

2022 Annual Report

Chatswood High School



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Introduction

The Annual Report for 2022 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.

School contact details

Chatswood High School
24-58 Centennial Ave
CHATSWOOD, 2067
<https://chatswood-h.schools.nsw.gov.au>
chatswood-h.school@det.nsw.edu.au
9419 3611

Message from the principal

The school continues to meet the learning, wellbeing and social needs of the students and continues to develop student centred teaching and wellbeing programs. The support of the P & C has been significant with their financial backing of wellbeing programs that have been negotiated with the school.

The Higher School Certificate results continue to be strong with the school being the highest performing partially selective high school in the state.

The redevelopment has continued throughout 2022 with the second building being handed over in the last school week of the year. The remaining two new buildings, landscaping works and refurbishment of two other buildings will continue throughout 2023.

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	2022 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	Excelling
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	Excelling
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: \$432,000.00

Integration funding support: \$333,000.00

Professional learning: \$55,000.00

Low level adjustment for disability: \$54,000.00

Socio-economic background: \$36,719.00

Aboriginal background: \$2,137.00

English language proficiency: \$563,114.00

Student support officer (SSO): \$98,000.00

Summary of progress

Chatswood High School performed strongly in 2022 Year 7 and Year 9 NAPLAN Reading and Numeracy. A comparison of School versus the Statistically Similar School Group (SSSG) and State averages indicates that the school average for Year 7 Numeracy was 715.8. This is in comparison with an average SSSG score of 649.04 and a state average of 691.17. A further comparison of School versus the SSSG and State indicates that the school average for Year 7 Reading was 651.9. This is in comparison with an average SSSG score of 613.49 and a state average of 640.13. An analysis of School versus the SSSG and State averages indicates that there has been a statewide downturn in numeracy outcomes and this is being directly addressed at a school level in 2023. The 2022 school average for Year 9 Numeracy was 714.3. This is in comparison with an average SSSG score of 661.46 and a state average of 701.4. A further comparison of School versus the SSSG and State indicates that the school average for Year 9 Reading has been continually improving since 2019 and widening a gap between School versus the SSSG and State averages. The Year 9 Reading average score was 684.0. This is in comparison with an average SSSG score of 643.45 and a state average of 670.31.

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
Increase of 5% or more of students achieving in the top 2 NAPLAN bands in reading.	2022 NAPLAN data indicates 44.4% of students are in the top two skill bands for reading, indicating the school did not achieve the system negotiated target but did meet the target baseline.
Increase of 3.5% or more of students achieving in the top 2 NAPLAN bands in numeracy.	2022 NAPLAN data indicates 64% of students are in the top two bands for numeracy, indicating the school did not achieve the system negotiated target, however, exceeded the target baseline by 4.09%
The school achieves at least a 4.4% uplift of students attending at a rate of 90% or higher.	In 2022, 68.51% of students attended at a rate of 90% or higher indicating that the school did not achieve the system negotiated target.
The school achieves an uplift of at least 2% in the reported wellbeing measured in the Tell Them From Me survey.	Data for this measure is not available through Department of Education reports for 2022.

