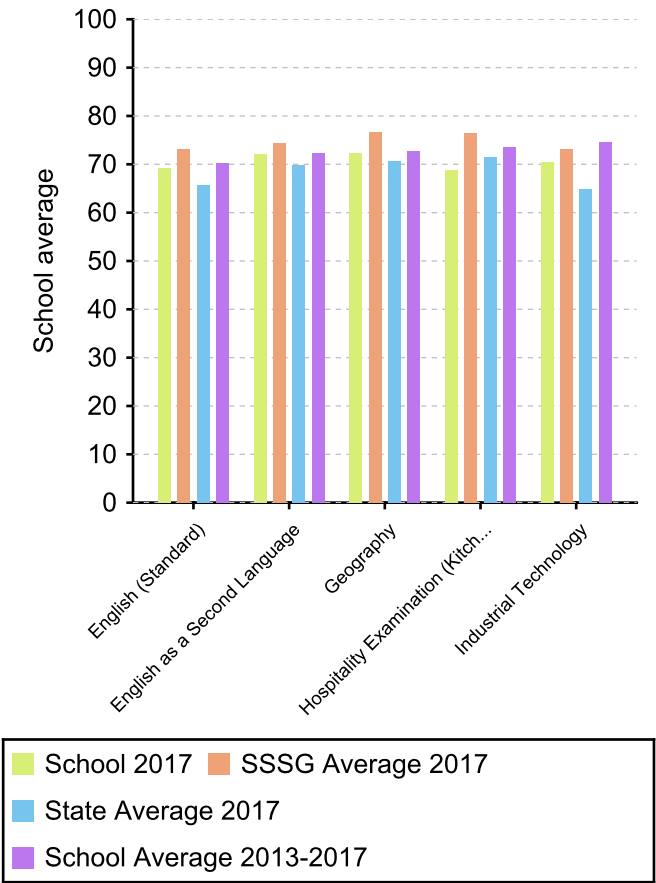
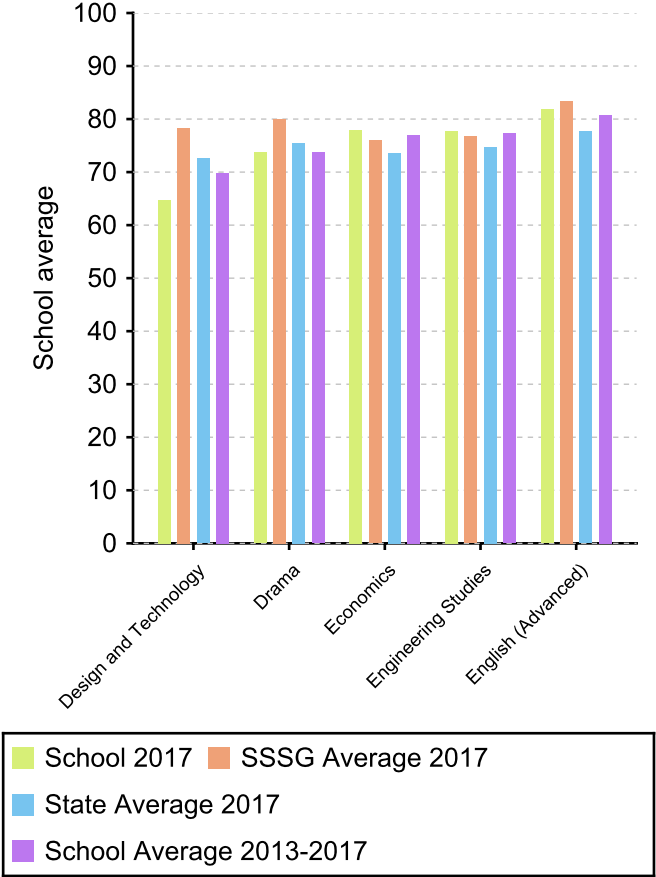
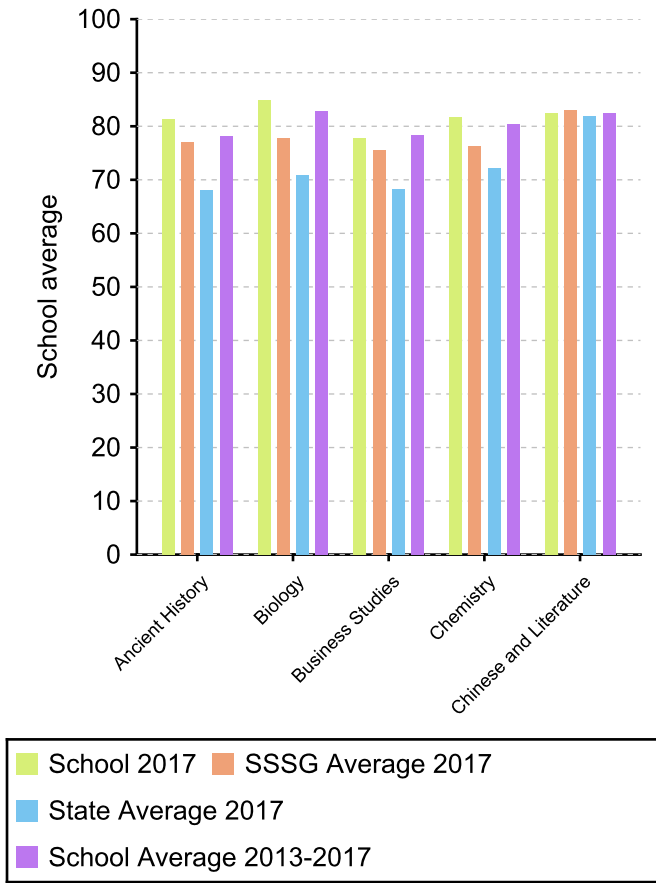
The My School website provides detailed information and data for national literacy and numeracy testing. Go to <http://www.myschool.edu.au> to access the school data.>

