

# Cherrybrook Technology High School Annual Report



2016



8592

## Introduction

The Annual Report for **2016** is provided to the community of **Cherrybrook Technology High School** as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

G. Johnson

Principal

### School contact details

Cherrybrook Technology High School

28-44 Purchase Rd

Cherrybrook, 2126

<http://cths.nsw.edu.au>

[cths@cths.nsw.edu.au](mailto:cths@cths.nsw.edu.au)

9484 2144

### Message from the Principal

2016 has been a remarkably successful year for this school. The year began with a wonderful High Achievers' assembly that saw 146 of our class of 2015 returning to the school to be honoured for their outstanding achievement in making the HSC honour roll. Remarkably for a comprehensive high school this was nearly half the students who presented for the HSC. In the junior years our students in 7 & 9 completed the NAPLAN tests and demonstrated that academically, they were well beyond the state and national average.

On the sporting front there were many highlights, including:

Jenny Blundell – a former student becoming Cherrybrook's first Olympian, reaching the semi-finals in the women's 1500 metres at Rio

Katie Devitt – winning Gold in the 100m & 200m CHS Athletics

Our 16 Girls relay team also won gold at CHS Athletics

Zone Athletics and Cross Country winners

Zone Champions 2016

In the area of performing arts we produced the outstanding Musical "Grease". We also had students participating in regional and state drama and dance festivals, in eisteddfods and in the recent Schools' Spectacular.

In the field of technology we continue to lead the way. Our BYOD program has been remarkably successful and is now seen as an exemplar for schools across the nation. The library redevelopment has had as one of its focal points the careful use of cutting edge technology to assist students maximise their learning.

Pleasingly, students and staff at Cherrybrook have been leading NSW schools in STEM education using Science, Technology, Engineering and Mathematics in a variety of Project based learning initiatives.

We also continued to promote our international programs with a marvellous multicultural day and very successful student visits to Japan and Germany.

Excitingly, our building program will soon commence. The building design is modern, innovative and truly in keeping with twenty first century learning, something we have been pursuing for many years.

### Message from the school community

CTHS is a great example of how public education can deliver excellence for their students.

The P&C extends its congratulations to the principal, MrJohnson, his executive, academic and support teams with a special mention of thanks to the volunteers who assist with many aspects of school life. Our thanks also go to a committed parent group and the wider community who play such a strong role in supporting students and staff.

The P&C continues to work very closely and productively with the school to ensure ongoing delivery of services to the student body. This takes much time and effort, and once again I thank my colleagues on the P&C executive, other members of the P&C who have contributed, and very importantly our team (staff and volunteers) at the Canteen. A specific mention of the alumni association is also required. Past school students are increasingly providing time and skills to the current student population and the association is growing in numbers and impact. Let me take this opportunity to ask any past students of CTHS to look at joining the Alumni Association – we can use your skills!

Your P&C is in good shape and continues to extend the essential services to the students and broader school.

### **Message from the students**

As your School Captains, we've been experiencing the rollercoaster that is leading such a multifaceted school as this. Yet after being at the post for close to half a year it seems the school and community never ceases to make us so proud and so passionate about our Cherrybrook. And we've been thinking, what is it that makes us so impressed with the students here? Is it their ability to see a bigger picture? Their willingness to put in? The high academic standard? The multitude of talents? But now it's clear to us, especially after reflecting on this within our May Samali Award Applications. It's many facets! It's our culture, that really is very special. At CTHS we celebrate success on many and varied levels. All students should feel really proud of themselves and recognise that if you put in the effort you will get rewarded.

It is with great honour that we represent the student body at this fine school. We thank the teachers for their hard work and the parent body for their support of all students. We are proud to be School Captains of such a great school.

## School background

### School vision statement

Cherrybrook Technology High School will embed dynamic and innovative education strategies which address the needs of students now and in the future.

We will provide a learning environment that both challenges and supports our students to pursue excellence and develop a lifelong passion for learning.

Our vision is to ensure the development of the whole child, ensuring academic success is possible whilst developing in our students an ability to be resilient, resourceful, and be critical and creative thinkers.

### School context

Cherrybrook Technology High School (CTHS) was established in 1992 as a specialist technology high school. It is coeducational and comprehensive and enjoys strong support from the local community. The school is currently the largest public high school in New South Wales and has a student population of 1962, a teaching staff of 126 and a large administrative and support staff. CTHS offers a wide range of teaching and learning programs and students at the school consistently achieve outstanding results in external examinations. An important feature of the school is its systems and welfare network that strives to support each child's progress through high school.

## Self-assessment and school achievement

### Self-assessment using the School Excellence Framework

This year, our school undertook self-assessment using the School Excellence Framework, with the 'excelling' criteria best matching our practices within the school.

The results of this process indicated that:

In the domain of **Learning**, our efforts have primarily focused on well-being, curriculum and learning. The strong performance of the school in creating and maintaining a positive and productive learning culture where academic success is valued amongst students and staff has continued to be a feature of our school.

Our major focus in the domain of **Teaching** has been on collaborative practice for staff members. Professional Development Plans continue to drive capacity building amongst staff. The use of technology for learning; the importance of data analysis, both RAP and SMART, to inform decision-making; and the growing of teaching practice through classroom observations, highlight a teaching culture that is changing student learning to one that best reflects learners of the future.

In the domain of **Leading**, our priorities have been to build on the good leadership and management practices and processes that exist at this school. Our school has a strong foundation of leadership capacity building across the school. The leadership team has been successful in leading the initiatives outlined; building the capabilities of staff to create a dynamic school learning culture.

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

## Strategic Direction 1

### Improving Learning & Building Resilience

#### Purpose

To improve student learning and success through positive and respectful relationships, inclusive frameworks that support wellbeing and resilience and high levels of student engagement utilising 21st Century learning.

#### Overall summary of progress

Our efforts to implement and integrate a range of strategies that improve student wellbeing and build resilience have been significant. The continued use of the Resilience Doughnut has allowed us to track the resilience levels of our students more effectively and identify the factors, that as a school, we can have some influence over. The level of understanding amongst staff and students of wellbeing issues and the importance of sleep has been raised as a result of information seminars, professional development undertaken and student led whole school assemblies on the matter. The addition of an extra day of school counsellor support and the proactive work of our learning support team with regards to mentoring and social skills programs has been invaluable. The staff Welfare Team was trained in the delivery of Youth Mental Health First Aid in what was evaluated by participants as some of the best professional development undertaken. Following on from this, we had our Year 10 Peer Support leaders trained in Teen Mental Health First Aid delivery to enable them to better identify other students, whether Year 7 or their peers in Year 10, who are struggling with mental health issues and to take the appropriate steps to provide assistance.

Staff Development Day, day one of 2016, was our launch into a focus on explicit student instructions and higher order thinking skills. Unfortunately the professional development day was not evaluated by staff as highly as envisaged and the rest of the year we have been investigating alternative avenues to professionally develop staff in this area. Suffice to say we have engaged an excellent presenter from the Science of Learning group who has presented on a number of occasions and we continue to move down this path.

The transition to a whole school BYOD approach continues to be a success. Student uptake and parental support in the new Year 7 cohort has been extremely positive in 2016. Staff Development Day breakout sessions focussing on developing staff skills in this area has been well received and we will continue this into 2017.

We have always used NAPLAN data to identify and target support for students who most need assistance with literacy and numeracy. Our learning support team are very proactive in the assistance they provide to students, including: SLSO assistance in the classroom and withdrawal of students for reading programs. Targeting students for involvement in our literacy workshop has continued to be a success and with the announcement of the minimum literacy and numeracy standards for the HSC our learning support team have been evaluating the nature of the coursework in the Literacy Workshop with a view to enhancing this element.

STEM at CTHS continues to attract a great deal of interest from students and staff are constantly reviewing the content delivered. An adjustment in the timetabling of the staff to the STEM classes in 2016 assisted with the delivery of the courses and we are progressing down the path of involvement in the Formula 1 in Schools program as a program based learning initiative within Stage 4 and 5 STEM.