<p>Stage 4 & 5 teaching programs demonstrate embedded HPGE strategies</p> <p>Stage 4 & 5 teaching programs demonstrate effective differentiation strategies.</p>	<p>Growth data for 2022 is not available through Department of Education reports due to NAPLAN not being completed in 2020.</p> <p>The school identified the need for further teacher professional development in this area. A High Performing and Gifted Education (HPGE) Team was formed and consists of Senior Executive, Executive and Classroom Teachers. A HPGE focus is being driven and interlaced with collaborative practice (Instructional Learning Rounds and Formative Assessment and Feedback). The HPGE Team is professionally developing staff at executive and faculty levels. The school implemented 'Elevate' for Years 7-10 (Study Skills and Time Management) and will expand into Year 11 in 2023.</p>
<p>Targeted numeracy programs implemented to address numeracy growth.</p>	<p>Growth data for 2022 is not available through Department of Education reports due to NAPLAN not being completed in 2020.</p> <p>A Numeracy Team was constituted in the latter half of 2022. The team consists of representatives from a variety of key learning areas. The team analysed 2022 Year 7 and Year 9 Numeracy data. Strategies to improve Numeracy in Years 7 to 9 were identified with a view to professionally develop staff and implement numeracy strategies in 2023. The aim is to improve Numeracy outcomes to be measured in the 2024 NAPLAN assessments.</p>
<p>The school achieves an increase of at least 4.2% in the number of students being awarded a Band 5 or 6 in their HSC results.</p>	<p>55.67% of students attained results in the top two HSC bands indicating that the school has not met the system negotiated targets.</p>
<p>Personalised Learning Pathways developed in consultation with every Aboriginal Student and their parents/carers.</p> <p>Determine and implement staff professional learning that will develop their understanding of the learning needs of Aboriginal students.</p>	<p>Personalised Learning Pathways were developed in consultation with all Aboriginal Students and their parents/carers. Professional learning for all staff has developed a deeper understanding of the learning needs of Aboriginal students.</p>

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: \$79,519.00

Summary of progress

The North Harbour Learning Community (NHLC) Instructional Learning Rounds was a successful program that built knowledge, protocols and practices for classroom observations across the the school and the broader regional network. This phase was the second tranche of the program established in 2021 that saw over a quarter of school teaching staff participate in lesson observations and reflective practices examining formative assessment that interlinked with Strategic Direction 3. The success of the Instructional Learning Rounds needs to be deepened with a further analysis and reflection of data collection that was carried out in 2021 and in comparison to the data collection of 2022 at both a classroom and executive level. The linking of evidence based best practice, self assessment and the Learning Rounds reflection would enhance the developing culture of collective and collaborative efficacy with a focus on classroom practice and student learning.

The English as an Additional Language/Dialect (EAL/D) staff and classroom teacher collaboration during 2022 supported student learning and provided further development opportunities for class room teachers. EAL/D teachers being based in faculties ensured a stronger voice in EAL/D programming, assessment and practice. The transfer of knowledge and skills to classroom teachers from EAL/D specialist knowledge is the key development goal in this practice. This structural intervention, however, was reduced as the number of EAL/D students declined with long term COVID migration changes.

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
One third of teaching staff successfully participate in classroom observation program the Learning Rounds.	The initiative was carried out throughout 2022 with a hosting session in late 2022 at Chatswood High School. The Instructional Learning Rounds Teams worked well together and was drawn from across faculties with a focus on building leadership density. The Instructional Learning Rounds Team developed protocols and processes in completing the rounds and designed in collaboration with other teams of the North Harbor Learning Community. A further set of rounds have been organized for 2023.
One half of all staff complete Collaborative Practice MyPL as part of collective teacher efficacy development goal.	This initiative was delayed with the impact of building work and staffing. The fundamental building of knowledge and understanding in developing a shared sense of collective teacher efficacy research shows to be strong factor in high levels of student achievement. The structured and guided program offered by the My PL suite of professional learning is a base line program that offers a core learning opportunity for all staff be they novice or experienced. It will be reinvigorated for 2023 by allocating specific time within staff development days and other structure events.
Staff collaborating on shared knowledge and skills to build curricular connections and deliver enriched	The digital collaborative teams approach that has developed in the Mathematics, Social Science and English faculties has seen faculty Head Teachers use both informal and formal meeting times to engage with staff

