

2021 Annual Report

Chatswood High School



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Introduction

The Annual Report for 2021 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 Strategic Improvement Plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

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Message from the principal

The school year of 2021 presented many challenges that provided opportunities for growth in the skills and abilities of students and staff. The integration of online learning skills and formats into the daily life of staff and students has enhanced delivery of coursework across the school. We continue to be a school founded on inclusion and excellence. Our wellbeing programs provide a strong foundation for the academic program across the school.

Our Higher School Certificate results for 2021 were outstanding, with the student cohort working closely with the staff to achieve these results. The Department of Education's targets set for Higher School Certificate performance have been met for 2021. The NAPLAN results for 2021 also show continued improvement resulting in the school meeting the Department of Education targets.

The building program continued throughout 2021, with the first new building being handed over to the school in December. The continued focus on teaching and learning not being interrupted due to the redevelopment has been successful throughout 2021. The impact of reduced play space due to the redevelopment has required careful planning and management on a daily basis.

The school continues to meet the needs of the Chatswood community, with continued growth in student enrolment indicating that there is significant trust in the school's ability to nurture and educate the young people in the community.

School vision

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.

We want to create a contemporary learning environment for Chatswood High School where each student feels they belong because they are known, valued and cared for. We want to shape a built environment that helps inspire engagement and strengthen community pride, providing a catalyst for each student and member of staff to achieve their very best.

We want our students to come to school with enthusiasm, energised by the possibilities of learning. We want to empower them as active participants in their own learning and foster in each of them a desire to achieve their best for themselves and for the school community. We also want to empower our teachers to shape the future of learning and teaching at Chatswood High School in learning spaces that enable them to work and teach collaboratively and independently according to the changing needs of our students.

In our new learning environment, our students and teachers will be partners in learning. They will feel comfortable, safe and confident to take risks and embrace challenge, working together to achieve success and academic excellence in all areas of the school's curricular and co-curricular programs and activities.

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 1650 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 diagnosed with autism and intellectual disabilities.

Through our situational analysis we have identified the need to capture comprehensive data about individual student learning progressions across all subjects, particularly in the area of literacy and numeracy. This data will be reviewed and analysed on a regular basis to inform our teaching programs and classroom activities, ensuring that all students achieve the expected level of growth. The focus will be on allowing every student to deeply engage and respond to the syllabus material through the explicit teaching of reading, writing and targeted numeracy skills.

This literacy and numeracy focus will be supported through the development of collaborative practice across the teaching staff and the use of formative assessment and feedback. To ensure that positive academic growth for every student is sustained through a strong commitment to knowing the learning needs of every student and working as a team to deliver key educational outcomes.

The Chatswood High School redevelopment project has seen work start on a major refurbishment and new buildings. 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 focused learning as the predominant driver of educational delivery. While this building program is taking place, the data indicates that there is a need for a strong wellbeing program to increase the students' sense of belonging.

The academic engagement of every student has also been identified as a major driver of success, with the school aiming to ensure that the building program does not impact student outcomes, and the range of learning and wellbeing initiatives continues to enhance student outcomes.

The development of evaluative systems and processes to measure the impact of these initiatives is a key component of this plan, with the school building a stronger collaborative framework across the community to support student growth.

Self-assessment and school achievement

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

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

Each year, we assess our practice against the Framework to inform our Strategic Improvement Plan and annual report.

Our self-assessment process will assist the school to refine our Strategic Improvement 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>

Self-assessment using the School Excellence Framework

Elements	2021 School Assessment
LEARNING: Learning Culture	Excelling
LEARNING: Wellbeing	Excelling
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Sustaining and Growing
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Excelling

Strategic Direction 1: Student growth and attainment

Purpose

Our purpose is for every student to be highly engaged and exhibit strong growth in their learning through explicit, evidence-based teaching. Our teachers will critically reflect on their effectiveness and adapt their practice through high impact professional learning and use of student data to inform teaching and foster student growth and attainment.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- High Expectations and the use of data to inform practice
- Explicit Teaching
- Wellbeing and student engagement