#### Progress towards achieving improvement measures

| Improvement measures (to be achieved over 3 years)   | Progress achieved this year   | Funds Expended (Resources) |
|--|---|----------------------------|
| Maintain within 10% margin, the 'Average Difference from the State', Value Added data for HSC results in all subjects in the 'Large' category for all student groups –Lower, Middle and Higher | <ul style="list-style-type: none"><li>• This was achieved in 2016</li><li>• We are quite proud of our achievements in value adding for all student groups based on HSC results.</li><li>• Ongoing evidence from SMART and RAP analysis of HSC results confirms the value in breaking down the results for each subject area and analysing where improvements can be made. All staff are involved in this process and the ongoing adjustments to programs and teaching practice continue to deliver results.</li></ul> | NIL                        |
| 10% improvement in positive learning experiences as indicated by responses from the Tell Them  | <ul style="list-style-type: none"><li>• 2016 TTFM student survey results show an improvement in the following areas:<ul style="list-style-type: none"><li>– Positive sense of belonging – up 1%</li></ul></li></ul>   | NIL                        |

## Progress towards achieving improvement measures

| Improvement measures<br>(to be achieved over 3 years)   | Progress achieved this year  | Funds Expended<br>(Resources)   |
|---|--|---|
| From Me student survey  | <ul style="list-style-type: none"> <li>– Positive relationships – up 2%</li> <li>• Most other measures remained constant and at comparatively high levels when compared with NSW pilot norms</li> <li>• New measures for 2016 showed the following:               <ul style="list-style-type: none"> <li>– High or medium levels of optimism:– 87%</li> <li>– High or medium levels of happiness:– 86%</li> <li>– High or medium levels of academic self concept (students feel they can do well):– 96%</li> </ul> </li> </ul>   |   |
| Improvement in the Resilience Factor related to Peer and Education as seen in data from the Resilience Doughnut | <p>In our second year of the Resilience Doughnut (Year 7 &amp; 8 in 2016 were surveyed) we have seen some minor shifts with our increased sample of students. We are seeing slight falls in the adversities faced by students:</p> <ul style="list-style-type: none"> <li>– Emotional scale:– 3.9 to 3.7</li> <li>– Peer Problems scale:– 2.3 to 2.1</li> <li>– Total difficulties:– 3.2 to 3.1</li> </ul> <p>Peers continue to be a positive influence on resilience as does family and parents.</p> <p>Hyperactivity and distraction, nervousness and worry continue to be areas that are listed as factors that impact on emotional well-being. This supports our efforts to continue our focus on student well-being and resilience.</p> | <p>\$900</p> <p>Casual relief – administration of program and analysis of results</p> |

## Next Steps

- Continue to build on the strategies to support student and staff well-being and improve resilience. Staff Development activities will be included in set agendas to give staff the opportunity to engage with these. We are looking to provide professional development for the Welfare Team on Rock and Water – an important initiative to develop resilience across our school in the junior years.
- Continue efforts to embed higher order thinking skills into teaching and learning programs
- Continue the professional development of staff to improve their technological skills to better adapt to teaching in the 21st Century learning environment and the whole school BYOD approach.
- Evaluate the ongoing support provided to students with literacy and numeracy needs to better assist them as we move into a HSC environment that requires certain standards be met for the attainment of the credential.
- Continue to evaluate our STEM course delivery to ensure its relevance, interest and rigour. Entry into the F1 in Schools Program.

## Strategic Direction 2

### Fostering Professional Practice

#### Purpose

To develop a culture that values formal and informal professional development that embraces collaboration, critical reflection and mentoring to improve teaching practice and student outcomes.

#### Overall summary of progress

The integration of the Performance Development Framework into teacher planning has continued to provide the means by which staff can engage in a much deeper reflective process that is guiding the ongoing development of all staff, at an individual and collective level. Regular and effective monitoring and feedback processes are in place to discuss progress, support and to plan for growth.

Investing time and effort into our young beginning teachers who enter the profession is an investment in the future of public education. In 2016 we have consolidated the mentoring activities that have existed at the school for some time. Our Head Teacher Mentor plays a crucial role in the support of our beginning teachers. The whole school induction program has been revised and bolstered based on evaluations of the original program. We continue to support our beginning teachers in completing their accreditation and they use the allocated release time to engage with a more experienced buddy teacher in their KLA and the Head Teacher Mentor. Multiple opportunities to observe senior staff members in the classroom, both as groups and individually have been evaluated as being extremely worthwhile. The Teacher Observation and Mentoring Scheme (TOMS) was introduced in 2016 but from evaluations it was clear that we needed to invest more time developing the skills of our senior teachers/mentors in undertaking the very important post lesson observation reflections discussion. These conversations are critical to the success of enabling our beginning teachers to critically reflect on not only their own lessons but those of teachers they observe and then relating them to any improvements required in their own approach, all within the professional teaching standards framework. The later half of 2016 was spent undertaking professional development with this focus.

The Executive within the school have undertaken a number of discussions in 2016, assessing where we stand against the School Excellence Framework. In 2016 CTHS was nominated to undergo external BOSTES validation where we complied with the set criteria in an exemplary fashion. Collection of evidence was delayed during this time, however, the intention is for the evidence to support our assessment against the School Excellence Framework to occur in 2017.

#### Progress towards achieving improvement measures

| Improvement measures<br>(to be achieved over 3 years)   | Progress achieved this year  | Funds Expended<br>(Resources)                         |
|---|--|---|
| 100% of staff develop their own Professional Development Plan which focusses on professional development to improve performance | All teachers have developed a Professional Development Plan. Teachers have developed an understanding of how to best drive their own plans and to actively seek feedback and mentoring as an important part of their ongoing growth.   | NIL   |
| Positive outcomes from staff evaluation of Beginning Teacher induction program  | <p>2016 has seen us move to a beginning teacher program that has as its focus mentoring. Critical to this has been developing the skills of both our mentors and beginning teachers to undertake the professional dialogue based around lesson observations. We want to ensure this process adds positively to the development of a balanced pedagogical approach by our beginning teachers.</p> <p>Beginning teacher evaluation of both the induction program and lesson observations was very positive with most indicating the actual observation of senior teachers and the discussions post lesson to be most valuable.</p> <p>From evaluations it was clear we needed to spend more time in providing professional development for</p> | <p>\$24,300</p> <p>Support for beginning teachers</p> |

## Progress towards achieving improvement measures

| Improvement measures (to be achieved over 3 years)   | Progress achieved this year   | Funds Expended (Resources) |
|--|---|----------------------------|
| Positive outcomes from staff evaluation of Beginning Teacher induction program   | both mentors and mentees to engage in the important professional discussions that underpin the program. We have begun this process and this will continue into 2017.  |                            |
| Teaching programs adjusted to embed Higher Order Thinking and BYOD Toolkit activities  | <p>Staff Development Day (Day 1, Term 1, 2016) was set aside for a presentation on Higher Order Thinking Skills. Disappointingly, staff evaluated this professional development poorly. We have engaged an alternative presenter who spoke to staff at the end of 2016. His engaging presentations have resonated well with staff and as such we will continue to focus on higher order thinking skills into 2017.</p> <p>BYOD strategies were a focus of our Term 3 Staff Development Day. The break out sessions were evaluated as being very worthwhile. We will continue to develop the skills of our staff into 2017 through targeted training led by our Technology OIG team.</p> | \$5000                     |
| Maintain the 'Average Difference from the State', Value Added data for HSC results in all subjects in the 'Large' category for all student groups – Lower, Middle and Higher | <ul style="list-style-type: none"> <li>• This was achieved in 2016</li> </ul>   | NIL                        |
| An improvement in student engagement as measured by observation of lessons and Tell Them From Me Survey results  | <ul style="list-style-type: none"> <li>• 2016 TTFM survey results show maintenance in the following areas:               <ul style="list-style-type: none"> <li>– Intellectual engagement:– 54%</li> <li>– Effort:– 69%</li> <li>– Lessons (effective learning time):– 7/10</li> <li>– Relevance &amp; Rigour:– 6.1/10</li> </ul> </li> <li>• In all of the above measures CTHS compares very favourable against the NSW Secondary School Pilot norms</li> </ul>  | NIL                        |

## Next Steps

- Continue to support staff in setting appropriate goals as part of their PDP process
- Continue with the professional development of both our beginning teachers and mentors to ensure the time spent observing lessons and engaging in reflective conversations is efficient and leads to quality outcomes
- Undertake the process of gathering evidence to support our assessment against the School Excellence Framework document.



## Strategic Direction 3

Forging strong cultural & community links

### Purpose

To strengthen effective engagement with members of the local community including families, ex-students, local media and business organisations by providing explicit information about the school, sharing the responsibility for providing a safe, supportive and respectful learning environment, and enabling flexible use of school facilities.