<p>teaching and learning experiences for students. Faculties working together on at least one cross curricular project in Stage 4.</p>	<p>in shared programming, assessment and resource development. These collaborative practices have generated high quality teaching and learning materials and peer learning amongst teams. These teams report better cohesion and collaboration. This is particularly evident in HSC monitoring feedback and discussions. Next steps include the professional learning and faculty planning aimed at cross curricular collaboration which can be leveraged by staff changes and the impetus provided by the redevelopment of CHS. There will also be opportunities to reinvigorate the School Learning Environment and Change learning program in the near future.</p>
<p>EAL/D staff continue to work with a broader range of classroom teaching staff to co-plan, co-teach and co-assess.</p> <p>One half of all faculties using collaborative practices to improve student outcomes.</p>	<p>English as an Additional Language/Dialect (EAL/D) staff deepened their collaborative and collegial structures in 2022 with a sharper focus on co-teaching and shared practice. Shared preparation and planning ensured teachers worked in teams to deliver lessons using the six collaborative models. However, the broader adoption of these processes and practices was restricted due to falling enrolment of Language Background Other than English (LBOTE) and EAL/D students with the longer drop in migration due to COVID restrictions in China. Therefore, the school only partially achieved this goal as not all faculties were able to engage with EAL/D collaborative practices. A further consideration that has been identified for 2023 is the need for EAL/D specialist to assist more in the science and practical based subject areas.</p>

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: \$5,000.00
: \$2,000.00

Summary of progress

Targeted professional learning (PL) in formative assessment strategies continued into 2022 as a focus for all staff, led by the Formative Assessment Team. Two members attended the Dylan Wiliam conference in Canberra. Instructional Rounds through the North Harbour Learning Community of Schools focused on watching formative assessment in action. After evaluation, the next steps are for the Formative Assessment Team members to complete the Dylan Wiliam Professional Learning across 2023/2024 and provide further targeted PL for all staff to ensure that quality practices are fully embedded across faculties across the school.

Some progress has been made in evaluating where the school lies in terms of the provision of quality feedback for students through staff and student surveys. The next steps are to revisit the What Works Best Effective Feedback PL with staff in 2023, model best practice to staff and gather data to determine to what extent this has been embedded in practice across the school.

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
Student surveys have been carried out to inform staff PL needs on Quality Feedback practices. All staff have participated in targeted PL on Quality Feedback practices.	Students across a range of Year 10 classes participated in student surveys to gather data on Feedback. The findings were presented to the Executive as well as Staff at the Staff Development Day Term 4 2022. Staff Development Day, Term 2, 100% of staff participated in a PL session held on Effective Feedback practices. In Term 3, on the Staff Development Day, all faculties engaged in HSC best practice strategies in collaboration with our North Sydney Entente Cordiale (NS-EC) community of schools. Sessions included the use of rubrics and effective feedback for students in meeting HSC examination expectations. A focus on Quality Feedback will continue into 2023 as part of the Teacher Learning Community formed in 2022, using the Dylan Wiliam Formative Assessment PL. Furthermore, 24 staff achieved their Mini Certificate of Gifted Education (COGE) through the UNSW GERRIC program which included feedback and rubrics to cater, in particular, for High Performing and Gifted Education (HPGE) students.
All staff have participated in targeted PL on effective formative assessment practices. Current, quality school practices have been identified and articulated in the school's Assessment Policy document.	Targeted PL took place on SDD Term 2 with 100% of staff focusing on effective formative assessment practices, including sharing of best practice from a variety of teachers across faculties. Two members of the Formative Assessment Team attended the Dylan Wiliam conference in Canberra. The School Assessment Policy document has been finalised in draft form by the Formative Assessment Team and will be finalised in 2023. The draft

<p>Staff have participated in PL on Learning intentions and Success Criteria.</p>	<p>policy incorporates quality formative assessment practices.</p> <p>A staff survey was conducted in Term 1 to gain data on confidence and use of LISC. This revealed that success criteria was an area needing greater clarity for staff. Targeted PL on LISC took place on SDD Term 2 for all staff. Selected teachers as part of the NHLC community engaged in Instructional Leadership observations that focused on the use of LISC in classrooms across the local school community. Further work on better understanding LISC so that the model can be implemented across the school is a focus through the Teacher Learning Community work on the Dylan Wiliam PL for 2023/2024.</p>
<p>Teachers use Check-In, NAPLAN and internal data for Year 7 students to analyse student learning, implement targeted strategies for specific improvements and track progress.</p>	<p>Analysis of Check-In and NAPLAN data was completed and shared with staff through Staff Meetings and SDDs. This formed the focus of targeted areas of improvement for Literacy and Numeracy. The formation of a Literacy Team to evaluate current practices across the school and support faculties to embed explicit teaching in areas of need will be established early 2023. Data also informed testing in Term 4 for MaqLit to be re-established in 2023 for intensive intervention for students identified in the bottom 25% of the State (Yr 5 level of reading).</p>

