

Chatswood High School

Annual Report



2018

Chatswood High School
INSPIRING EXCELLENCE — ACHIEVING SUCCESS

8232

Introduction

The Annual Report for **2018** 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.

Chatswood High school is a complex education setting with the following components making up the school. The school has an Intensive English Centre (IEC) as part of the overall education provision onsite. This IEC supports students and their families who have recently arrived in Australia and have settled in the North Sydney area. The students enter the IEC so they can develop skills in reading writing and speaking English which will allow them to learn successfully in any one of the 25 high schools that is serviced by the centre. There is a strong focus on developing broader skills and understanding about Australian society. There are also a number of programs run by IEC staff that support the families adjusting to an unfamiliar culture and thereby supporting the successful transition for the students.

The school also has a successfully Support Unit consisting of two classes for students diagnosed with mild intellectual disability, one class for students diagnosed with a moderate intellectual disability and one class for students diagnosed with autism. These classes have a teacher and at least one Student Learning and Support Officer (SLSO). Every student has an Individual Learning Program that has been developed by the teacher in consultation with parents, students and external support personnel. The classroom activities are supported by a large range of programs such as travel training and work experience. These programs are aimed at developing skills that will assist the students in the Support Unit to develop an appropriate level of independence. Within the school many of the students will participate in mainstream programs attending classes with students in their year.

The third major program running in the school is the Academically Selective stream running across Years 7–12. Students who enter this stream have been offered a place through the High Performing Students Unit within the NSW Department of Education. As part of the application process for this stream, students are required to sit the Selective School entrance examination during the prior year to their entry. Upon entry the students are placed in one of two classes comprising 60 students and remain in this class throughout their education journey from Years 7–10. Although the students in these classes remain together for all mandatory and core classes there are specific sporting, performing arts, co-curricular and wellbeing programs running to ensure that these students are embraced and nurtured throughout their time at the school.

The school also runs a Gifted and Talented class for local students who have not participated in the Selective Schools process. This program offers academic opportunities that mirror those found in the selective classes.

The fourth major program running in the school supports the 79% of students who come from a non-English speaking background. To support these students, who are spread across the school, the NSW Department of Education provides funding to employ 5.4 specialist English as Another Language or Dialect (EAL/D) teachers. These teachers either directly teach classes or co-teach in classes where there are large numbers of students needing support.

The underlying belief of all staff is that all students will thrive academically if they feel safe and supported while in school. The staff use a positive schools framework which requires them to look for the positive attributes of each student and work with these, thereby building a positive self image for the students and building resilience. Within this framework behaviours or limiting approaches from students are diverted so that they do not impede the academic, social and emotional development of the individual.

The Chatswood Education Precinct (CEP) development will see updated facilities and new buildings across the Centennial Avenue and Pacific Highway site, allowing further learning opportunities that will provide an educational experience recognised as best practice for our future world.

The community continue to show faith in the educational direction the school is taking with a continued increase in enrolments across the school. The school is currently the largest it has ever been and when the Chatswood Education Precinct redevelopment has been completed it will have a capacity for 2000 students.

David Osland

Principal

School contact details

Chatswood High School

Message from the school community

CHS Annual Report 2018 – A message from CHS P&C

The CHS P&C aims to provide a positive contribution to our school community by working collaboratively with the School leadership to provide opportunities:

- To bring together the CHS community – the students, school and families to advance the best interest of students and school.
- To support the school to provide extra opportunities to make high school an enriching and engaging time for all our students.
- Organise social events, funding additional activities & resources and undertaking small building projects focussed on student amenities.

We also run the uniform shop.

Our 4 key strategic areas are designed to support student engagement and enhance the school environment and CHS community, as follows;

1. Learning and Development
2. Wellbeing
3. Leadership and Co-curricular
4. Enhancing the school environment

Here's what we are doing to achieve these objectives during 2018:

- Social events – Annual Family Fun Barefoot Bowls & BBQ, Welcome to Yr. 7, Multi-Cultural Food festival (2018) and Term 2 parent dinner.
- Refurbished student toilets – girls & boys (\$150,000)
- Duke of Edinburgh Program open to students in year 9 & above – paying a specialist teacher (\$19,000)
- Well-being program for students and parents (part funded by a generous Chatswood RSL grant \$17,000)– including: Respectful relationships & consent (year 9), Screen-agers & Digital Nutrition (parents and year 7), Tomorrow Man/ Women (year 10 boys and girls), Daughters & Parents (year 7–9 girls) and Navigating Teenage Mental Health (Black-Dog Institute). *These programs are run in conjunction with the school's own wellbeing.*
- New sports sporting team uniforms & external coaching (ex-alumni) for before and after school sports program (\$7,000)
- Theatre sports– Year 9 English (\$4,700)
- The purchase of a 'Google' classroom virtual technology for the Social Science Department (\$11,500 in late 2018)
- Leadership camp held in term 1– open to all students (\$3,000)
- Yr 12 Farewell year book (\$5,000)
- We also represent the students & parents at:

Local community events such as Chatswood Anzac and Remembrance Day ceremonies

Chatswood Education Precinct Project Reference Group along with Chatswood Public School P&C representatives – currently in the second stage of planning.