Resources allocated to this strategic direction

Per capita: \$183,000.00

Socio-economic background: \$79,168.00

Low level adjustment for disability: \$183,537.00

Professional learning: \$90,000.00

Integration funding support: \$204,172.00

Aboriginal background: \$910.00

Summary of progress

High Expectations and the use of data to inform practice

A whole school approach to data-informed practice leading to clearly identified high expectations for all students to promote student academic growth across the school was fostered through professional learning for all areas of High Performing and Gifted Education. GERRIC training was postponed due to COVID constraints and will be delivered in 2022. The 2021 Wellbeing Team consisting of two Year Advisors, LAST team, Head Teacher Wellbeing and Deputy Principal identified students requiring additional support and liaised with feeder primary schools. School orientation was provided on site for identified students and online orientation was delivered to prospective 2022 Year 7 students. Year 11 and Year 12 students were interviewed by staff with regard to academic goals and progress and transition to university/work goals in semesters one and two. These proved to be very effective and success was reflected in the 2021 HSC results. This initiative has been running for a number of years and will continue in 2022. HSC analysis, driving changes to teaching practice and programming across all years, occurs annually. HSC data will be combined with NAPLAN, Check in Assessment and ROSA grades to track student outcomes across the 7-12 learning continuum.

Explicit Teaching

One focus area for 2021 was the use of explicit teaching of literacy to improve extended written responses across all subject areas. Through an academic partnership with Australian Catholic University, there was a focus on High Impact Professional Learning whereby school teams were guided through the process of developing consistent evidence-informed practices across the school and used short diagnostic and formative assessments to identify the point of need with student learning. Professional dialogue on comprehension and writing teaching strategies drawn from the evidence-base was a focus in faculty groups and executive teams to ensure student learning was at the forefront of all practices and these practices were targeted at student needs.

Wellbeing and student engagement

Supporting student wellbeing and student engagement through programs that address social, emotional, behavioural and intellectual engagement was a key initiative throughout 2021. Whole school programs focused on wellbeing practices that foster students' sense of belonging by valuing student voice and promoting engagement in learning. Certain large-group programs had to be cancelled due to COVID restrictions but they will be reinstituted in 2022. The wellbeing team positively impacted attendance and engagement throughout remote learning and served to minimise disruption to learning. The wellbeing team continued to manage attendance and support student wellbeing upon return to face-to-face learning through regular monitoring and interviews with students and strong, clear and open communication with students, parents and carers and staff.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
<p>All faculties participating in Literacy Professional Learning led by ACU academics.</p> <p>All teaching staff co-assess with the academic to measure their capacity to teach decoding for students at the beginning and end of the project.</p>	<p>100% of staff actively collaborated with Literacy Professional Learning led by an academic from the Australian Catholic University. The program paused mid-2021 after a review of the program was undertaken.</p>
<p>NAPLAN and Check-In assessment data analysed.</p> <p>Small group targeted numeracy support implemented.</p>	<p>2021 NAPLAN results indicate that 46.15% of students achieved in the top two bands for Reading and 64.45% of students achieved in the top two bands for Numeracy. The reading results indicate achievement above the lower bound target. The numeracy results indicate that the upper bound target has been achieved.</p> <p>The expected growth in reading results indicate achievement above the upper bound target. The expected growth for numeracy targets indicate that progress is yet to be seen toward the lower bound target.</p> <p>The Check-in Assessment (Reading) undertaken by Year 8 students indicated a scaled score of 564.6 in comparison to a state score of 531.8. Small group targeted numeracy will be further implemented in 2022. The before-school 'Assistance in Maths' tuition will continue in 2022.</p>
<p>Students identified as long term absences identified by Head Teacher Secondary Studies and supported using internal and external resources.</p> <p>Roll call and classroom teachers addressing and taking action in relation to partial and full day absences.</p>	<p>In semester one students had an overall attendance rate of 94% with 83.5% of students attending greater than or equal to 90% of the time. Progress towards the lower bound target has not been achieved.</p> <p>During remote learning in semester two the overall attendance rate increased to 96% due to flexible attendance with 94% of students attending greater than or equal to 90% of the time. The high attendance rates are indicative of the concentrated efforts and student support framework incorporated by the school wellbeing and attendance teams throughout the year.</p>
<p>Evaluation of the 2020 TTFM and Sentral data by the Wellbeing Team. A 2021 scope and sequence of Wellbeing programs/events devised according to student-identified areas of need.</p> <p>A coordinated approach by the Wellbeing and Student Leadership Teams to plan and implement programs and events that promote and support students' sense of belonging within the school.</p> <p>All teaching staff strive to catch students being good, with positive reinforcement reflected in Sentral notifications. Successful creation and implementation of Sentral online merit system.</p>	<p>The Wellbeing Team evaluated the 2020 TTFM data in order to revise the School Wellbeing Roadmap (7-12 continuum) addressing student identified needs across the different year groups. An additional Head Teacher Wellbeing was appointed for 2022. A SENTRAL online merit award system was designed and implemented with success in semester two, 2021.</p> <p>Progress towards the lower bound target for wellbeing is yet to be seen.</p>
<p>All teaching staff participate in HPGE professional learning. GERRIC training open to staff.</p> <p>All teaching staff review teaching programs, identifying where HPGE and differentiated strategies are included or</p>	<p>GERRIC training was postponed in 2021. Delivery of this program will recommence in 2022. Ongoing evaluation and implementation of differentiated teaching strategies occurred with further evaluation to occur in 2022 within faculty and at Head Teacher and Deputy Principal interviews.</p>