### Overall summary of progress

We continue to engage with, establishing links and build strong connections with our school community including the P&C, parents, families, local media and business organisations. Our parent body, as witnessed through our P&C, continue to function strongly and are strong supporters of the school and what it stands for. The P&C has been the driving force in communicating with our Alumni, establishing the group and engaging them in a number of school activities to allow them the opportunity to support the school and its current students.

Our Year 11 Careers Mentoring program started with a targeted group of 20 students and 20 mentors in 2016. The program was a resounding success and was evaluated highly by all participants involved in the program. Such was its success that we plan to double the number of students and mentors involved in the program in 2017! The Alumni and parent body have been strong supporters of the program and instrumental in us achieving a successful outcome here. At the end of 2016 we were approached by Mastercard Australia who were keen to set up mentoring relationship with the school. Plans have been discussed and they will become a pivotal provider of mentors in the Careers Mentoring program directly linked to their workplace. The aim for 2017 and beyond with this strategic relationship is for a longer term link that may see some of our students provided with a scholarship to study at university and work directly with Mastercard which we are very excited about.

We continue to work with our major cultural community groups: the Cherrybrook Chinese Community Association (CCCA) in community functions and events. CCCA continue to use the school facilities on the weekend for language classes.

Our transition program to support students moving from the Year 6 Primary environment into Year 7 in conjunction with our Learning Support Team and Year Advisers continues to assist with the progression of students into the high school environment ensuring a smooth and reduced stress environment for students.

As a staff we will engage with our local Primary School colleagues in 2017 to discuss further links between us and our feeder schools. A number of the community of schools programs started in 2015 including projects for History, Chinese language and Mathematics continued throughout 2016.

### Progress towards achieving improvement measures

| Improvement measures (to be achieved over 3 years)  | Progress achieved this year   | Funds Expended (Resources)        |
|---|---|-----------------------------------|
| 5% improvement in parent satisfaction as reported by TTFM parent surveys  | <ul style="list-style-type: none"> <li>• The TTFM Partners in Learning Parent Survey for 2016 showed an improvement in the following areas from 2015:                             <ul style="list-style-type: none"> <li>– Parents feel welcome: 6.9 to 7/10</li> <li>– Parents are informed: 5.8 to 6.1/10</li> <li>– Parents support learning at home: 5.4 to 6.7/10</li> <li>– Support for positive behaviour: 7.1 to 7.3</li> </ul> </li> </ul> | NIL                               |
| Increase in number of meetings or projects that foster better links to local Primary Schools with a view to better preparing Year 6 students for Year 7 | <p>In 2015 a number of initiatives were started, making links with our local Primary Schools. The links made in the curriculum areas of: History, Chinese languages and Mathematics continued into 2016.</p> <p>It is hoped this continued effort will be see fruitful results in the medium to longer term.</p>  | \$20,000 – Chinese language grant |

## Progress towards achieving improvement measures

| Improvement measures<br>(to be achieved over 3 years)   | Progress achieved this year   | Funds Expended<br>(Resources) |
|---|---|-------------------------------|
| Increase in number of meetings or projects that foster better links to local Primary Schools with a view to better preparing Year 6 students for Year 7 | Our transition program to assist highly anxious students in the process of preparing them for the transition from Year 6 into 7 continues to be evaluated very positively by all involved.  |                               |
| Establishment of Alumni group meeting regularly and contributing to the school  | The Alumni group continues to grow, not only in number but also in relevance to the school. With approximately 700 past students reaching out through various Social Media channels the membership base is growing. Driven by a committed and enthusiastic leadership team the Alumni group have made significant contributions to school life in 2016. These include: school presentation events and evenings, keynote speeches, involvement in careers talks to current students and involvement in the Year 11 Careers Mentoring Program, which has been doubled its size given its interest after its inauguration. | NIL                           |
| Preparations for 2017 Chinese Study tour to Shanghai underway   | <p>Preparations for the 2017 Chinese Study tour continued earnestly in 2016. After our sister school in Shanghai, Luwan Senior High School, was announced, an official visit from a delegation of staff from China occurred. CTHS sent two staff over to Shanghai in 2016 during the term break, to continue preparations for the trip.</p> <p>Everything is progressing as expected for the tour in 2017.</p>  | NIL                           |

## Next Steps

- Expand the Year 11 Careers Mentoring Program
- Build the Mastercard Australia relationship further as part of this program
- Continue to look for community engagement opportunities that not only benefit the school and its students but continue to espouse our fine standing in the community
- Further transition meetings between our community of schools will be sourced to ensure the communication channels remain open and teachers from all schools are preparing students for an engaging and successful school career.
- Continue curriculum links with Primary Schools to engage in deep learning with a view to assessing the flow on effects as they progress into high school years.

| Key Initiatives                            | Impact achieved this year  | Resources (annual)                        |
|--|--|---|
| <b>Aboriginal background loading</b>       | <p>Personalised Learning Plans completed for six identified students, ensuring a holistic approach to their achievement of identified learning outcomes through particular focus on individual needs and key learning areas.</p> <p>Parents joined ATSI students and teacher representatives for a meeting during Term 1 to establish and/or review personal learning goals. Social development and academic progress were examined and students were assisted with identifying goals and establishing methods of achieving these.</p> <p>Extra tuition and classroom support, applications for scholarships, subject selection and careers advice as well as opportunities for experiences outside school are all ways our Aboriginal and Torres Strait Islander students have been supported.</p> <p>Norta Norta funding continued to be allocated to targeted students. This provides tuition and support to Aboriginal and Torres Strait Islander students in key areas of literacy and numeracy as well as for senior students in a range of subject areas.</p> | <p>\$1,280</p> <p>Norta Norta funding</p> |
| <b>English language proficiency</b>        | <p>ESL teachers undertake targeted teaching of students who qualify for this funding. Students withdrawn from English classes to undertake specific and intensive skill development before integration back into mainstream English classes. ESL teachers have developed programs with specific resources to deliver this effectively.</p> <p>Presentation of the Teaching English Language Learners (TELL) course during Semester 2 for staff improved awareness of the learning needs of EAL/D students. This training assisted in building staff capacity around EAL/D pedagogy and practice that will benefit all students.</p> <p>Relief time to undertake, produce and submit EALD survey taken</p>  | <p>\$900</p> <p>TELL course \$5,000</p>   |
| <b>Low level adjustment for disability</b> | <p>The Learning Support Team offers whole class support to a range of classes. In 2016 four SLSO's supported over 90 different classes per semester across all subject areas. Students in these classes received regular support, with the SLSO's, LST's and teachers working together to support the learning of all students in the classroom. SLSO's provide support in the following areas: behaviour mentoring; social skills; expressive language; the Quicksmart reading program; and many of the lunchtime clubs.</p> <p>All identified students have Personalised Learning Plans (PLPs) developed in consultation with the learning support and welfare teams. These include suggested</p>  | <p>\$71,600</p> <p>SLSO wages</p>         |

|  |   |   |
|--|---|---|
| <p><b>Low level adjustment for disability</b></p>                    | <p>adjustments for all teaching staff to integrate into their teaching of these students. This enabled all students to participate fully in their learning.</p> <p>The school supported the Nationally Consistent Collection of Data (NCDD) and this created opportunities for all staff to engage in meaningful discussions about how to cater for the varied needs of students in their classes.</p>  | <p>\$71,600</p> <p>SLSO wages</p>                 |
| <p><b>Socio–economic background</b></p>                              | <p>Students from low socio–economic families received additional funding support to ensure equity in educational opportunity.</p> <p>The School Leadership team liaised with the Welfare team to determine how the funding would be best distributed to those students with the most need.</p> <p>The main areas that families have accessed the funding for include: curriculum, excursions, sport, and camps.</p>   | <p>\$15,800</p>                                   |
| <p><b>Support for beginning teachers</b></p>                         | <p>Our five beginning teachers were released from class for the equivalent of two hours each week to participate in a range of activities to support the development of their skills. These activities included mentoring and coaching sessions with their KLA mentors/buddies, group and individual lesson observations, and appropriate professional learning activities. Support was also provided for the teachers to work with our HT Mentor / Student Services to gather and annotate appropriate evidence to contribute to their accreditation. All teachers have provided feedback that they were supported in the development of their skills and understandings, and that they felt they were a valued members of the learning community.</p> <p>We are continuing to invest resources into developing our mentoring program to get the most value and benefit for beginning teachers. Beginning Teachers found the mentoring and lesson observation opportunities provided were very effective and feedback from participants indicated that this support strengthened areas of need and improved classroom practice, behaviour management and understanding of whole school responsibilities.</p> | <p>\$24,000</p> <p>Teacher relief and courses</p> |
| <p><b>Targeted student support for refugees and new arrivals</b></p> | <p>Students have found the counselling sessions to be worth while in their period of adjustment at the school</p>   | <p>Counsellor time</p>                            |
| <p><b>Leadership Development Initiative</b></p>                      | <p>Evaluation of lesson observations have been ongoing and very informative to moving forward in this area. It was clear we needed to spend more time investing in building the mentoring relationship between both mentors and mentees. A focus on this will continue to be giving them the skills to undertake effective post lesson observation discussions. We want mentors to provide</p>  | <p>\$4000</p>                                     |

|  |   |        |
|--|---|--------|
| <b>Leadership Development Initiative</b> | encouraging reflection using solution focussed coaching principles. We are pleased with our progress and continue to develop the program to harness its leadership potential. | \$4000 |
|--|---|--------|