Thank you to all the parents who actively attend our events and support our functions, including: The Executive, Uniform Shop and Building committees, parent network coordinators and numerous volunteers (especially in the uniform shop). Our school community and students benefit greatly from your valuable contribution.

The P&C would also like to thank the school leadership team especially – Mr David Osland, Mrs Evelyn Manson and Ms Dana Quick for your continuing support and close collaboration.

Message from the students

As the 2018–19 prefect team, we have had the privilege and

opportunity to run numerous initiatives at Chatswood High School to improve the school community. At the beginning, it was a daunting to see how we could make meaningful change and our time as prefects truly tested us individually on our ability to work as a team, think creativity and problem solve. However, it was all worth it in seeing the impact of the many initiatives our unique prefect pairs and team collectively made in our diverse school.

We are proud to have re-created our flagship leadership camp with the largest number of attendees ever, established Chatswood High's first ever alumni group of 800+ members and introduced an Orientation Week to ease the transition for the new year 7s entering high school. Within our amazing team, we saw efforts for greater representation of social justice and wellbeing issues such as 'R U OKAY Day', 'Wear it Purple Day' and 'Doctors Without Borders' promoted through exciting activities such as our Year 10 Fete and inaugural Oval Movie Night. Not to mention a better connection to the Intensive English Centre through revamping the student buddy program, celebration of our CAPA programs with the annual Talent Quest and sporting activity with Teacher vs Student games.

These initiatives are simply a few of the many our team enthusiastically ran – that only would have been made possible thanks to the staff and student who supported us. We wholeheartedly thank Mr Osland, Mr Harrison and the many other teachers and individuals who encouraged us to create change and opportunity throughout the school. Looking back on the past year, it has been one of the most exciting and rewarding experiences of our lives and we are honoured to have been able to serve a school that we grew up in. A school we are proud of. It's nearing the end of a chapter for us, but now we look forward to what will happen next.

Hannah Ahn and Gabriel McGuire – (School Captains 2018–19)

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.

Chatswood High School has an enrolment of 1550 students, including 79% students from a non-English speaking background.

The high school has a number of components that make it a dynamic and complex educational institution. The Year 7–12 component of the High School is made up of a mainstream enrolment who are our local students. Entry into Year 7 can also be made through the High Performing Students Unit into the Academically Selective Stream. The third mode of entry into the school is through the Department of Education Access Program that allows entry into one of the classes in the Support Unit. There are four support classes for students with diagnosed with autism and intellectual disabilities.

The high school also has an onsite Intensive English Centre that operates as a specialist setting for students who have recently entered Australia and do not have the level of English in writing, reading, listening and speaking that would make their immediate entry into their local high school successful. The IEC student enrolment fluctuates throughout the year but has reached a maximum of 340 students in 2017. Current enrolment is 171 students.

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. This co-curricular program is one of many programs running in the school with the next largest being the before and after school sport program that is partially funded by the P&C.

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.

The Chatswood Education Precinct project will see work start on a major refurbishment, new building and relocation of Chatswood High School, Chatswood Intensive English Centre and Chatswood Public School. The NSW Department of Education is developing the precinct to meet the needs of students through innovative learning environments and professional learning for the teaching staff that will see future focussed learning as the predominant driver of educational delivery. When completed Chatswood Public School will be situated on the Centennial Avenue site along with a Year 7–9 middle school component of the High School while Years 10–12 will relocate to the Pacific Highway site and form the Senior School component of the High School.

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.

In the domain of Learning Culture the school is building a school culture that is focused on learning across all groups in the school. There is a belief that students should be aspirational in their learning goals resulting in performance improvements across the community. The school has implemented rigorous procedures around subject selection, assessment and reporting that support student achievement. This is also supported by a comprehensive Year 6 into Year 7 transition program which includes a wellbeing, literacy evaluation and school readiness training for students in the high school, Intensive English Centre and Support Unit.

Across the school there is a strategic and planned approach to develop student wellbeing. This has been supported structurally through embedding the wellbeing team into the processes in the school. The wellbeing team consisting of Deputy Principals, Head Teachers Wellbeing, Year Advisers, Assistant Year Advisers, Girls Adviser and Counsellors work with parents, and the wider community to develop and implement consolidated programs that educate students, parents and staff. The programs are informed by focus groups, Tell Them From Me, Learning and Support Team and internal data.

There is an evidenced based approach to developing the individual programs for all students with students in the Intensive English Centre, Support Unit, Academically Selective Stream, mainstream and those from a non-English Speaking background benefiting from a programmed approach to meeting individual learning needs. There is a structured approach to learning support through the Learning Support Team that meets once a week to allocate resources such as Student learning and Support Officers, Learning and Support Teacher. Students in the support unit have Individual Education Programs developed by their teachers with the assistance of the parents, students and transition officers from the NSW Department of Education.