missing.	
Review of expected growth data to identify areas of improvement and areas of concern.	High Performing and Gifted Education professional learning has been planned as a result of a review of data. A review of numeracy approaches across all KLAs has also been undertaken resulting in updated numeracy approaches being implemented.
<p>Individual and faculty based HSC data analysis identifies areas that need to be addressed.</p> <p>Faculty leaders participate in HSC data analysis meeting with senior executive to plan and resource identified issues.</p> <p>Individuals and faculties implement teaching and learning initiatives that address identified issues.</p>	<p>Data indicates that 63.73% of students achieved in the top two bands for the 2021 HSC. This was an increase of 3.73 percentage points since 2020. The upper bound target for the HSC Top Bands has been achieved.</p> <p>.</p>
<p>Personalised Learning Pathways developed in consultation with every Aboriginal student and their parents/carers.</p> <p>Determine staff professional learning that will develop their understanding of the learning needs of Aboriginal students.</p>	Personalised Learning Pathways have been developed along with continued support for a teaching staff member being supported to develop and implement Aboriginal awareness activities across the school.

Strategic Direction 2: Collaborative Practice

Purpose

Our purpose is to build a strong culture of positive collaborative teaching practice across KLAs to ensure a positive impact on student learning and engagement.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Collaborative efficacy - Teachers learning together
- Collective efficacy - Teachers working together

Resources allocated to this strategic direction

Professional learning: \$10,000.00

English language proficiency: \$700,000.00

Summary of progress

Initial data collection and knowledge building for staff was carried out in semester 1 2021 at both a classroom and executive level. This allowed a more nuanced understanding of how to support staff in developing collective and collaborative efficacy while diversifying strategies. At a core level the plan enhanced existing opportunities with the English as an Additional Language (EAL) staff and classroom teachers to work together was effective. It empowered EAL specialist to work with classroom teachers to improve classroom practice in aiding EAL learners. This structural intervention was successful and sustained during online learning in semester two.

The NHLC Instructional Rounds program built knowledge and protocols to undertake classroom observations across the school network. This initial phase established a group of lead teachers in each KLA who on completing the program can then generate a series of opportunities across the school.

The Key Learning Area (KLA) collaborative teams has been developed by KLA Head Teachers and opportunities for sharing practice and feedback as well as examining Connected Outcome Groups is part of the daily organisation for 2022.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
North Harbour Learning Community pilot successfully resourced, participants trained and teaching rounds taking place. 33% CHS staff trained and recruitment for 2022 completed.	Delayed initiative in the second semester of 2021. This has meant only 10% of staff currently trained. However, the pilot group were able to develop protocols and processes in completing the rounds designed in collaboration with other teams of the North Harbor Learning Community. The initiative is postponed till 2022
Resourcing in place to allow 50% of staff to be trained in MyPL collaborative practice	Delayed initiative in the second semester of 2021 has meant this will be postponed until 2022
Planning and recruitment completed to allow for the systemic support of collaborative teams across the school.	Four faculties are actively participating in the first round of collaboration with a literacy focus in the 7-10 cohorts. Funding was secured and structured time within the daily organisation provided faculties to work on co-developed programs, co-developed assessment rubric and shared resources. and strategies. Collaborative teaching practice and observation was postponed till 2022. Presentation of shared resources, programs and strategies at executive level built shared purpose and collegiality within the team and recognised faculty contributions.