## Student information

### Student enrolment profile

| Students | Enrolments |      |      |      |
|----------|------------|------|------|------|
|          | 2013       | 2014 | 2015 | 2016 |
| Boys     | 1056       | 1046 | 1068 | 1067 |
| Girls    | 980        | 957  | 944  | 895  |

Our school has an excellent reputation within the community and this is reflected in consistently high enrolment numbers each year and in the number of enquiries for enrolment from outside the catchment area. In 2016 the school had a total enrolment of 1962 students. This is slightly down on our 2015 numbers as we rigorously applied the 'within school area' enrolment policy given the impending start of the building program. Approximately 59% of students are from language backgrounds other than English.

The above table illustrates the total enrolment of the school for students by gender over a four year period. Enrolments show a trend of slightly more males than females enrolling at Cherrybrook Technology High School which is consistent with the greater number of male students in our partner public schools.

### Student attendance profile

| School    |      |      |      |      |
|-----------|------|------|------|------|
| Year      | 2013 | 2014 | 2015 | 2016 |
| 7         | 96.1 | 96.1 | 95.6 | 95.6 |
| 8         | 95.3 | 94.9 | 94.8 | 95   |
| 9         | 95.1 | 94.6 | 93.7 | 94.2 |
| 10        | 92.9 | 94.2 | 93.6 | 93.7 |
| 11        | 94.1 | 95.8 | 95.5 | 96.3 |
| 12        | 91.5 | 95   | 94.8 | 96.2 |
| All Years | 94.1 | 95.1 | 94.7 | 95.1 |
| State DoE |      |      |      |      |
| Year      | 2013 | 2014 | 2015 | 2016 |
| 7         | 93.2 | 93.3 | 92.7 | 92.8 |
| 8         | 90.9 | 91.1 | 90.6 | 90.5 |
| 9         | 89.4 | 89.7 | 89.3 | 89.1 |
| 10        | 87.7 | 88.1 | 87.7 | 87.6 |
| 11        | 88.3 | 88.8 | 88.2 | 88.2 |
| 12        | 90.1 | 90.3 | 89.9 | 90.1 |
| All Years | 89.9 | 90.2 | 89.7 | 89.7 |

### Management of non-attendance

To maintain and restore regular school attendance, the school has established attendance monitoring practices and regular follow-up of unexplained absences. Parents are notified on the day of their child's absence via an SMS text messaging system and in writing if an explanation for the absence has not been received. Parents can respond via text message as to the reason for their child's absence. A range of strategies were implemented to resolve attendance issues with a focus on student welfare. These include: student and parent interviews via phone, letters or interviews, referral to the school Welfare Team and/or the Learning Support team, referral to the school counsellor, or the development of a school based attendance improvement program. If these interventions prove unsuccessful, support from Home School Liaison is requested and a formal Attendance Improvement Plan may be put in place. In 2016, as part of our school based attendance plans, students were provided with counselling and the opportunity to participate in outside programs to re-engage them with school. In 2016 the school continued to use the period by period roll check as part of the SENTRAL school administration package. This has provided valuable information which enabled the school to better support students who have whole and/or part day attendance issues.

### Post-school destinations

| Proportion of students moving into post-school education, training or employment | Year 10% | Year 11% | Year 12% |
|--|----------|----------|----------|
| Seeking Employment   | 1        | 1        | 5        |
| Employment   | 1        | 1        | 5        |
| TAFE entry   | 1        | 1        | 4        |
| University Entry   |          |          | 77       |
| Other  | 1        | 1        | 3        |
| Unknown  | 1        | 1        | 6        |

### Year 12 students undertaking vocational or trade training

In 2016, Cherrybrook Technology High School had eight school based apprentices in construction and retail operations.

Thirty two Year 12 students studied a VET course at local TAFE Colleges and five students completed a VET course at Whitehouse Institute of Design. Of the thirty two students, twenty undertook VET framework courses leading to a Certificate II and seven received a Certificate III. The remaining five students achieved a Statement of Attainment.

The following list shows the variety of courses that students from the CTHS cohort attended. These included: animal studies, automotive, business

services, beauty retail, children's services, design fundamentals, electrotechnology, financial services, hairdressing, human services health assistance, information technology, plumbing, screen media, sport recreation and fitness, and tourism and events.

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

One hundred percent of our students enrolled in Year 12 achieved the HSC standard.

## Workforce information

### Workforce composition

| Position                              | FTE*  |
|---------------------------------------|-------|
| Principal                             | 1     |
| Deputy Principal(s)                   | 3     |
| Head Teacher(s)                       | 20    |
| Classroom Teacher(s)                  | 93.8  |
| Learning and Support Teacher(s)       | 0.9   |
| Teacher Librarian                     | 2     |
| Teacher of ESL                        | 1.6   |
| School Counsellor                     | 1     |
| School Administration & Support Staff | 21.37 |
| Other Positions                       | 2.4   |

\*Full Time Equivalent

The Australian Education Regulation, 2014 requires schools to report on Aboriginal composition of their workforce. We currently have no staff who identify as Aboriginal at Cherrybrook Technology High School.

### Teacher qualifications

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

### Teacher qualifications

| Qualifications                  | % of staff |
|---------------------------------|------------|
| Undergraduate degree or diploma | 100        |
| Postgraduate degree             | 14         |

### Professional learning and teacher accreditation

Significant amounts of professional learning were

undertaken by Cherrybrook Technology High School staff in 2016. This amounted to just under \$61,000 with a focus on a number of initiatives as highlighted in the School Plan and those identified by staff within their Professional Development Plans.

Professional learning was made available to all staff on a needs basis and the average expenditure per teacher for the school was approximately \$480.

School Development Days in 2016 focused on key strategic objectives from the school plan. In addition to this, time was allocated to KLA Head Teachers to address needs identified within the faculty around delivery of quality teaching, learning, programming and assessment. One of the successful aspects of our SDD Program in 2016 was the use of four afternoon sessions throughout the year as a substitution for the last two Staff Development Days in Term 4. All staff attended and participated in the planned sessions of Staff Development professional learning undertaken throughout 2016.

Teacher Accreditation – in 2016 we had five teachers in the process of gaining accreditation at the Proficient level; one at Highly Accomplished and one at Lead level. We have fifty eight teachers who are currently maintaining accreditation at Proficient level and none at Highly accomplished or Lead.