There is evidence that teaching staff use pre-testing to identify achievement levels and use this information to measure student growth. Assessment notifications are provided to all students and there is evidence that students are provided with clear marking schemes aligned to outcomes. Students across the school receive feedback that allows them to develop their skills. The school has a clear method of reporting with processes in place that allow parents to stay informed about their child's progress. In the area of value-add the school has been identified as sustaining and growing across Years 7–9 and delivering in Year 9–12.

The teaching domain identifies the need for all teaching staff to regularly revise lesson planning while there is clear evidence that the staff show a sustaining and growing level of explicit teaching. This is the same achievement level in the area of feedback with teachers' feedback being identified as improving student outcomes.

Classroom management is an area that the school excels in and there is clear evidence to show that the learning environments are well managed with a consistent school wide approach being in place. Through the analysis of HSC results using the Results Analysis Package and SCOUT led by the senior executive, a culture of data analysis has developed across the school. Staff are able to use data to effectively evaluate student understanding of lesson content. Through the use of student learning profiles, learning and adjustment plans and student focus groups, there is a coordinated approach to engage the school community to reflect on student learning.

Through the Head Teacher Teaching and Learning and KLA head teachers there is a coordinated approach to teacher accreditation. All staff use professional standards and PDPs to identify and monitor specific areas for improvements. In the element of learning and development the school has assessed itself as being at sustaining and growing. The school, through its learning alliances and thorough internal mentoring and coaching is able to develop aspiring leaders and support teachers who request it. The teaching staff actively discuss professional learning with other staff to build professional practice.

The school rated itself as sustaining and growing in relation to literacy and numeracy with a literacy coordinator employed to deliver literacy focussed professional learning and classroom programs being employed as key driving strategies.

In the area of educational leadership the school has identified that we fall into the sustaining and growing category with the PDP process, Cultures of Thinking, EAL project and Instructional Leadership being vehicles that drive improvement across the school with a collaborative approach to the review of current practice. In the area of management practices and processes the school has rated itself as excelling with practices being reviewed as a result of community feedback. The leadership also reviews school and community satisfaction and shares its responses with the community.

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

Every learner achieving their maximum potential

Purpose

To continue to foster a safe learning environment that develops responsible, reflective learners who are nurtured, challenged and extended to achieve to the best of their ability.

Overall summary of progress

Throughout 2018 there has not been a consistent increase across subject areas of students achieving a Band 5 or 6. There has been an increase in the understanding of differentiation for students in the areas of programming, assessment tasks and lesson delivery given that we are delivering to a very broad group of students ranging from academically selective students, students from a non-English speaking background and students from the Support Unit. There is an improvement in the responses from the TTFM survey showing an higher level of feedback and reflection taking place across the school. There is also a greater level of understanding from the parents on how to support their sons and daughters.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
There is a measurable increase each year in the percentage of students achieving a Band 5/6 in the HSC.	\$80,000	The 2018 HSC results showed an improvement in 25% of the courses but also identified a reduction in the number of Band 5 and 6 results across 75% of the courses. These figures do not meet the stated target.
There is an increased number of students achieving Band 8 or above in both Literacy and Numeracy in NAPLAN Year 9.	\$23,000	The three year average for Bands 8–10 in the areas of Numeracy, Reading and Writing is 69%. In 2018 68% of students achieved a Band 8 or above. This figure has not met the target stated.
There is an increase in positive responses to specific survey questions in TTFM relating to intellectual engagement, valuing school and sense of belonging.		The Tell Them From Me (TTFM) survey is undertaken twice a year with the students. The survey undertaken in March traditionally shows a more positive self report from the students. The composite of the two survey periods indicates positive growth in intellectual engagement, valuing school and a sense of belonging.
There are an increased number of staff undertaking future focussed learning activities as part of their lesson delivery.	\$20,000	The blended learning initiative in Yr 9 Geography, the introduction of the ACTIVATE program in Year 7 & 8 across CAPA and Social Science, the increased participation from across the school in the MARS program for Year 8 and the Australian Business Week program for Year 10 are the main programs that support future focussed learning.
The Instructional Leader initiative has led to a greater level of differentiation in programs, assessment tasks and lesson delivery.	\$60,000	The Instructional Leader initiatives has led to the development of greater differentiation skills across four faculties in 2018. These skills have developed in programming, assessment and lesson delivery.
There is a greater level of feedback and reflection being used to inform learning and delivery of courses.	No cost	The English, CAPA and Social Science faculties have all used student feedback to adjust programming. All KLAs have improved the type of feedback they deliver to the students with staff being provided with

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
There is a greater level of feedback and reflection being used to inform learning and delivery of courses.		professional learning designed to standardise the minimum level of feedback used.
There is an increased level of understanding by the parents about how to support their sons and daughters academically.	\$23,000	There has been an increase in the parent programs run in conjunction with the P&C to develop a greater awareness of subject choice, study skills, sleep awareness, appropriate cyber awareness and wellbeing initiatives.

