

# Cherrybrook Technology High School Annual Report



2017



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## Introduction

The Annual Report for 2017 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

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## Message from the Principal

2017 has been a remarkably successful year for this school. The year began with a wonderful High Achievers' assembly that saw 176 of our class of 2016 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 more than half the students who presented for the HSC. In the junior years our students in 7 & 9 completed NAPLAN and demonstrated that academically, they were way beyond the state and national average.

On the sporting front there were many highlights, including:

- Katie Devitt 17+ – CHS Gold Medal 100m & 200m–Awarded 'Champion of Champions'(Girls Fastest 100m) – a first for Cherrybrook
- 4x10017+ Girls Relay – CHS Gold Medal – Katie Devitt, Ella Fountaine, Courtney Cattell, Aurora Henke
- Liam Christie – CHS Gold – Trampolining, CHS Blue, 4th at World titles in synchronised Trampolining
- 16 Girls Futsal – 2nd in State
- Girls Cricket – Sydney North Champions (final 16 of state)
- Zone Champions 2017

We also had many other students who performed with distinction at CHS and NSW all schools swimming, athletics and cross-country carnivals and in a variety of other sports.

In the area of performing arts we produced the outstanding Shakespearian play, A Midsummer Night's dream – and the recent MADD concert; both terrific shows. We also had students participating in regional and state drama and dance festivals and in eisteddfods.

In the field of technology we continue to learn and build on our successes and in 2018 we will be implementing a new learning management system, Canvas, an exciting step that will not only rationalise our current technology but also really increase flexibility for students and staff alike.

We also continued to promote our international programs with a marvellous multicultural day and very successful student visits to Japan and China. The latter being especially pleasing as it allowed us to deepen links with our new Chinese sister school in Shanghai, Luwan High School.

Again in 2017 our student leaders did a great job and amongst other things led some very positive fund raising programs. These initiatives contributed to student morale and a sense of school community as well as assisting those in unfortunate circumstances.

Excitingly, our building program has really moved on and is rapidly taking shape. The building design is modern, innovative and truly in keeping with the spirit of the school.

Further internal renovations will continue in G Block once the new building is complete. We look forward to the opportunities our building program will present us next year.

## Message from the school community

Cherrybrook Technology High School had another stellar year of academic, cultural and sporting excellence in 2017. For this, the P&C extends its thanks and congratulations to the principal, Gary Johnson, and his executive, academic and support teams. The school continues to showcase how public education can successfully develop and prepare young people for adulthood. Our thanks also go to the very supportive parents and broader community.

The P&C continues to work very closely and productively with the school to deliver services to the students. This is voluntary time, and 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 who work tirelessly to provide healthy food for students and staff.

The long awaited building program at the school is now well underway and we look forward to its conclusion and the opening of more contemporary facilities for the students. In line with our approach in previous years, the P&C have committed a significant portion of the buildings fund it has accumulated over the past few years, to providing cover for the basketball area once the building program is completed.

Specific mention of the Alumni Association is warranted, given the ongoing growth in membership and activities. The Association is visible in many of the School's activities and is playing an increasing role in mentoring and networking with the current students.

As in previous years the P&C continues to support a number of activities:

- Canteen services which focus on healthy food made available during school hours as well as for various school functions;
- Funds to support various interventions for groups of students in cultural and academic spheres, this includes support for students having difficulties in various learning areas, and cultural activities that support school values;
- Prizes and support for school awards and presentation functions;
- Significant funding for key learning areas to supplement academic activities;
- Support for technology related schooling including support staff;
- Facilities improvement in the school;
- Attendance at events and functions such as prize giving, orientation for new students, and cultural events;
- Support for key student welfare and development programs such as 'Rock and Water', Duke of Edinburgh awards and musicals/plays;
- Assistance to students who are exceptional achievers by defraying travel costs for national and international events;
- Providing more information to parents about school syllabus content and connections to academic staff.

The P&C remains in robust financial health even though we have extended the financial and other support we provide to students and staff. Your P&C is in good shape. I am grateful for the advice and time given by Gary and his team.

## 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 1935, 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 – V1. The framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

The 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 our school plan, leading to further improvements in the delivery of education to our students.

Moving forward into the next three year phase of the School Plan we have been provided with an updated and improved Version 2 of the School Excellence Framework. The Executive team have engaged with this document and this will help to drive future initiatives in the school.

## 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 continued in 2017. The Resilience Doughnut has been used to identify the resilience levels of our students at a point in time and provide us with data that we can use as a school. The level of understanding amongst staff and students of wellbeing issues has been raised as a result of professional development undertaken by staff and student led whole school assemblies and year group info-seminars 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 continued to be invaluable. In 2017 we engaged the services of a trained Psychologist, and member of our Alumni group, to run a program addressing the issue of anxiety for our Year 11 students. Such was the success of this we asked her to return and run a series of small group sessions for a number of targeted students whose mental health issues were causing most concern. This program was completed but student evaluations indicated they found sharing personal thoughts during these small group sessions confronting and we are unlikely to continue with these.