## Financial information (for schools using OASIS for the whole year)

### Financial information

This summary financial information covers funds for operating costs to 30 November, 2016 and does not involve expenditure areas such as permanent salaries, building and major maintenance.

| Income                         | \$                  |
|--------------------------------|---------------------|
| <b>Balance brought forward</b> | <b>1 699 392.52</b> |
| Global funds                   | 1 428 505.58        |
| Tied funds                     | 497 851.96          |
| School & community sources     | 1 987 158.90        |
| Interest                       | 43 160.63           |
| Trust receipts                 | 367 594.73          |
| Canteen                        | 0.00                |
| <b>Total income</b>            | <b>6 023 664.32</b> |
| <b>Expenditure</b>             |                     |
| Teaching & learning            |                     |
| Key learning areas             | 609 590.36          |
| Excursions                     | 916 047.40          |
| Extracurricular dissections    | 256 949.75          |
| Library                        | 0.00                |
| Training & development         | 15 455.17           |
| Tied funds                     | 490 752.17          |
| Short term relief              | 287 426.51          |
| Administration & office        | 444 418.85          |
| School-operated canteen        | 0.00                |
| Utilities                      | 195 267.32          |
| Maintenance                    | 152 688.67          |
| Trust accounts                 | 202 582.51          |
| Capital programs               | 215 026.76          |
| <b>Total expenditure</b>       | <b>3 786 205.47</b> |
| <b>Balance carried forward</b> | <b>2 237 458.85</b> |

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

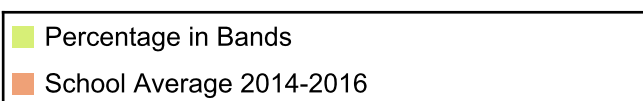
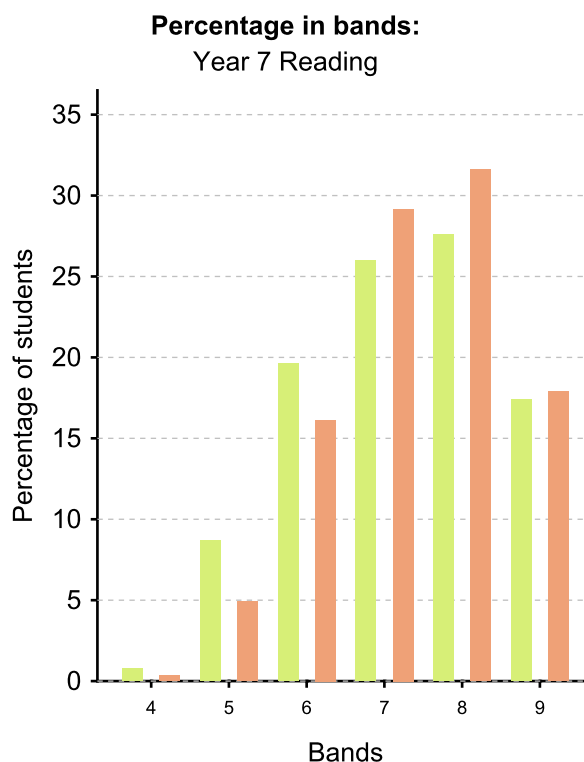
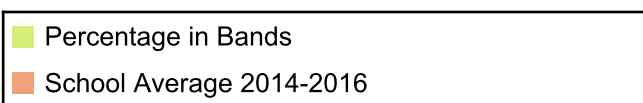
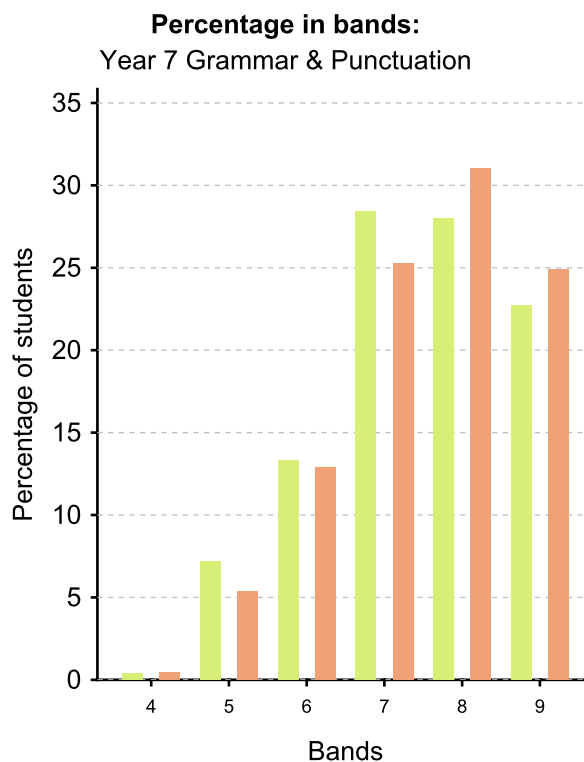
## School performance

### NAPLAN

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

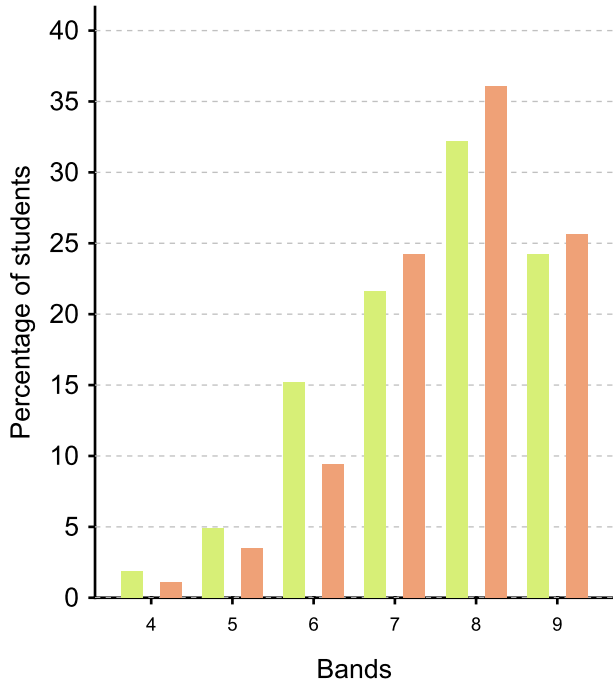
We are very pleased with our NAPLAN results for 2016. On almost all measures we have a greater percentage of students in the higher bands than the overall

percentage in bands. In Year 7 the key indicators: Reading: 49% of students at CTHS are in the top two bands compared with a total of 44% overall; Writing: 29% of students at CTHS are in the top two bands compared with a total of 26% overall; Numeracy: 57% of students at CTHS are in the top two bands compared with a total of 59% overall.

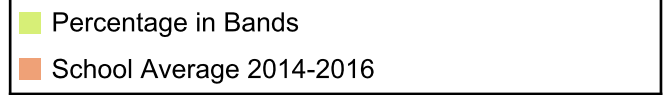
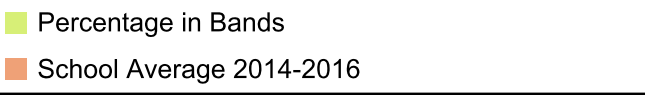
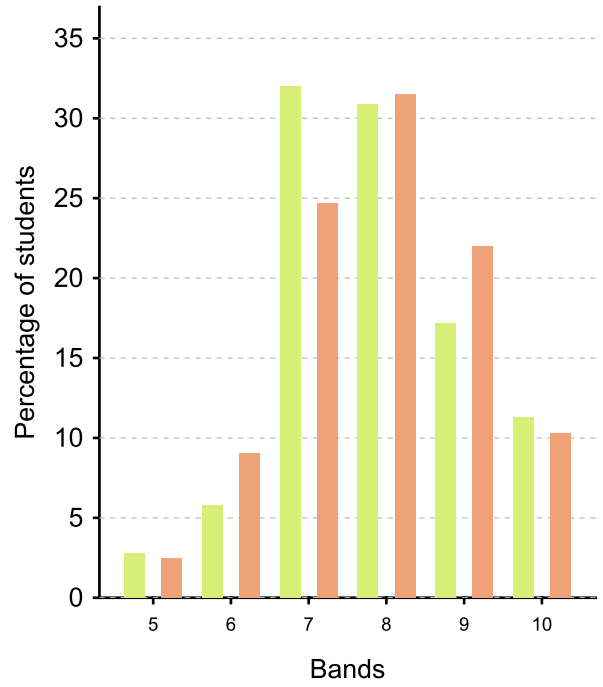