Next Steps

A targeted program to identify students who are on the cusp of achieving a higher band will need to be put in place to move those students on 78 and 79 to move into the next band and the same for students who are sitting on 88 and 89.

A continued focus on the Instructional Leader model with an increased focus on building a differentiated classroom delivery model that uses observed data to drive changed pedagogy.

Feedback and reflective practices are enhanced leading to students having three way conversations in parent teacher evening and being able to identify their own areas of strength and weakness and being able to develop their own learning goals.

Strategic Direction 2

Leadership for improvement across the community

Purpose

To lead the school community to develop, articulate and commit to a shared educational vision based on quality teaching and learning in a collaborative leadership culture that will drive improvement for every student, every teacher, every leader.

Overall summary of progress

The opportunities for students to take on leadership roles across the school have increased with the introduction of a new category of captain within the Student Leadership Team, through the before school sport program, increasing student led co-curricular programs, leadership camp activities, leadership initiatives by students across the school and through classroom programs.

The Tell Them From Me data supports our view that there has been growth in student engagement and a self reported positive improvement in student outcomes in English, Maths and Science.

There has been an increase in the number of staff participating in the Aspiring Leaders program across the North Sydney – Entente Cordiale and an increase in the number of innovative teaching programs and externally facilitated learning opportunities. There was also an action research using the Quality Teaching Rounds based on EAL leadership undertaken by High School and IEC staff.

Three faculties combined with two other school to undertake leadership in the area of Cultures of Thinking.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increased student leadership and student voice opportunities across the school.	\$2,000	The student leadership group expanded in 2018 with the inclusion of Social Justice Captains. Student voice continued to grow through initiatives such as Food for Thought and Wellbeing focus groups run by the Student Leadership Team. As part of the Chatswood Education Precinct design students groups have been provided with two opportunities to speak with the educational consultants to provide input into the design from a student point of view.
Senior executive undertake AITSL School Leader Self Assessment Tool	Nil	This will take place in 2019
Improvements as measured in the Tell Them From Me survey instrument in the following areas: Inclusive School Leadership Collaboration	Nil	<p>The Inclusive School measurement reflects the self report view of teachers' ability to respond to individual student need especially those with special needs. This self report measure is trending upwards over the last four years.</p> <p>The Leadership measurement is based on the teaching staff rating of the level of educational leadership that is provided by members of the executive. This again is trending upwards over the last four years.</p> <p>The Collaboration measurement relates to a teacher self report on how often they work with others either within their own faculty or across faculties to develop resources, team teach or develop their own goals. This measure is also</p>

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<p>Improvements as measured in the Tell Them From Me survey instrument in the following areas:</p> <p>Inclusive School</p> <p>Leadership</p> <p>Collaboration</p>		trending upwards over the past four years.
Increase in staff participation in and leadership of intra-school and inter-school projects targeting staff growth and student improvement.	\$13,000	<p>Throughout 2018 three faculty teams participating in a cross school project in Cultures of Thinking. The CHS teams worked with a team from Ryde Secondary College in a project that provided professional learning for the participants over a six month period. The learning from this was delivered back into the broader school through School Development Day professional learning and through daily interaction with the staff.</p> <p>Eight members of staff participated in the NS-EC Aspiring leaders program throughout 2018 and four members of staff participated in the NS-EC beginning teacher network.</p> <p>All CHS staff worked on the Positive Schools framework and the Resilience Donut throughout 2018.</p> <p>All members of the CHS teaching staff worked on building their leadership of assessment across the school using the Cohen –Hess Cognitive Rigour Matrix.</p>
Strength based model used to develop leadership growth in staff.	Nil	<p>The School Counsellor from the Intensive English Centre worked with the executive of the IEC to develop an understanding of where they self report on the VIA matrix.</p> <p>The School Counsellor has also worked with the Senior executive to introduce and build awareness of the VIA framework. .</p>
School culture interrogated and understood leading to individual agency being increased for staff, students and the community.	Nil	As part of the Chatswood Education Precinct we have begun to interrogate our current approaches, beliefs and culture across the school. Staff have been provided with opportunities to reflect on the design of the new buildings and how this will impact on their delivery. Staff have also been provided with opportunities to speak with education consultants who have challenged their thinking on Future Focussed Learning.

Next Steps

The major challenge for all staff will be to reflect on their teaching practice through a future focussed lens throughout 2019. The senior executive will need to develop/employ their own coaching skills to build a broad based instructional leadership team that is agile. The challenges of designing a school, managing the dislocation of staged delivery while changing school culture will require wisdom, patience and thorough planning.

Throughout 2019 there will be a higher level of Professional Learning in the area Future Focussed Learning for all staff supported by the School Learning Environments and Change Team. This will enable a greater number of staff to develop

their skills in the area of Communication, Collaboration, Critical Thinking and Creativity.