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$333,000.00</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"> • High Expectations and the use of data to inform practice • 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 • staffing release for individual case conferences and development of Personalised Learning and Support Plans (PLSPs) • staffing release to build teacher capacity in behaviour intervention and curriculum adjustments • employment of staff to provide additional support for students who have high-level learning needs • release for classroom teachers to liaise with carers and stakeholders to develop and conduct regular reviews of students' personalised learning and support plans (PLSP) <p>The allocation of this funding has resulted in the following impact: The employment of a paraprofessional in Mathematics to support student learning.</p> <p>Teaching staff have engaged in professional learning for Extension 1 and 2 Mathematics that has built the depth of skills within the faculty.</p> <p>Students identified as needing Personalised Learning and Support Plans have increased engagement and support from staff. Staff have a deeper understanding of student needs through direct contact with parents and carers.</p> <p>Employment of a student support officer has provided another layer of well being intervention for students.</p> <p>After evaluation, the next steps to support our students will be: Data use to identify further students in need of early intervention for Literacy and Numeracy support programs.</p> <p>Ongoing use of paraprofessionals to support student learning.</p> <p>Ongoing use of student support officer to support student well being with a view to the employment of a second student support officer.</p>
<p>Socio-economic background</p> <p>\$36,719.00</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"> • 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"> • employment of additional staff to support the engagement and attendance program implementation. <p>The allocation of this funding has resulted in the following impact: A stage based Head Teacher Secondary Studies program has been implemented to support students who are facing social disadvantage. The</p>

<p>Socio-economic background</p> <p>\$36,719.00</p>	<p>impact of disadvantage has been directly addressed by the staff.</p> <p>After evaluation, the next steps to support our students will be: Continue to employ extra Head Teachers Secondary Studies to support students with their engagement and attendance issues.</p>
<p>Aboriginal background</p> <p>\$2,137.00</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>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 <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 • Employment of additional staff in EAL/D positions to enhance EAL/D pedagogy <p>The allocation of this funding has resulted in the following impact: Staff have been released to meet with students, parents and carers to develop a personalised learning and support plans and the associated implementation strategy.</p> <p>After evaluation, the next steps to support our students will be: To continue to monitor the implementation of the developed plan and measure the success of individual strategies.</p>
<p>English language proficiency</p> <p>\$563,114.00</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"> • 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"> • Employment of additional staff to support delivery of targeted initiatives • Provision of additional EAL/D support in the classroom and as part of differentiation initiatives • Engagement of an EAL/D specialist teacher to model EAL/D strategies, with the aim of increasing teacher confidence and practice in their classrooms <p>The allocation of this funding has resulted in the following impact: Students progress showing high growth on the EAL/D learning progression with 30% achieving above expected growth.</p> <p>After evaluation, the next steps to support our students 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>\$54,000.00</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>