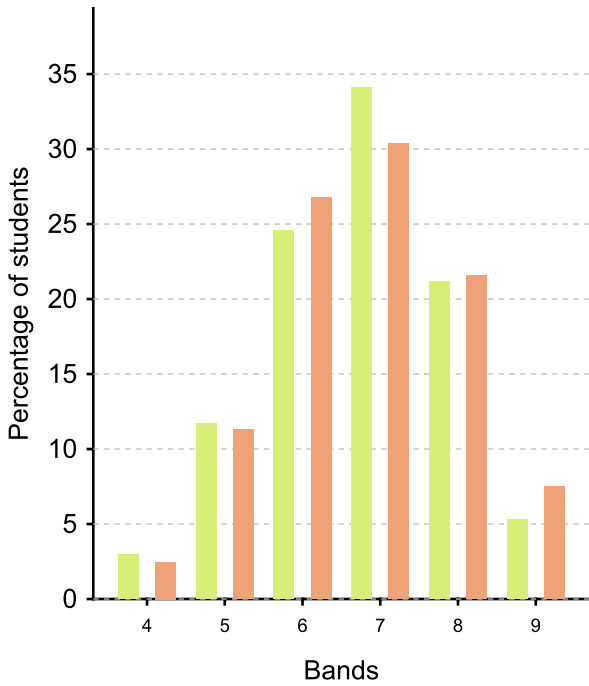
**Percentage in bands:**  
Year 7 Spelling



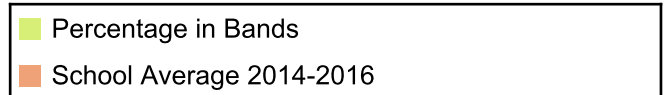
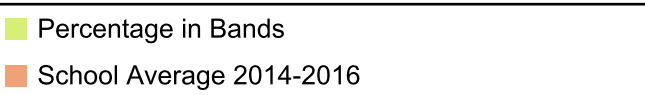
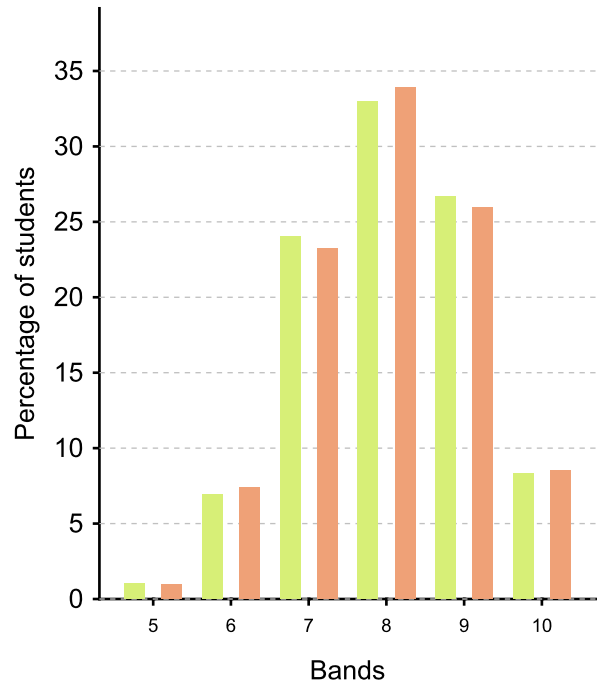
**Percentage in bands:**  
Year 9 Grammar & Punctuation



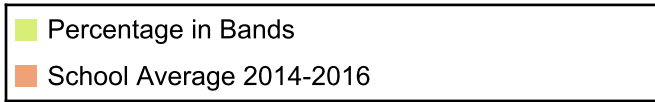
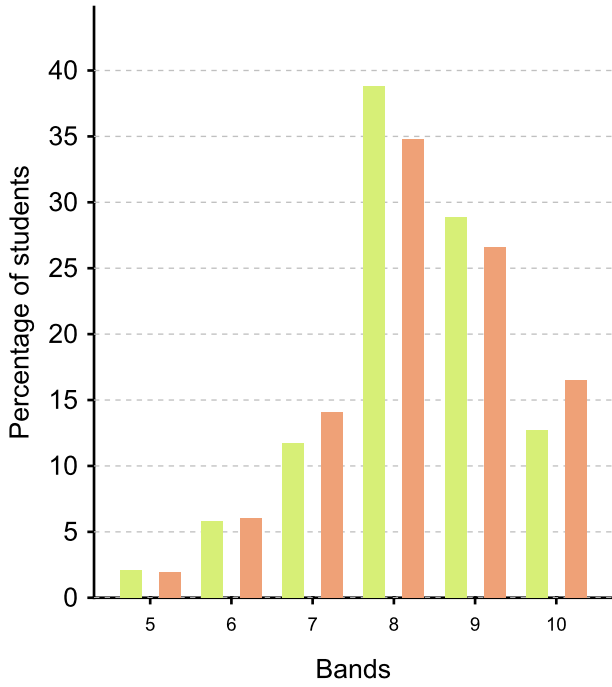
**Percentage in bands:**  
Year 7 Writing



**Percentage in bands:**  
Year 9 Reading

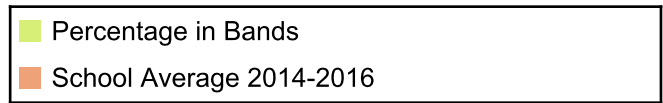
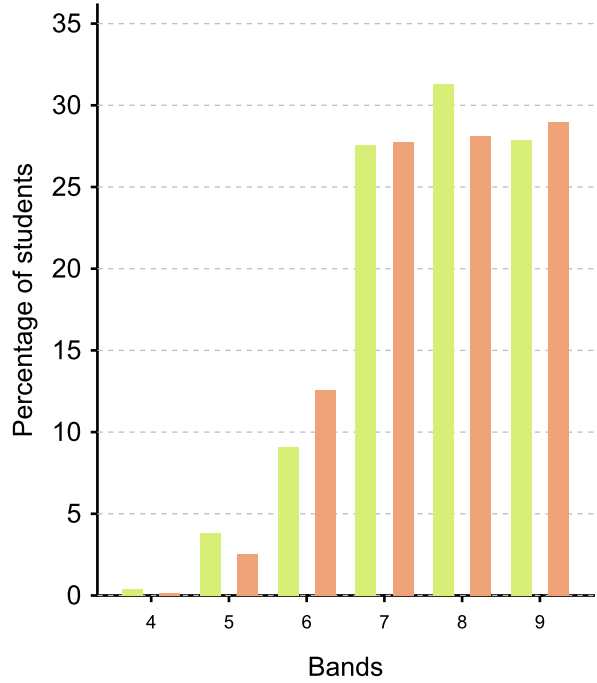


**Percentage in bands:**  
Year 9 Spelling

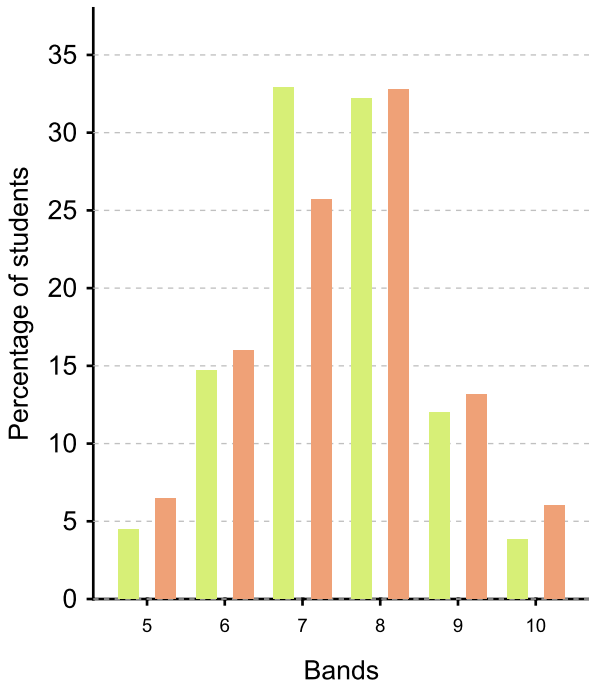


In Year 9 the key indicators: Reading: 35% of students at CTHS are in the top two bands compared with a total of 35% overall; Writing: 19% of students at CTHS are in the top two bands compared with a total of 15% overall; Numeracy: 59% of students at CTHS are in the top two bands compared with a total of 59% overall.