The student leadership team will be assisted to continue their initiatives in the area of student voice and co-curricular activities.

The Senior Executive of the High School will undertake further work in the VIA framework with the School Counsellor. They will also use the AITSL Self Assessment Tool for Leaders and work as a team using these two pieces of information to look at the requirements for growth of individuals within the team.

Strategic Direction 3

Student and Staff Wellbeing

Purpose

To create and cultivate a positive school culture which supports the holistic wellbeing of the school community through the delivery of programs which promote positive growth mindsets, as well as providing social and emotional support for students, staff and parents.

Overall summary of progress

The school plan clearly defines the Wellbeing program as bedrock on which we build academic achievement across the school. In 2017 the school delivered targeted programs for identified cohorts. This program has been refined and developed to deliver programs that are based on need through the collection of data. There are clear programs for induction into the school, cyber awareness, sleep, resilience training for staff to enable delivery to the students, respectful relationship workshops, boys to men programs for Year 9 and Year 11 boys.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increase in students reported positive attitudes towards their personal potential and meaningful relationships in TTFM survey.		The Tell Them From Me (TTFM) survey is undertaken twice a year with the students. The survey undertaken in March traditionally shows a more positive self report from the students. The composite of the two survey periods indicates an increase in self reported high academic self concept and an increase in positive Teacher–Student relations and a reduction in self reported as a victim of bullying.
Higher levels of optimism and self–worth among students obtained from The Resilience Report.		The Tell Them From Me (TTFM) survey is undertaken twice a year with the students. The survey undertaken in March traditionally shows a more positive self report from the students. The composite of the two survey periods indicates increased levels of optimism
Demonstrated improvement in female students' connection to school community as a result of implementation of Girls' Wellbeing Program.	\$2,300	Baseline data was collected through focus groups in mid 2018. There was a change of GLRLs' adviser from term 4 onwards due to staff changes leaving this program at a developing stage.
Increased parental involvement demonstrated through number of parents/carers participating in school wellbeing events.	\$23,000	<p>The has been an increase in the number of parents attending our evening speaker series as compared to 2017.</p> <p>Madonna King (63) Engaging Teenage girls – Being 14</p> <p>Vanessa Hamilton (42) – Respectful Relationships.</p> <p>Dr Kristie Goodwin (96) – Raising Screenagers</p> <p>Dr Carmel Harrington (140) on the importance of sleep</p> <p>The numbers for repeated presentations remained steady but the the number of presentations increased.</p>

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Improved staff knowledge and understanding of Wellbeing processes at CHS.		A survey of staff and the number of entries from staff on SENTRAL both indicate an improved knowledge of the Wellbeing processes within the school.

Next Steps

Investigate the reasons for the decline of self reported positive responses from March to September in the Tell Them From Me survey.

Continue to roll out the resilience donut training

Review and refine the Wellbeing initiatives offered to students across the school in consultation with the P&C. Identify equivalent programs for the females in the school where there was only a male option from a provider.

Develop a visual road map that clearly defines our goals for each year group.

Key Initiatives	Resources (annual)	Impact achieved this year
English language proficiency	<p>\$624,678 – NSW Department of Education allocation</p> <p>\$47,000 – School and Community Sources</p>	<p>Seventy nine percent of the students in the school come from a Non English Speaking Background with a high proportion of these students coming into the school with either an emerging or consolidating level of English language skills.</p> <p>The funding provided to the school to support these students is used to employ 6.0 specialist teachers of English as Another Language/Dialect.</p> <p>The provision of these specialist teachers has enabled support for our students to be provided through team teaching, resource development and professional learning for the broader teaching staff.</p> <p>As reported in the ESL survey students are moving to a higher level as a result of this initiative.</p> <p>For students who are having difficulty specifically in reading the school implemented the MacLit program for up to seven students in each of Years 7, 8 and 9. This program tracks changes in fluency and word identification every lesson and in each year 80% of the students completed the program successfully with improved reading skill resulting in an improved ability to access the curriculum.</p>
Low level adjustment for disability	<p>\$154, 085 – NSW Department of Education allocation</p> <p>\$104,000 – School and Community sources</p> <ul style="list-style-type: none"> • Low level adjustment for disability (\$0.00) 	<p>The disbursement of these funds is mediated by the Learning and Support Team. The school employs Student Learning and Support Officers to supports students in the classroom.</p> <p>This has resulted in improved engagement for the students identified through the learning and support team referral process. There have been improved academic, social and emotional outcomes for these students.</p> <p>This funding is also used to support students with significant disabilities to engage in mainstream classes and is also used to support the staff teaching these students.</p> <p>This has resulted is the full integration into mainstream for students with significant disabilities and has allowed staff to develop appropriate adjustments for these students.</p>
Socio–economic background	\$45,080	<p>Students and their families across the school are able to access financial support through application to the Principal.</p> <p>This support can take the form of relief from costs associated with learning, excursions, camps and uniform.</p> <p>The school also has a Bring Your Own Device program running and holds a pool of equity</p>