<p>EAL/D staff and classroom teachers co-planning, co-delivering and co-assessing in all KLAs using the six models of collaborative delivery.</p> <p>Collaborative practice audit undertaken.</p> <p>Collaborative practice learning impact review</p>	<p>An Initial whole school assessment indicated informal collaboration around programs and resources but no substantial sharing of classroom practice or application of strategies. Due to the EAL staff and classroom teachers already working together in classes, the aim was to deepen this pattern of collaboration. Shared preparation and planning ensured teachers worked in teams to deliver lessons using the six collaborative models. However, the consistency of this practice was not complete due to delays and therefore the school only partially achieved this goal for 2021.</p>
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Strategic Direction 3: Feedback and Formative Assessment

Purpose

Our purpose is to ensure systemic, high quality, explicit feedback across Years 7 to 12 and embed formative assessment practices as a learning continuum so that students are informed as to where they are at in their learning and understand what they need to do to improve.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Use of formative assessment data to inform teaching practice
- Providing students with effective feedback

Resources allocated to this strategic direction

Professional learning: \$10,000.00

Summary of progress

Our focus for 2021 was to establish an Assessment Team with staff from a variety of KLAs, to evaluate current staff use of formative assessment as well as feedback in teaching practice across all KLAs to determine professional learning needs for the year. An Assessment Team was established and met twice in Term 2. An initial survey of staff on use of formative assessment across Stages as well as an audit of strategies used took place in term two with results tabled at an Executive meeting. It was determined that further investigation needed to happen into programs and the embedding of strategies within programs for Term 3. This will be organised for 2022.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
Audit of current practices to inform future staff PL needs. All staff have participated in targeted PL on Quality Feedback practices.	Student focus groups were organised across Year groups and staff surveys developed to audit current practices across the school to be implemented in Term 3. However, COVID has meant that this will be implemented in 2022 rather than 2021. Similarly it was determined that PL for staff, as a result of the audit results, would be postponed until 2022.
Audit of current use of formative assessment across the school. Revision of Assessment policy to include compilation of a CHS list of suggestions for staff to embed in teaching programs. Analysis of data from audit to inform future PL needs. All staff have participated in targeted PL on effective formative assessment practices.	An Assessment Team was formed to drive professional learning on Formative Assessment as well as to revise the school's Assessment Policy Years 7-9. The policy is to be finalised in 2021 with implementation due in 2022. The audit of current practices undertaken by 90% of staff revealed a good understanding of the importance of formative assessment to better inform teaching and learning programs. The audit also revealed a wide variety of strategies being used across the KLAs and across Stages. The Assessment Team will provide PL for staff in 2022 to ensure Formative Assessment practices are fully embedded into teaching and learning programs and are used to inform reporting of student progress, not just summative assessment. The revised Assessment Policy now has Formative Assessment strategies embedded for staff to access.
Student Check-in assessments undertaken for Year 8. NAPLAN and Check-in assessment data reviewed by staff to identified trends for groups and issues that need to be addressed for	Check-in assessment data has been used to drive data reviews across teaching groups. This has directly impacted the use of data in formative feedback development.

individuals.

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$204,172.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Chatswood High School in mainstream classes who require moderate to high levels of adjustment.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Wellbeing and student engagement <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • additional staffing to assist students with additional learning needs <p>The allocation of this funding has resulted in: all eligible year 7 students demonstrating progress towards their personalised learning goals. All Personalised Learning Support Plans were regularly updated and responsive to learning needs and progress, ensuring eligible students received personalised learning and support within their classrooms. The year 7 Wellbeing period program was strengthened to enhance the transition Yr 6-7 process, with review of the Peer Support program supporting continued engagement and a sense of belonging to the school.</p> <p>After evaluation, the next steps to support our students with this funding will be: to formally incorporate integration funding decision making into the learning and support team meetings agenda to ensure funding use is regularly reviewed. The use of integration funding will be adjusted throughout the year in response to student PLSPs review to ensure funding is used to specifically address each student's support needs.</p>
<p>Socio-economic background</p> <p>\$79,168.00</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Chatswood High School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Wellbeing and student engagement • High Expectations and the use of data to inform practice <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • additional staffing to implement wellbeing initiatives to support identified students with additional needs <p>The allocation of this funding has resulted in: targeted programs established to support student wellbeing throughout the school, particularly through the Student Support Officer. The funding of the Head Teachers Wellbeing has ensured programs were run across all Stages and students were well supported.</p> <p>After evaluation, the next steps to support our students with this funding will be: to evaluate the Wellbeing Roadmap and TTFM data ensuring programs are targeted to student needs.</p>
<p>Aboriginal background</p> <p>\$910.00</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Chatswood High School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p>