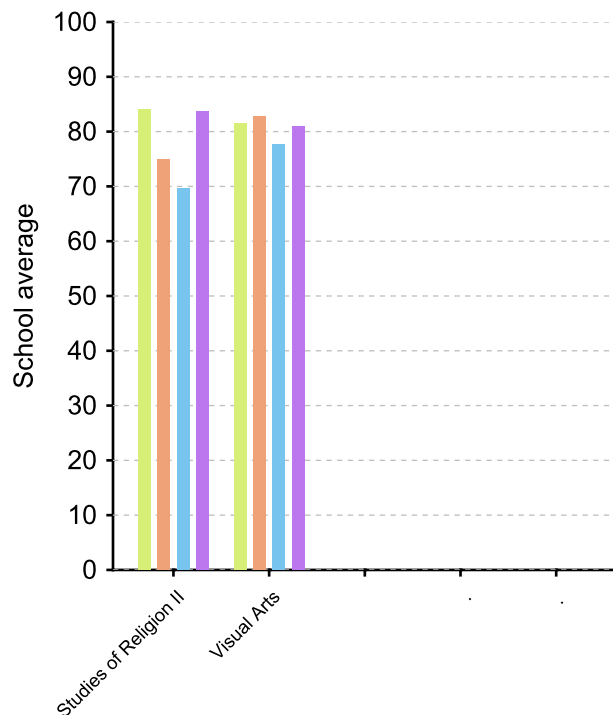
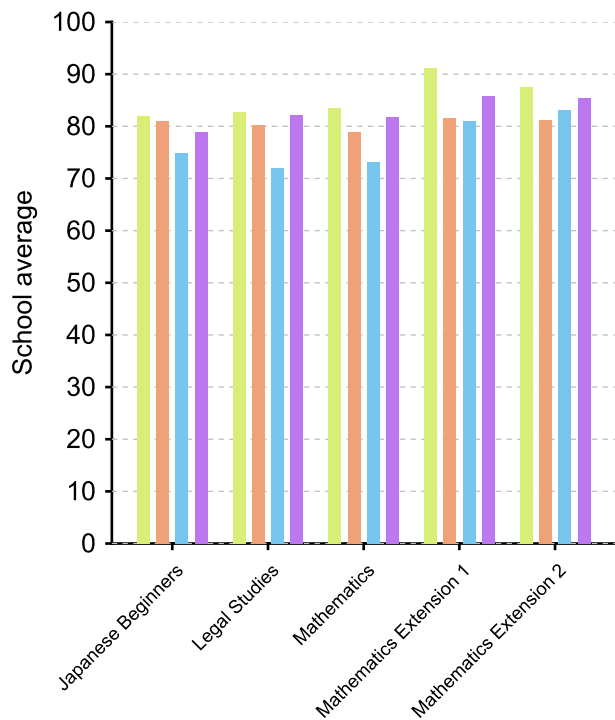
In 2017 the number of students in the top 2 bands in literacy and numeracy has increased. the following

results indicate the school's success in this area. In Year 7 Numeracy 71.57% of students achieved the top two bands. In Year 9 numeracy 73.13% achieved in the top two bands. In Year 7 reading 59.11% of students achieved in the top 2 bands while in Year 9 reading 51.11% of students achieved the top 2 bands. Overall 64.05% of students achieved in the top 2 bands at NAPLAN in 2017.

Higher School Certificate (HSC)

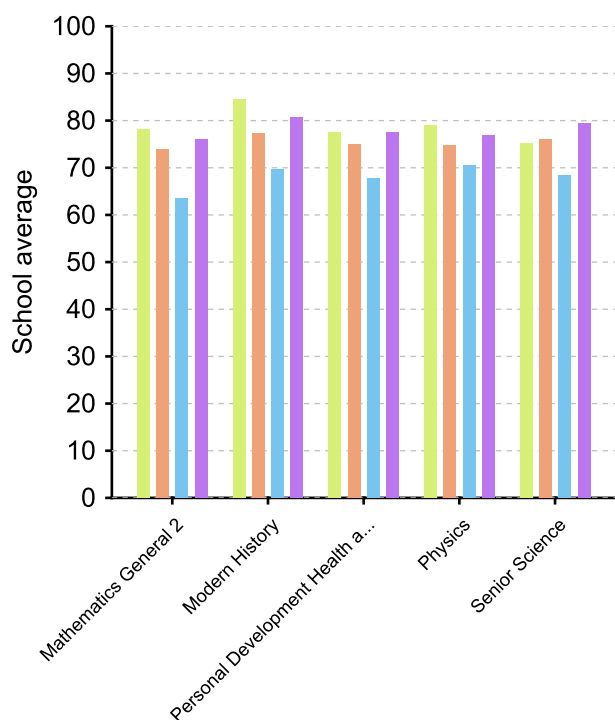
The performance of students in the HSC is reported in bands ranging from Band 1 (lowest) to Band 6 (highest).





■ School 2017
 ■ SSSG Average 2017
■ State Average 2017
■ School Average 2013-2017

■ School 2017
 ■ SSSG Average 2017
■ State Average 2017
■ School Average 2013-2017



■ School 2017
 ■ SSSG Average 2017
■ State Average 2017
■ School Average 2013-2017

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 2017, 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 2017. These both demonstrated results and reinforced that the students were highly engaged due to above state

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.

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 2017 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 2017. 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 to our country. They also continued to develop awareness raising opportunities for our broader community in the areas of asylum seekers and refugees.