Socio-economic background	\$45,080	laptops so that students from all socio-economic backgrounds will not be disadvantaged in class.
Support for beginning teachers	\$99, 372 – NSW Department of Education allocation	<p>Beginning teachers in their first year allocated four periods per cycle</p> <p>Beginning teachers in their second year allocated two periods a cycle</p> <p>Head Teacher mentors given 1 period per cycle to support and mentor beginning teachers in their faculty.</p> <p>Instructional Leader – Deputy Principal working with beginning teachers to develop differentiation strategies and skills.</p> <p>These initiatives have allowed beginning teachers to work collaboratively with their supervisor, the Instructional Leader and there more experienced peers resulting in ongoing professional learning enhancing the learning outcomes for students across the school.</p>
Targeted student support for refugees and new arrivals	\$995	This funding provided targeted support for learning and wellbeing allowing the students involved to feel connected and safe within the school.

Student information

Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	892	945	999	988
Girls	475	493	505	525

Enrolment numbers continue to increase across the school. The proportion of girls to boys in the school has remained stable which is in part due to the close proximity and overlapping boundaries with Willoughby Girls High School. During 2018 a threshold was reached requiring the introduction of an extra class into Years 8 and 10 from the beginning of term 2.

These numbers also include students enrolled in mainstream, academically selective stream, support unit and Intensive English Centre.

Student attendance profile

School				
Year	2015	2016	2017	2018
6				99.8
7	96.6	96.9	97.3	96.4
8	94.2	94.7	95.4	95.2
9	92.2	94.5	94.8	95
10	94.4	90.9	94.5	93.6
11	94.8	94.5	93.9	92.1
12	94.2	96.3	95.1	90.4
All Years	94.3	94.5	95.2	94
State DoE				
Year	2015	2016	2017	2018
6				92.5
7	92.7	92.8	92.7	91.8
8	90.6	90.5	90.5	89.3
9	89.3	89.1	89.1	87.7
10	87.7	87.6	87.3	86.1
11	88.2	88.2	88.2	86.6
12	89.9	90.1	90.1	89
All Years	89.7	89.7	89.6	89.2

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 2018 the school revisited its systemic approaches to attendance issues. An Acting Deputy Principal led a series of professional events and trained the staff in the use of these procedures. The deputy principals meet with their year advisers on a regular basis to discuss individual attendance issues. Students with attendance issues that are considered outside of the normal range are referred the Home School Liaison Officer to work with the school and families to turn around attendance patterns.

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	154
Other	0	0	0
Unknown	0.5	0	15

As can be seen from the table above the vast majority of the students at Chatswood High School enter University from high school. There is an increasing trend towards early entry into a course with 22 students in 2018 being offered entry into a Macquarie University course prior to their HSC examination.

Year 12 students undertaking vocational or trade training

In 2018, 8 students undertook Hospitality and 7 students undertook Construction within the school. A further 22 students undertook TVET courses external to the school.

Year 12 students attaining HSC or equivalent vocational education qualification

In 2018, 176 students attained a HSC or equivalent vocational education qualification.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	3
Head Teacher(s)	15
Classroom Teacher(s)	64.7
Learning and Support Teacher(s)	0.8
Teacher Librarian	1.4
Teacher ESL	5.4
School Counsellor	2
School Administration and Support Staff	31.67
Other Positions	30.6

Development Day hosted by Chatswood High School allowed members of the North Harbour Learning Community to work with Wellbeing services from across the North Sydney area. 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.

*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

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2018 to 31 December 2018.

	2018 Actual (\$)
Opening Balance	2,300,079
Revenue	19,546,281
Appropriation	16,802,538
Sale of Goods and Services	388,922
Grants and Contributions	1,942,313
Gain and Loss	0
Other Revenue	383,769
Investment Income	28,740
Expenses	-20,203,700
Recurrent Expenses	-20,203,700
Employee Related	-16,964,151
Operating Expenses	-3,239,549
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	-657,419
Balance Carried Forward	1,642,661

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 industrial kitchen used for 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

- your school's financial management processes and governance structures to meet financial policy requirements
- any unusual spending patterns or substantial underspending/overspending (e.g. accommodating leave, illness, savings for planned capital expenditure)
- intended use of funds available>

Financial summary equity funding

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

	2018 Actual (\$)
Base Total	10,886,112
Base Per Capita	306,699
Base Location	0
Other Base	10,579,413
Equity Total	825,780
Equity Aboriginal	1,937
Equity Socio economic	45,080
Equity Language	624,678
Equity Disability	154,085
Targeted Total	1,139,496
Other Total	3,369,221
Grand Total	16,220,610

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.

From 2018 to 2020 NAPLAN is moving from a paper test to an online test. Individual schools are migrating to the online test, with some schools attempting NAPLAN on paper and others online.

Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should take into consideration the different test formats and are discouraged during these transition years.