<p>Low level adjustment for disability</p> <p>\$54,000.00</p>	<ul style="list-style-type: none"> • 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"> • 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 the following impact: An improved process for referral of students with additional needs in the mainstream supported by the Learning and Support Teacher and School Learning and Support Officers .</p> <p>Greater support for year 7 students through a targeted transition process was implemented for students with disabilities. This was enhanced by the Peer Support program.</p> <p>After evaluation, the next steps to support our students will be: An analysis of data to provide further targeted support in literacy and numeracy.</p>
<p>Professional learning</p> <p>\$139,519.00</p>	<p>Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy 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"> • High Expectations and the use of data to inform practice • Use of formative assessment data to inform teaching practice • Collaborative efficacy - Teachers learning together <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Participation in HPGE professional learning. • Participation in Instructional Learning Rounds. • Participation in North Sydney Entente Cordial Beginning Teacher, Aspiring Leaders and Project Leadership courses. <p>The allocation of this funding has resulted in the following impact: Greater understanding of HPGE identification and differentiated strategies across the school.</p> <p>Greater understanding of Instructional Learning Rounds process and the impact of formative Assessment in classrooms.</p> <p>Development of teaching practice and induction of staff from across the North Sydney Entente Cordial.</p> <p>Development of aspiring leaders within the school.</p> <p>Development of cross school initiatives in Literacy.</p> <p>After evaluation, the next steps to support our students will be: Further expansion of the HPGE program to include all staff across the school.</p> <p>Continued delivery of the Beginning teacher, Aspiring Leader and Project Leadership courses across the NS-EC.</p>
<p>COVID ILSP</p> <p>\$43,000.00</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 2022.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p>

<p>COVID ILSP</p> <p>\$43,000.00</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 • providing targeted, explicit instruction for student groups in literacy/numeracy - [focus area] <p>The allocation of this funding has resulted in the following impact: he 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 will be: to continue the implementation of literacy and numeracy small group tuition using data sources to identify specific student needs</p>
<p>Student support officer (SSO)</p> <p>\$98,000.00</p>	<p>These funds have been used to support improved outcomes and the achievements of staff and students 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"> • High Expectations and the use of data to inform practice • Wellbeing and student engagement <p>Overview of activities partially or fully funded with this Staffing - Other funding include:</p> <ul style="list-style-type: none"> • Employment of student support officer to engage students and drive transition programs. <p>The allocation of this funding has resulted in the following impact: Students are able to work with a qualified officer to address wellbeing and social issues.</p> <p>After evaluation, the next steps to support our students will be: Review the need to engage a second Student Support Officer.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	1018	974	1052	1090
Girls	556	588	575	596

Student attendance profile

School				
Year	2019	2020	2021	2022
6	98.8	93.7		
7	95.8	95.9	95.0	91.6
8	93.4	94.0	94.5	89.9
9	94.3	93.2	93.0	89.6
10	92.8	93.0	92.9	87.4
11	91.5	92.2	92.4	88.6
12	91.0	92.8	91.9	90.0
All Years	93.4	93.6	93.4	89.5
State DoE				
Year	2019	2020	2021	2022
6	92.1	91.8		
7	91.2	92.1	89.7	85.5
8	88.6	90.1	86.7	82.1
9	87.2	89.0	84.9	80.5
10	85.5	87.7	83.3	78.9
11	86.6	88.2	83.6	80.0
12	88.6	90.4	87.0	83.9
All Years	88.8	90.0	85.9	81.7

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 from 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 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.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2022, student attendance was impacted by a range of factors:

- Families evacuating and relocating due to NSW floods
- Sick students staying at home until a negative COVID-19 test was returned
- Household members testing positive to COVID-19
- The easing of COVID-19 border controls at the beginning of 2022 which allowed families to travel inter-state and overseas.

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	3
Employment	0	0	1
TAFE entry	2	0	1
University Entry	0	0	92
Other	0	3	0
Unknown	0	0	3

Year 12 students undertaking vocational or trade training

9.89% of Year 12 students at Chatswood High School undertook vocational education and training in 2022.

Year 12 students attaining HSC or equivalent vocational education qualification

97.1% of all Year 12 students at Chatswood High School expected to complete Year 12 in 2022 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)	18
Classroom Teacher(s)	82.1
Learning and Support Teacher(s)	0.8
Teacher Librarian	2
Teacher ESL	4.4
School Counsellor	1
School Administration and Support Staff	21.97
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 2022, 4.6% of the department's overall workforce identify as Aboriginal and/or Torres Strait Islander Peoples.