<p>Aboriginal background</p> <p>\$910.00</p>	<p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Wellbeing and student engagement <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • staffing release to support development and implementation of Personalised Learning Plans <p>The allocation of this funding has resulted in: an increase in the engagement of Aboriginal families in the PLP process and more importantly, conversations became authentic in partnership with external agencies .</p> <p>After evaluation, the next steps to support our students with this funding will be: authentic engagement with the Aboriginal Education Consultative Group (AECG) and the building redevelopment to improve the relationships with Aboriginal students and their families.</p>
<p>English language proficiency</p> <p>\$700,000.00</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Chatswood High School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Collective efficacy - Teachers working together <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • provision of additional EAL/D support in the classroom and as part of differentiation initiatives <p>The allocation of this funding has resulted in: students progress showing high growth on the EAL/D learning progression with % achieving above expected growth.</p> <p>After evaluation, the next steps to support our students with this funding will be: to transfer the capacity to design integrated writing units that reflect the needs of all EAL/D learners. Ongoing professional learning will identify language and cultural demands across the curriculum.</p>
<p>Low level adjustment for disability</p> <p>\$183,537.00</p>	<p>Low level adjustment for disability equity loading provides support for students at Chatswood High School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • High Expectations and the use of data to inform practice • Wellbeing and student engagement <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting • providing support for targeted students within the classroom through the employment of School Learning and Support Officers <p>The allocation of this funding has resulted in: an improved process for referral of students with additional needs in the mainstream supported by the Learning and Support Teacher and SLSOs . Greater support for year 7 students through a targeted transition process was implemented for students with disabilities. This was supported through the Peer Support program.</p>

<p>Low level adjustment for disability</p> <p>\$183,537.00</p>	<p>After evaluation, the next steps to support our students with this funding will be: analysis of data to provide further targeted support in literacy and numeracy.</p>
<p>COVID ILSP</p> <p>\$53,078.00</p>	<p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2021.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employment of teachers/educators to deliver small group tuition <p>The allocation of this funding has resulted in: the majority of the students in the program achieving significant progress towards their personal learning goals.</p> <p>After evaluation, the next steps to support our students with this funding will be: to continue the implementation of literacy and numeracy small group tuition using data sources to identify specific student needs.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	988	1018	974	1052
Girls	525	556	588	575

Student attendance profile

School				
Year	2018	2019	2020	2021
6	99.8	98.8	93.7	
7	96.4	95.8	95.9	95
8	95.2	93.4	94	94.5
9	95	94.3	93.2	93
10	93.6	92.8	93	92.9
11	92.1	91.5	92.2	92.4
12	90.4	91	92.8	91.9
All Years	94	93.4	93.6	93.4
State DoE				
Year	2018	2019	2020	2021
6	92.5	92.1	91.8	
7	91.8	91.2	92.1	89.7
8	89.3	88.6	90.1	86.7
9	87.7	87.2	89	84.9
10	86.1	85.5	87.7	83.3
11	86.6	86.6	88.2	83.6
12	89	88.6	90.4	87
All Years	89.2	88.8	90	85.9

Attendance

NSW student attendance data in 2020 is not comparable to previous years due to the effects of the COVID-19 pandemic. The NSW Government encouraged students to learn from home, where possible, for a seven week period from 24 March to 22 May 2020. During this period, schools monitored engagement with learning to determine whether students were marked present. This changed the attendance measure. There was also some evidence of varied marking practices as schools adjusted to the learning from home period, with some schools recording higher attendance rates while others recording markedly lower rates.