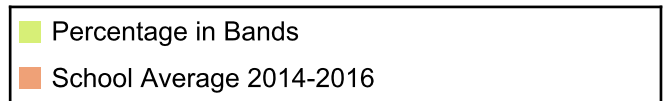
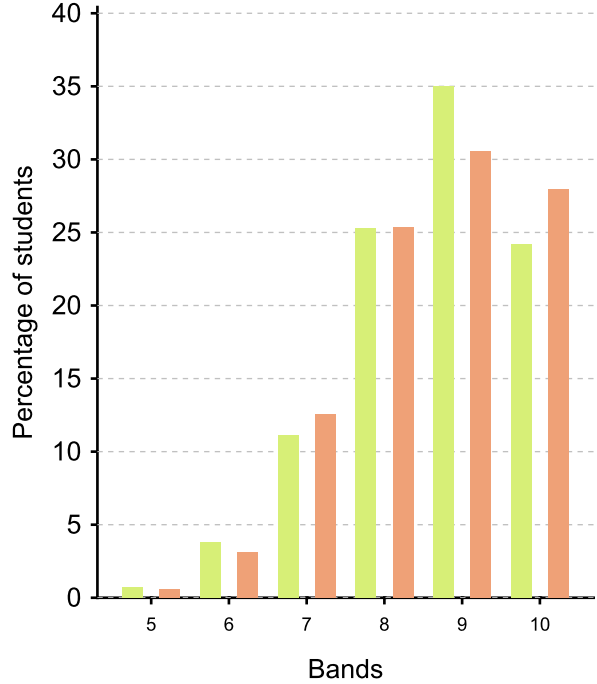
**Percentage in bands:**  
Year 7 Numeracy



**Percentage in bands:**  
Year 9 Writing



**Percentage in bands:**  
Year 9 Numeracy



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

### Higher School Certificate (HSC)

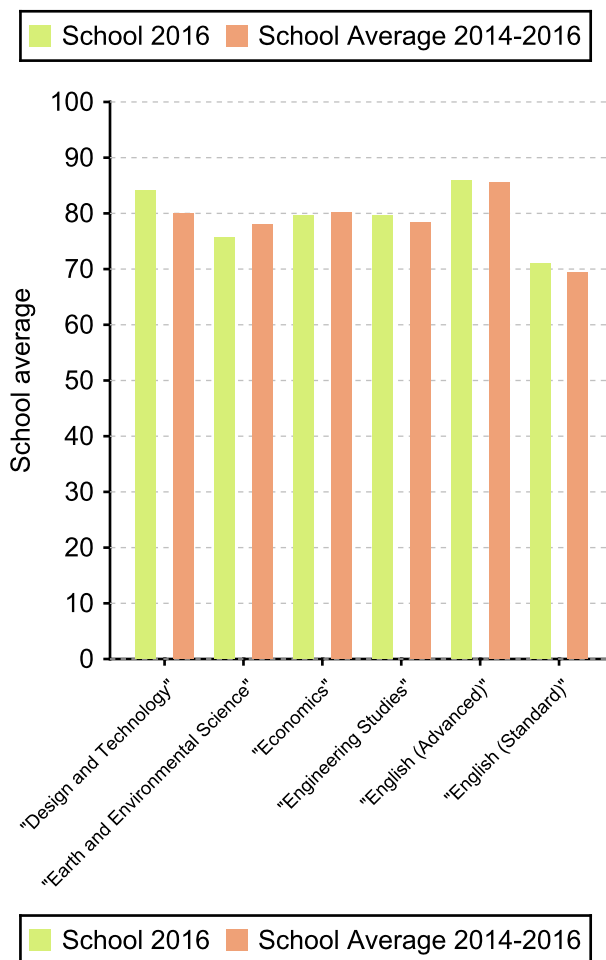
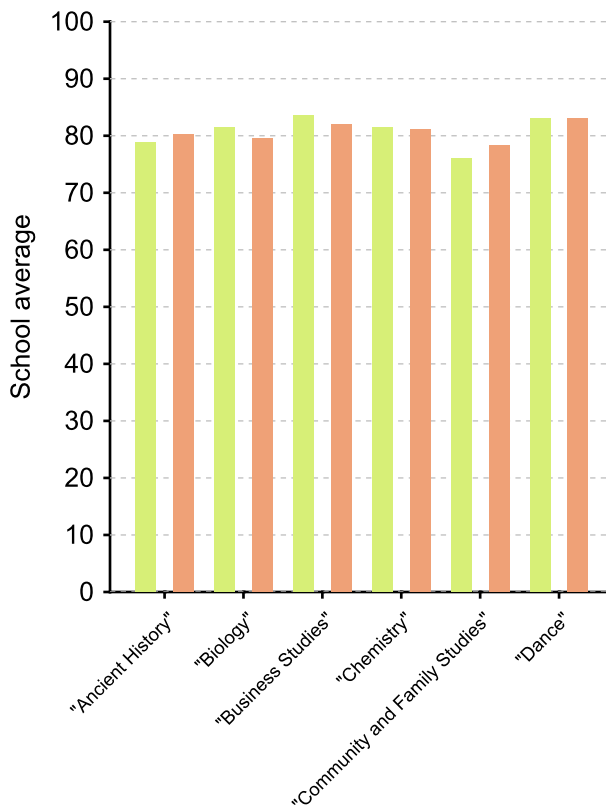
A review of the 2016 HSC revealed many, many outstanding results. Chief among the many excellent performers were the thirteen students who achieved results, which led to each of them being recognised in the All Rounders Awards. These students each scored a band six (or the highest band available) in each of their courses of study.

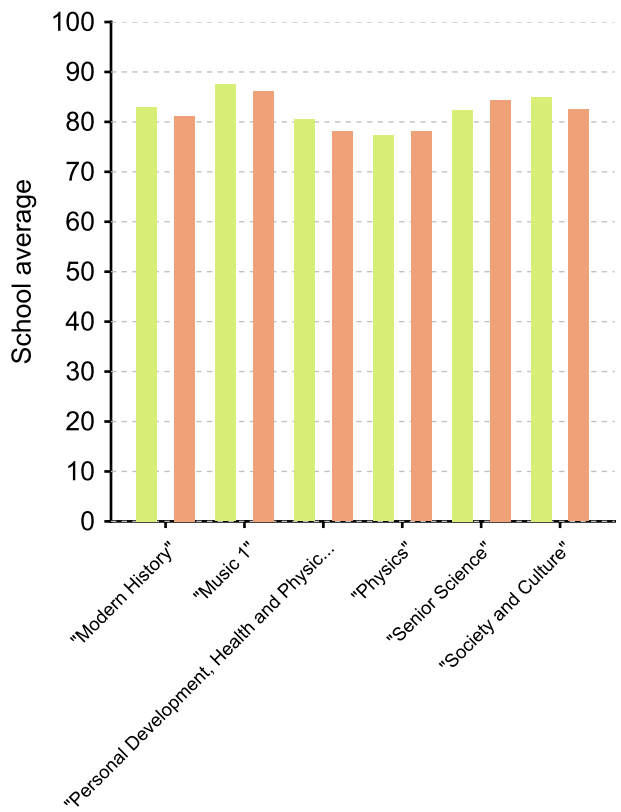
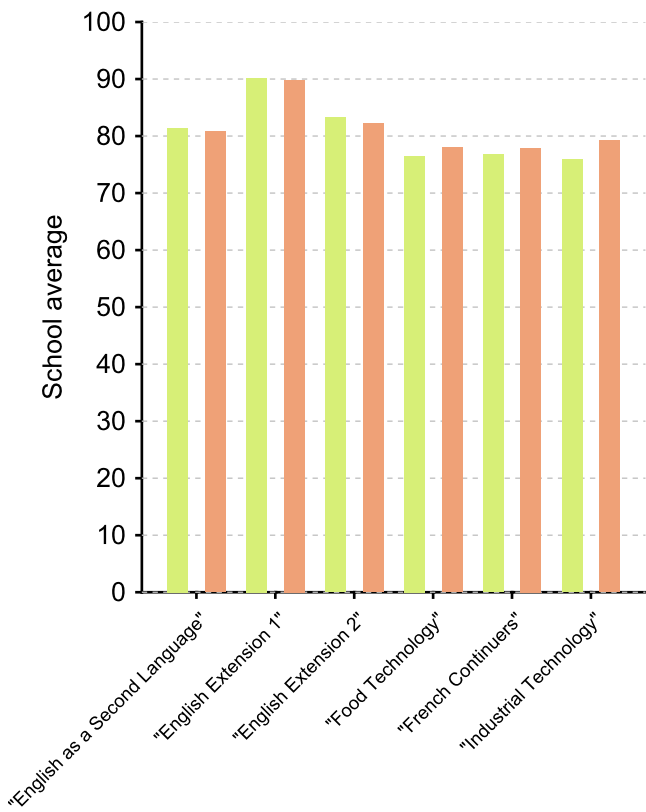
We also had five students who achieved a top twenty place in five separate courses of study.