The NAPLAN literacy test reflect the broad diversity of students within the school. The writing test in particular reflects this breadth with a maximum score of 807/900 and a minimum score of 415/900. The average score across the Year 9 cohort being 583/900. The Grammar and Punctuation test average mark was 625/900, the Reading average was 623/900 and Spelling test has an average of 633/900.

Percentage in Bands:

Year 7 - Grammar & Punctuation

Band	4	5	6	7	8	9
Percentage of students	2.7	4.9	13.7	23.5	19.0	36.3
School avg 2016-2018	2.3	5.5	12.6	25.7	22.7	31.2

Percentage in Bands:

Year 7 - Reading

Band	4	5	6	7	8	9
Percentage of students	1.3	5.4	12.9	19.2	29.9	31.3
School avg 2016-2018	1.5	5.9	13.8	19.8	31.7	27.3

Percentage in Bands:

Year 7 - Spelling

Band	4	5	6	7	8	9
Percentage of students	2.7	1.3	9.7	21.7	31.9	32.7
School avg 2016-2018	1.9	3.6	9.1	20.4	32.8	32.2

Percentage in Bands:

Year 7 - Writing

Band	4	5	6	7	8	9
Percentage of students	3.5	8.4	25.2	28.3	23.5	11.1
School avg 2016-2018	2.9	9.1	22.7	29.3	24.6	11.5

Percentage in Bands:

Year 9 - Grammar & Punctuation

Band	5	6	7	8	9	10
Percentage of students	2.1	10.4	11.4	23.8	30.6	21.8
School avg 2016-2018	3.8	8.8	17.5	24	25.4	20.5

Percentage in Bands:

Year 9 - Reading

Band	5	6	7	8	9	10
Percentage of students	2.1	7.9	12.6	29.5	28.9	18.9
School avg 2016-2018	2.7	9.8	12.7	29.2	26.5	19.1

Percentage in Bands:

Year 9 - Spelling

Band	5	6	7	8	9	10
Percentage of students	2.6	6.7	17.6	23.8	24.4	24.9
School avg 2016-2018	4.5	7.7	15	21.4	26.8	24.5

Percentage in Bands:

Year 9 - Writing

Band	5	6	7	8	9	10
Percentage of students	7.3	14.0	24.9	32.1	14.5	7.3
School avg 2016-2018	9.4	14.2	22.7	29	16	8.6

The Numeracy test maximum mark was 882.9/900 and the minimum was 477/900. The average mark for students in Year 9 in Numeracy was 661.4/900.

Percentage in Bands:

Year 7 - Numeracy

Band	4	5	6	7	8	9
Percentage of students	0.4	3.6	9.4	18.8	21.1	46.6
School avg 2016-2018	0.7	2.3	9.1	18.4	21.5	48

Percentage in Bands:

Year 9 - Numeracy

Band	5	6	7	8	9	10
Percentage of students	0.5	2.6	13.5	19.2	29.0	35.2
School avg 2016-2018	0.2	4.2	10.1	19.5	27.8	38.3

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.>

The Premier's priorities relating to increasing the number of students in the top two bands in the areas of Reading and Numeracy show that 60.6% of students achieved this benchmark. the average from 2015–2017 was 60.2%.



Higher School Certificate (HSC)

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

Subject	School 2018	SSSG	State	School Average 2014-2018
Ancient History	80.8	76.6	69.5	79.8
Biology	80.1	76.8	70.7	81.8
Business Studies	76.1	75.3	69.3	78.0
Chemistry	82.3	75.0	71.8	80.5
Chinese and Literature	82.0	83.5	81.8	82.2
Drama	70.6	79.5	74.8	72.2
Economics	74.2	75.0	74.7	76.7
Engineering Studies	76.1	77.2	75.3	76.5
English (Advanced)	80.1	82.5	77.5	81.4
English (Standard)	68.2	71.9	65.0	70.1
English as a Second Language	74.5	73.3	70.1	72.8
Geography	74.8	77.1	70.6	73.4
Industrial Technology	75.1	74.2	66.2	73.6
Information Processes and Technology	74.6	80.3	72.0	74.6
Japanese Beginners	86.0	75.2	75.8	81.1
Japanese Continuers	83.5	81.4	85.6	82.2
Legal Studies	76.7	79.5	71.2	80.6
Mathematics	82.6	78.8	74.8	82.1
Mathematics Extension 1	85.5	78.1	78.7	86.7
Mathematics Extension 2	86.6	81.2	83.3	85.2
Mathematics General 2	74.7	74.5	65.1	75.8
Modern History	78.5	77.3	69.5	80.6

Personal Development, Health and Physical Education	70.2	75.9	69.5	70.2
Physics	78.2	73.1	70.6	77.3
Senior Science	80.8	75.9	68.2	80.9
Studies of Religion II	81.4	74.4	68.5	82.7
Visual Arts	82.3	82.2	78.0	81.4

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.

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.