Attendance figures in 2021 were calculated differently to align with the third edition of ACARA's National Standards for Student Attendance Data and Reporting. Changes include treating partial absences over 120 minutes as a half day absence (instead of their actual value, calculated as a proportion of a nominal 6-hour day) and covers all weeks during Semester 1. Prior to 2021, the final week of Term 2 was excluded.

Furthermore, the Department implemented an automated attendance feed (AAF) system in Semester 1 2021. AAF transfers data automatically from third-party attendance management systems to the Department's centralised data warehouse every night. The AAF has significantly improved data quality in 2021, which has affected data comparability with previous years.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2021, COVID-19 continued to affect student attendance. Analysis of attendance codes showed a change in the structure of absence reasons in 2021.

Management of non-attendance

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

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

Post school destinations

Proportion of students moving into post-school education, training or employment	Year 10 %	Year 11 %	Year 12 %
Seeking Employment	0	0	1
Employment	0	1	1
TAFE entry	1	1	1
University Entry	0	0	92.5
Other	0	0	1.5
Unknown	0	0	3

Year 12 students undertaking vocational or trade training

1.85% of Year 12 students at Chatswood High School undertook vocational education and training in 2021.

Year 12 students attaining HSC or equivalent vocational education qualification

98.4% of all Year 12 students at Chatswood High School expected to complete Year 12 in 2021 received a Higher School Certificate or equivalent vocational education and training qualification.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	3
Head Teacher(s)	16
Classroom Teacher(s)	81
Learning and Support Teacher(s)	0.8
Teacher Librarian	2
Teacher ESL	6
School Counsellor	1
School Administration and Support Staff	20.97
Other Positions	2

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2021, 4.3% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

Workforce ATSI

Staff type	Benchmark ¹	2021 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	4.40%
Teachers	3.30%	3.20%

Note 1 - The NSW Public Sector Aboriginal Employment Strategy 2019-2025 takes a career pathway approach in that it sets an ambitious target of 3% Aboriginal employment at each non-executive grade of the public sector by 2025.

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

Teacher qualifications

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

Professional learning and teacher accreditation

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

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

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2021 to 31 December 2021. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2021 Actual (\$)
Opening Balance	4,344,531
Revenue	19,037,538
Appropriation	17,533,703
Sale of Goods and Services	63,480
Grants and contributions	1,328,329
Investment income	4,276
Other revenue	107,749
Expenses	-18,655,120
Employee related	-16,836,332
Operating expenses	-1,818,788
Surplus / deficit for the year	382,418
Closing Balance	4,726,949

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

Financial summary - Equity loadings

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

	2021 SBAR Adjustments (\$)
Targeted Total	304,142
Equity Total	923,437
Equity - Aboriginal	691
Equity - Socio-economic	42,449
Equity - Language	700,000
Equity - Disability	180,297
Base Total	15,176,628
Base - Per Capita	372,193
Base - Location	0
Base - Other	14,804,435
Other Total	649,233
Grand Total	17,053,440

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.