Aboriginal and Torres Strait Islander school workforce composition

Staff type	Benchmark ¹	2022 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.00%	4.10%
Teachers	3.00%	3.30%

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 2022 to 31 December 2022. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with department policy requirements.

	2022 Actual (\$)
Opening Balance	3,845,648
Revenue	20,636,805
Appropriation	18,867,432
Sale of Goods and Services	120,998
Grants and contributions	1,529,099
Investment income	45,589
Other revenue	73,688
Expenses	-20,928,009
Employee related	-17,844,467
Operating expenses	-3,083,541
Surplus / deficit for the year	-291,203
Closing Balance	3,554,445

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.

	2022 SBAR Adjustments (\$)
Targeted Total	237,179
Equity Total	787,750
Equity - Aboriginal	2,137
Equity - Socio-economic	36,719
Equity - Language	563,115
Equity - Disability	185,780
Base Total	16,018,880
Base - Per Capita	420,520
Base - Location	0
Base - Other	15,598,361
Other Total	783,460
Grand Total	17,827,269

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

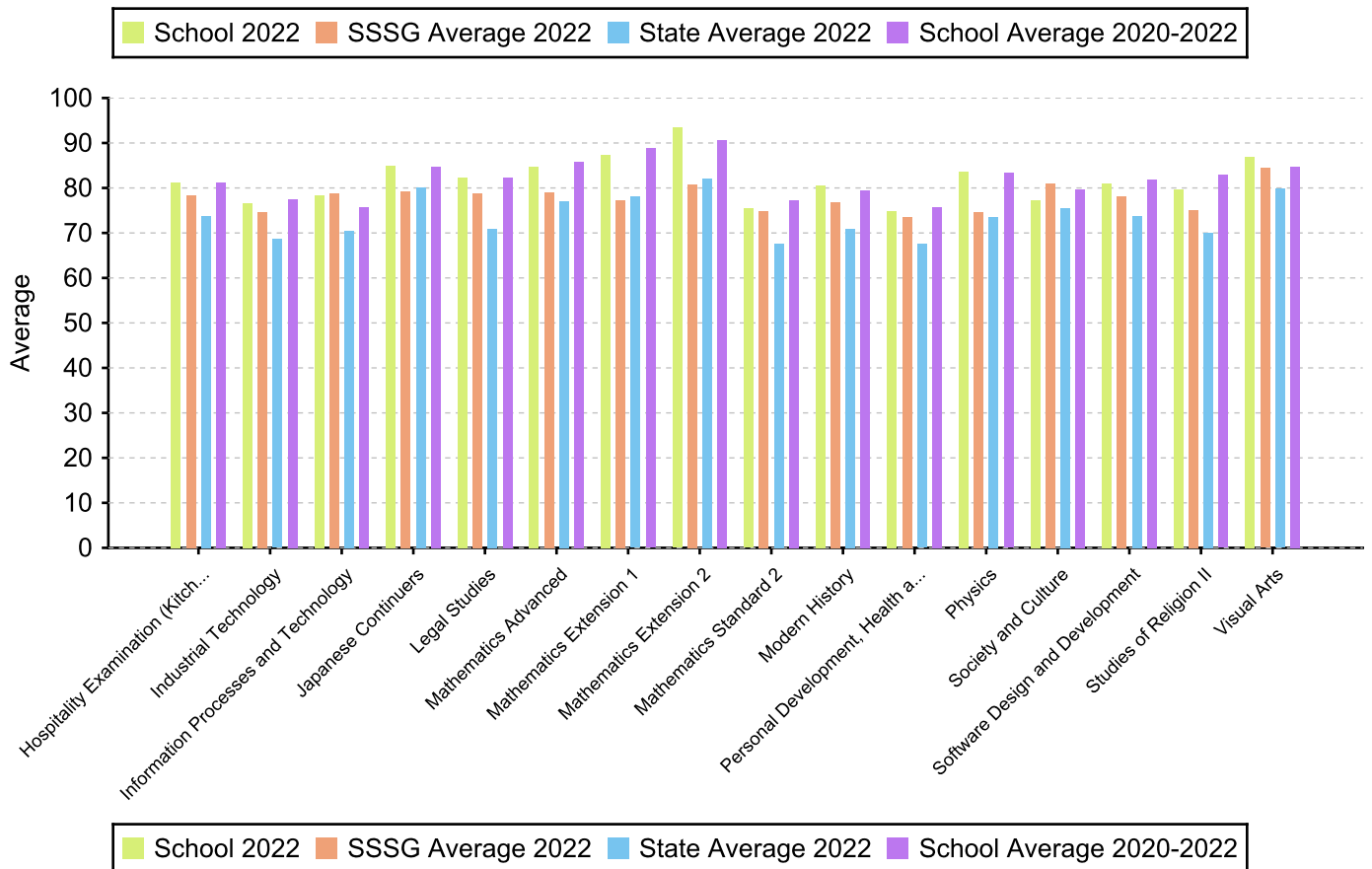
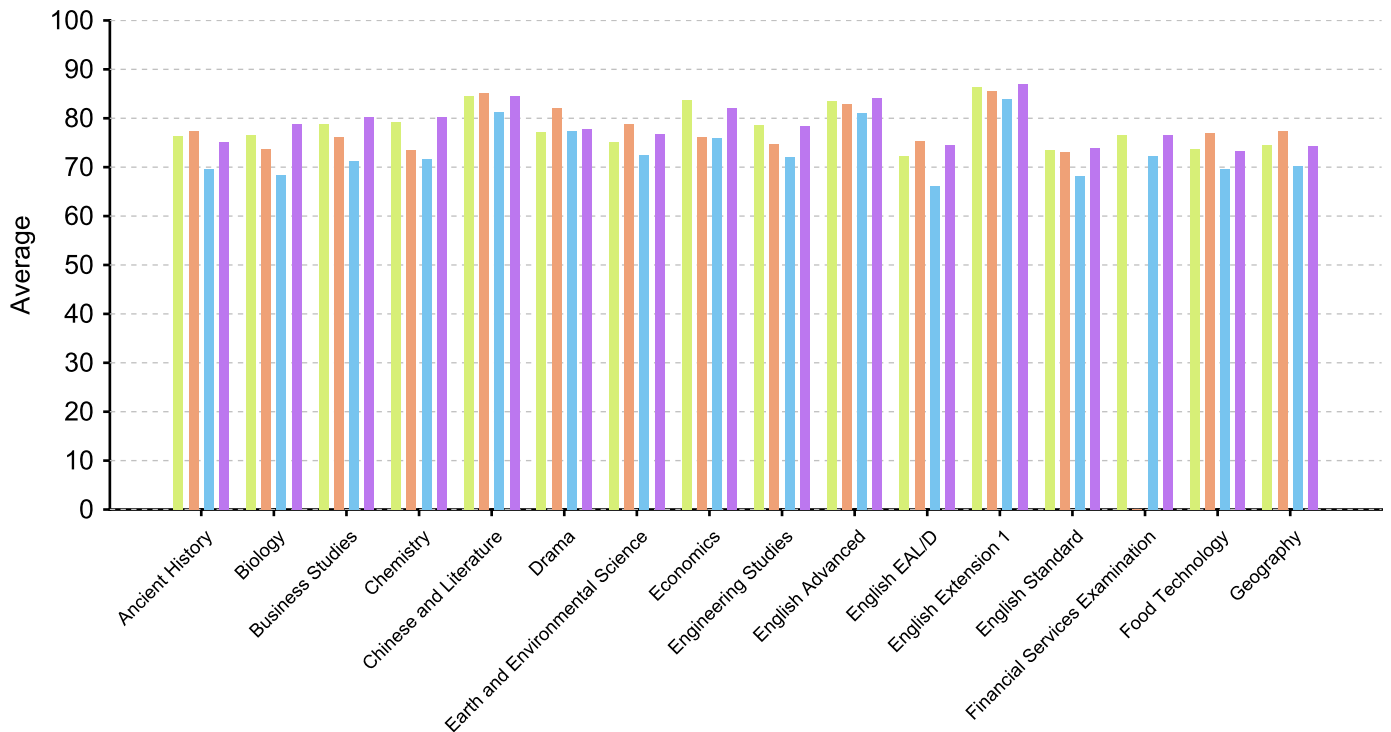
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