At the beginning of each year staff are expected to review the results from the previous year and identify areas that could be addressed to improve performance. There is an increasing level of anxiety that is aligned to the timeframe that the students are studying for and sitting the Higher School Certificate.

There is a continued emphasis on developing literacy for students who have been identified as needing extra support. this mostly takes the form of specialist staff co-teaching with subject specialists. The English, Mathematics and EAL/D staff all run significant academic assistance programs.

When reviewing the results there is a focus on literacy based questions and the school's performance in this area. There is also a focus on questions that require a higher order thinking process to be employed.

Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek the opinions of parents, students and teachers about the school. In 2018, 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 2018. These both demonstrated results and reinforced that the students were highly engaged due to

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. Teaching staff have taken the initiative to embed aboriginal and Torres Strait Islander history into their teaching programs in English, Science, History, Geography, Visual Arts, Music, Drama, PDHPE and TAS. there have also been a number of successful entries into the Australian Reconciliation competition in the written and visual art form.

In 2018 we also had our local federal member, Trent Zimmerman come to the school to present new Aboriginal and Torres Strait Islander flags. While Mr Zimmerman was in the school he took the opportunity to speak about life on the Torres Strait Island that he had recently visited as part of his parliamentary duties.

The Aboriginal and Torres Strait Islander flags fly proudly next to the Australian flag every day.

Multicultural and anti-racism education

Chatswood High School has a very diverse cultural base with 62 languages other than English being spoken in the homes of our students. this diverse cultural base is celebrated every year for the rich diversity it brings to the school. the onsite Intensive English Centre (IEC) build the rich cultural base of the school with students attending the centre when they first arrive in Australia without the English Language skills needed to successfully operate in a classroom where English is used as the language of instruction. There have been opportunities for the students attending the Intensive English Centre to work, play and compete against students in the high school.

the International Liaison Captains (student leaders) from the high school developed and led friendship initiatives with the students in the IEC. This initiative saw high school students develop and implement programs to build language skills, programs to build cultural understanding and programs to help the students feel comfortable in the society they will be entering.

In 2018 members of the language staff have used the introductory language units in Year 7 to build intercultural understanding. 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 2018. 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.

The parents in conjunction with the students leaders organised and ran a multicultural day that brought many families into the school to celebrate the beautifully diverse community that is Chatswood High School.

Other school programs

Chatswood Intensive English Centre (CIEC) 2018

Chatswood Intensive English Centre continued to deliver strong educational and social outcomes for their newly arrived students and families in 2018. It also developed and led a number of key initiatives across the program which strengthened state wide IEC staff capacity to deliver improved teaching and learning programs in 2018.

The high point for the year was the Intensive English Program Curriculum Framework 2018 Conference. The Conference launched the IEC's new Curriculum which reflected changes in the broader Australian curriculum. The conference included keynote speakers Associate Professor in TESOL Ken Cruickshank who outlined the new approaches to content delivery in the EAL/D classroom and Principal Policy Analyst with the Department of Education Margaret Turnbull who delivered on the newly adopted EAL/D learning progressions. The Department of Education Equity programs combined with leaders at Chatswood IEC to deliver this important curriculum update and strengthen staff professional learning and collaborative practice.

The Chatswood Intensive English Centre had an overall decline in the number of students it enrolled for 2018. The first semester was the low period where student numbers reached 160 before increasing to 250 in the second half of the year. This was an overall decline in student enrolments for 2018 of between 30–50%. This reduction in numbers reflected in the staffing allocation and a number of highly experienced and effective staff were required to find employment with the high school and in the surrounding.

The Chatswood IEC Wellbeing Program continued to build with a new set of teaching and learning programs developed by the Head Teacher Webeing. A permanent counsellor was also appointed to staff and added another layer of support for our students. The leadership team also implemented a new targeted wellbeing program called the "Resilience Donut". Staff underwent training in the program before using it as a framework to build student confidence, social skills and positive behaviour.

A number of programs were run across the school more broadly to enhance student learning and teacher

effectiveness. A number of IEC and HS staff completed professional learning in the Harvard University Cultures of Thinking Program. It gave staff a new perspective on their approach and practice in the classroom. It particularly enhanced questioning techniques and teacher–student dialogue aimed at deepening student understanding and high order thinking. Staff also collaborated in the Leading EAL/D Project 2018. It included staff members from across the school in a series of QTR classroom observations targeting improved EAL/D pedagogy and practice.

The Chatswood IEC had an overall decline in the number of students it enrolled for 2018. The first semester was the low period where student numbers reached 160 before increasing to 250 in the second half of the year. This was an overall decline in student enrolments for 2018 of between 30–50%. There was an almost 50 reduction in the number of international students enrolling in the program. The reduction in student numbers resulted in a number of highly experienced and effective staff having to find employment elsewhere in 2019. Classroom teachers peaked at 22.4 but declined to 12.6 by years end. The changes in student enrolment are consistent across the state in the entire Intensive English Program and many other centres are substantially smaller in staff and student numbers.