School performance - NAPLAN

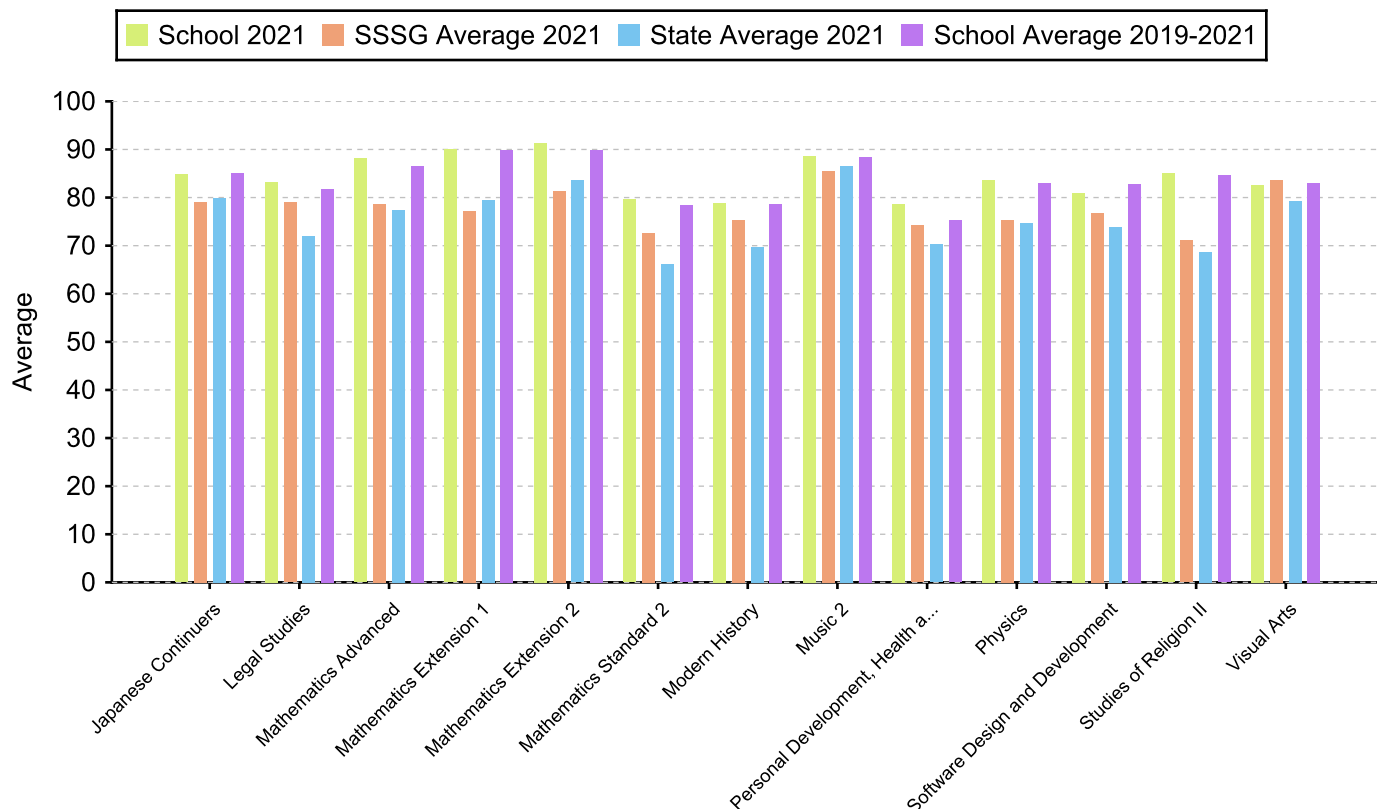
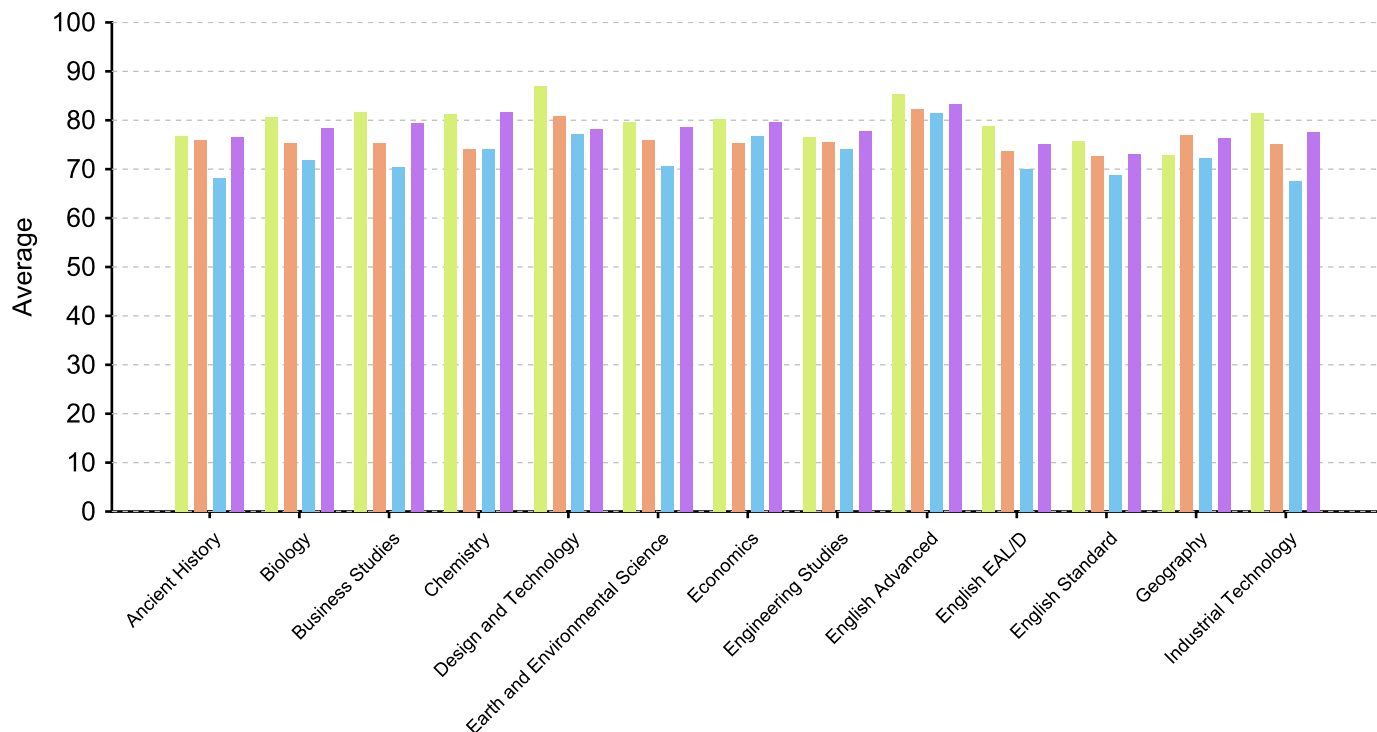
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