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 2022	SSSG	State	School Average 2020-2022
Ancient History	76.4	77.5	69.6	75.1
Biology	76.5	73.6	68.5	78.8
Business Studies	78.9	76.2	71.2	80.2
Chemistry	79.2	73.4	71.7	80.3
Chinese and Literature	84.6	85.2	81.2	84.6
Drama	77.1	82.1	77.5	77.7
Earth and Environmental Science	75.1	78.7	72.5	76.8
Economics	83.8	76.1	76.0	82.0
Engineering Studies	78.7	74.6	72.0	78.3
English Advanced	83.6	82.8	81.0	84.1
English EAL/D	72.2	75.3	66.1	74.6
English Extension 1	86.4	85.6	83.9	87.1
English Standard	73.5	73.2	68.1	73.9
Financial Services Examination	76.6	0.0	72.4	76.6
Food Technology	73.7	76.9	69.7	73.4
Geography	74.6	77.5	70.2	74.2
Hospitality Examination (Kitchen Operations and Cookery)	81.2	78.3	73.7	81.2
Industrial Technology	76.7	74.7	68.6	77.5
Information Processes and Technology	78.3	78.9	70.5	75.8
Japanese Continuers	85.0	79.2	80.1	84.8
Legal Studies	82.4	78.8	70.8	82.4
Mathematics Advanced	84.8	79.0	77.1	85.8
Mathematics Extension 1	87.3	77.3	78.0	88.8
Mathematics Extension 2	93.4	80.8	82.2	90.6
Mathematics Standard 2	75.4	74.9	67.6	77.3
Modern History	80.5	76.8	70.9	79.5
Personal Development, Health and Physical Education	74.9	73.6	67.5	75.7
Physics	83.6	74.7	73.5	83.3
Society and Culture	77.3	81.0	75.5	79.7
Software Design and Development	81.0	78.2	73.7	81.9
Studies of Religion II	79.6	75.2	70.1	82.9
Visual Arts	87.0	84.4	79.8	84.7

Parent/caregiver, student, teacher satisfaction

The parent responses received in 2022 indicated a deviation from the results received in previous years. As we navigate the ongoing building program the data indicates that parents would like to feel more included in school activities and have the opportunity to come onsite. The other data point of note is that parents feel that the school supports positive behaviour and students are safe at school. The growth in student numbers and the building program have had an impact on the perception of the school as inclusive.

Student responses from the Tell Them From Me Survey indicate that they feel they are using their time effectively on learning in the classroom. This measurement is above the state mean. The students also report strong participation in extra-curricular activities and a strong sense of belonging. The data, however, indicates that students in Years 7 and 8 do not have the same levels as those in later years. Across the school, students do not report the same level of value of school outcomes as those across the state. They do however, report a strong response to completion of homework and student behaviours when compared to the state. The intellectual engagement response is strong across the school with Year 7 being the only year that is below the state average. All students who responded indicate that they do not show the same level of effort as those across the state. All students report strong student teacher relationships and a positive learning environment and report that there are strong expectations for success in all of their classes.

A review of the teaching staff responses found in the Tell Them From Me survey indicate that a significant number of staff have found that the redevelopment of the school has had a negative impact on their teaching practice. They also report that there is a significant need for more time to undertake the compliance tasks. The majority of teaching staff have indicated that they are looking forward to the redevelopment being finalised. There was also a significant number of staff who indicated that they would like to develop their teaching through visiting other teachers classrooms and working with experts in EAL/D and differentiation.

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.