And finally, a number of students whose works have been included in Major Exhibitions by the NSW Education Standards Authority.

An analysis of students ATARs, which the school has been able to gather, revealed at least eight students scored ATARs greater than 99 and 100 students scored ATARs greater than 90. In total, 176 students from the class of 2016 were recognised on the NSW Education Standards Authority's Honour Roll for a total of 423 credits.

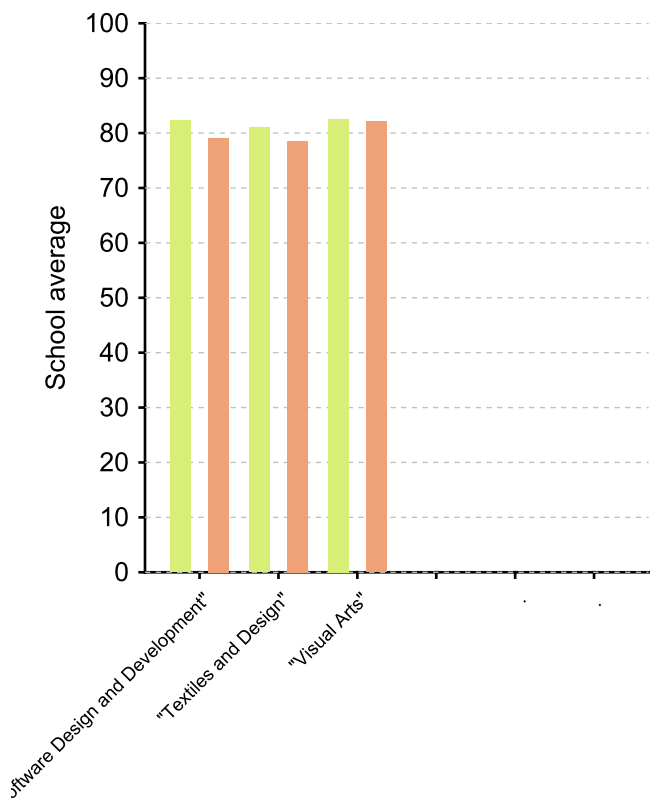
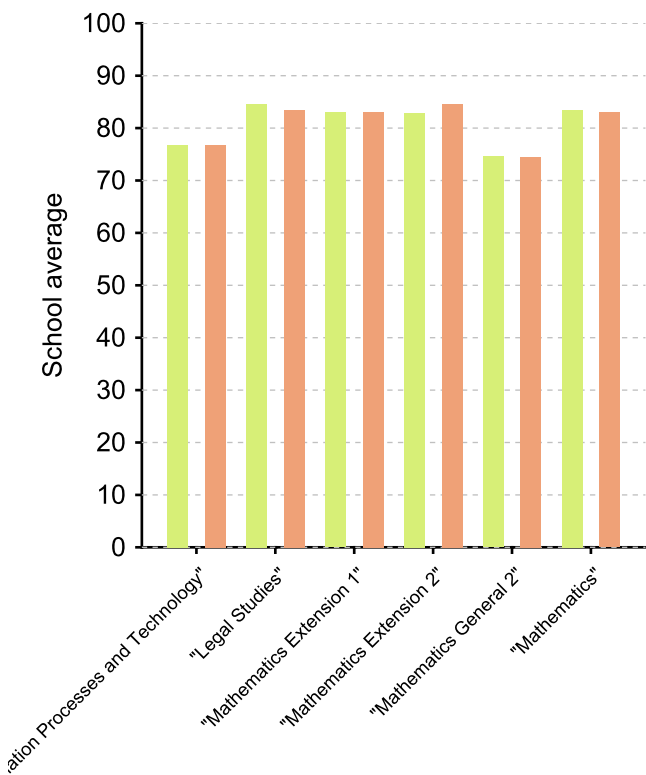
In 2017, it is planned that the Senior Executive will lead an extensive analysis of the 2016 results for all students across all subjects, using the SMART and RAP packages. This will include identifying particular modules, units and questions where student performance was stronger or weaker, relative to the state and internal groups. This analysis in the past has resulted in further refinement of HSC teaching programs.





Legend: School 2016 (light green), School Average 2014-2016 (orange)

Legend: School 2016 (light green), School Average 2014-2016 (orange)



Legend: School 2016 (light green), School Average 2014-2016 (orange)

Legend: School 2016 (light green), School Average 2014-2016 (orange)

One of the continuing strengths of CTHS is the ability of the school community to work together to consistently allow students to improve by Year 12, value adding, regardless of their initial ability.

## Parent/caregiver, student, teacher satisfaction

In 2016, the school sought the opinions of parents, students and teachers about the school primarily through their responses to the 'Tell Them From Me' Surveys. The results are as follows:

#### Staff

Staff participated in the 'Tell Them From Me' – "Focus on Learning" survey. The survey looks at the Eight Drivers of student learning. Our results confirmed that our staff continue to undertake great work with the average score for the eight drivers being 7.4 out of 10. Of particular relevance were the areas of high achievement: learning culture; data informing practice; teaching strategies; and inclusive school.

#### Parent/ caregiver

Parents participated in the 'Tell Them From Me' – "Partners in Learning" survey. The survey looks at parents' perceptions of their children's experiences at home and school. In the seven measures surveyed out of 10 CTHS scored an average score of 7. Parents felt very welcomed at the school and believed that their children were safe whilst at school and that we were supportive of positive behaviour.

#### Students

The student 'Tell Them From Me' survey results indicate the student body has a positive sense of belonging, they value their schooling outcomes they achieve and they find school work at CTHS is relevant with an appropriate amount of rigour.

## Policy requirements

### Aboriginal education

Cherrybrook Technology High School continues to celebrate the strength and vibrancy of Aboriginal and Torres Strait Island peoples' cultures and remains committed to Aboriginal education as core business for all staff. This philosophy is inherent in our whole school efforts to increase the knowledge and understanding of the histories, cultures and experiences of the First Peoples of Australia. The school actively supports Aboriginal cultural education for all staff, promotes education about Aboriginal peoples and cultures for all students, and provides targeted assistance to Aboriginal and Torres Strait Islander students to ensure they achieve their potential in every aspect of their education. Cherrybrook Technology High School continued this whole school focus in 2016 in a variety of important ways.

NAIDOC Week was celebrated with a student-directed assembly attended by all years celebrating the theme 'Songlines: the living narrative of our nation'. The school community also acknowledged National Close the Gap Day, drawing attention to the challenges experienced in key areas such as health and education for Aboriginal and Torres Strait Islander peoples in Australia. Acknowledgement of these significant dates and celebrations contributes significantly to

understanding and reconciliation and form an essential part of our commitment to cultural understanding.

Personalised Learning Plans are developed for our Aboriginal and Torres Strait Islander students, identifying goals and supporting students to achieve learning outcomes across the key learning areas and in planning post-school pathways. Where appropriate RAM funds are utilised to provide tuition and support to Aboriginal and Torres Strait Islander students in key areas of literacy and numeracy.

Cherrybrook Technology High School student successes in Aboriginal Studies in the HSC continued in 2016 and the whole school commitment to Aboriginal education has resulted in our Stage 6 course continuing to go from strength to strength, offering important academic research experience and cultural education to an increasing number of students in our popular accelerated model which enables flexibility in study patterns toward the HSC. Again, we enter 2017 with both a Preliminary and HSC class in Aboriginal Studies.

### Multicultural and anti-racism education

On what is fast becoming one of the highlights of the school year, this year's International Day was enjoyed by all on Tuesday, 23 August 2016. During the day, students attended one of two fabulous assemblies chaired by our new International SRC Representatives. The assemblies featured some tremendous performances from our students each showcasing a different cultural background. There were performances from our Indian dancers, a Tae-Kwon-Do show, and a variety of Japanese and Korean performances, all of which had the audience spellbound.

In February, we received German students from our sister school in Germany for three weeks of intensive English immersion while staying with our students of the German language class.

In July, students from our Nagoya sister school spent two weeks with CTHS students. Through the two weeks they attended classes with our students, experienced school life as well as life in general in Australia.

In September, Ms Arkins and Miss Wu visited our very first sister school in China, Shanghai in preparation for the 2017 CTHS students' study tour to China.

The Anti-Racism Contact Officer (ARCO) and the Social Justice group ran themed assemblies during the year to build understanding of cultural diversity and anti-racism initiatives within the school community.