The My School website provides detailed information and data for national literacy and numeracy testing. Go to myschool.edu.au to access the school data.

School performance - HSC

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

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



Subject	School 2021	SSSG	State	School Average 2019-2021
Ancient History	76.7	76.0	68.1	76.5
Biology	80.6	75.4	71.9	78.5
Business Studies	81.7	75.3	70.4	79.4
Chemistry	81.2	74.0	74.1	81.7
Design and Technology	87.1	81.0	77.2	78.2
Earth and Environmental Science	79.7	76.0	70.6	78.6
Economics	80.3	75.4	76.7	79.6
Engineering Studies	76.5	75.5	74.1	77.7
English Advanced	85.3	82.3	81.4	83.3
English EAL/D	78.9	73.6	70.0	75.2
English Standard	75.7	72.7	68.8	73.0
Geography	72.9	77.0	72.4	76.4
Industrial Technology	81.4	75.2	67.7	77.7
Japanese Continuers	84.8	79.1	79.9	85.1
Legal Studies	83.3	79.0	72.0	81.7
Mathematics Advanced	88.1	78.6	77.4	86.5
Mathematics Extension 1	90.0	77.3	79.5	89.9
Mathematics Extension 2	91.3	81.4	83.5	89.9
Mathematics Standard 2	79.6	72.6	66.1	78.4
Modern History	78.9	75.4	69.7	78.6
Music 2	88.7	85.6	86.6	88.4
Personal Development, Health and Physical Education	78.7	74.2	70.3	75.2
Physics	83.7	75.4	74.8	83.0
Software Design and Development	81.0	76.7	74.0	82.8
Studies of Religion II	85.0	71.1	68.8	84.6
Visual Arts	82.6	83.7	79.4	83.1

Parent/caregiver, student, teacher satisfaction

The parent responses received in 2021 indicated a deviation from the results received in previous years. COVID-19 restrictions on bringing parents into the school has had a direct result in parents' feeling part of the school and informed. Our efforts to build a cohesive community through online meetings and newsletters were not as successful as face to face meetings.

Student responses indicated significant differences from the first half of the year to the second half. The second half of 2021 saw students report that they had the highest level of belonging over the past four years. The same was reported for the students view of positive relationships across the school. Students also reported higher than normal views about homework in the second half of the year. the positive view of school was also evident in intellectual engagement, behaviour and effort measures.

A review of responses from staff indicate that they continue to view the school as a welcoming, safe and inclusive place. Staff views of the leadership's assistance in growing their teaching was the lowest for the past three years. The staff have reported that their ability to teach in a variety of ways has increased and that their collaboration with others had also increased. Teaching staff also report that their ability to use technology in their teaching has improved markedly.

Policy requirements

Aboriginal Education Policy

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

Evidence of effective implementation of the policy included:

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

Anti-Racism Policy

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

Multicultural Education Policy

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