Our Staff Development Days in Terms 1–3 of 2017 were focussed on higher order thinking skills and the science of learning principles. The presenter, from the Science of Learning Group, gained very positive reviews from his presentations and staff took much away including a range of scientifically-validated learning tools and strategies that best suit learning amongst our students. At some point in the future we would like to engage him again to strengthen our skill specifically focussing on 'transference of knowledge' and 'memory'.

We continue to use 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. With the introduction of the minimum literacy and numeracy standards for the HSC attached to the Year 9 NAPLAN exams our learning support team evaluated the coursework in the Literacy Workshop and adjusted elements to better reflect our needs.

STEM at CTHS continues to attract a great deal of interest from students and staff are constantly reviewing the content delivered. Both Stage 4 and 5 have STEM opportunities available for students to choose as electives and there are a number of classes in both stages. The F1 in Schools program continues go from strength to strength.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
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	NIL	<ul style="list-style-type: none"><li>• This was achieved in 2017</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.</li><li>• All staff are involved in this process and the ongoing adjustments to programs and teaching practice continue to deliver results.</li></ul>
10% improvement in positive learning experiences as indicated by responses from the Tell Them From Me student survey	NIL	2017 Student TTFM data shows the following improvements: <ul style="list-style-type: none"><li>• Intellectual engagement (students find learning interesting, enjoyable and relevant) – up 2%</li><li>• Students are interested and motivated – up 2%</li><li>• Students try hard to succeed in their learning – up 3%</li><li>• Students feel they can do well in their school</li></ul>

## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
10% improvement in positive learning experiences as indicated by responses from the Tell Them From Me student survey		work – up 3% <ul style="list-style-type: none"> <li>• Most other measures remained constant and at comparatively high levels when compared with NSW pilot norms.</li> </ul>
Improvement in the Resilience Factor related to Peer and Education as seen in data from the Resilience Doughnut	\$900 – Casual relief to analyse data	<ul style="list-style-type: none"> <li>• In the third year of the Resilience Doughnut (Year 7, 8 and 9 in 2017 were surveyed) we saw very little change in the factors that would be of any significance to comment on.</li> <li>• Most factors had marginal differences and were constant or had improved slightly.</li> </ul>

## Next Steps

At the conclusion of 2017 and after some discussion on the usefulness of the Resilience Doughnut it was decided that we would move away from its use in the future. Clearly there is still a need to have student and staff wellbeing as a strategic objective at CTHS. We continue to see ongoing mental health issues across the school, predominantly in the senior years. We will continue to look for new initiatives that meet our needs and address the issues some of our students face mostly during exam and assessment periods. We will look to continue the extra day of counsellor support as this, of all strategies implemented, has been the most useful. Rock and Water, as an initiative that has been operating in the school for some years now to address student resilience, is in need of a review and we will do this as part of our new School Plan and adjustments will be made to better meet our needs in this area.

## 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.

In 2017 we have bedded down an improved approach to mentoring activities. 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 mentor 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. We invested in significant professional learning to develop 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. We see real benefit in continuing down this path in the future for all our staff.

In 2017 the Executive within the school engaged with the new School Excellence Framework – Version 2. As part of this process we self assessed our standing against the criteria and identified areas of improvement and these will help us in the development of the next 3 year School Plan. In addition to this we identified evidence that could be used to support our assessment against the Framework in the event we are required to go through the process of validation in 2018.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
100% of staff develop their own Professional Development Plan which focusses on professional development to improve performance	NIL	All teachers have developed a Professional Development Plan. Teachers have developed an understanding of how to best drive their own learning and to actively seek feedback and mentoring as an important part of their ongoing growth.
Positive outcomes from staff evaluation of Beginning Teacher induction program	Beginning Teacher Support funding \$12,000	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.  We have spent more time in 2017 training the mentors in how to conduct the professional conversations that occur between themselves and their mentee post lesson in order to get the best value out of the experience and this is appreciated greatly by those involved.
Teaching programs adjusted to embed Higher Order Thinking and BYOD Toolkit activities	Professional Development funds \$11,000	For three of the Staff Development Days in 2017, the focus was on Higher Order Thinking Skills and the integration of Science of Learning Principles. Staff evaluated these sessions as extremely useful and took away the skills to modify approaches undertaken in the classroom.



## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Teaching programs adjusted to embed Higher Order Thinking and BYOD Toolkit activities		BYOD use continues to be a strength of the whole school and this will be further supported with the introduction of CANVAS LMS in 2018.
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	NIL	This was achieved in 2017.
An improvement in student engagement as measured by observation of lessons and Tell Them From Me Survey results	NIL	2017 TTFM survey results show improvement in the following areas: <ul style="list-style-type: none"> <li>• Intellectual engagement – up 2%</li> <li>• Effort – up 2%</li> <li>• In all of the other measures CTHS compares very favourable against the NSW state norm.</li> </ul>

## Next Steps

- Now that PDPs have been accepted and integrated into the mindsets of all staff we will move away from adherence to one that focusses on professional development opportunities to support learning needs and linking these with the Australian Professional Standards for Teachers (APST) as all teachers, including pre-2004 staff, move to proficiency and are required to undertake maintenance hours. There will be a need to professionally develop staff on the need for maintenance and the process that is required and how this links with their PDP and the APSTs.
- In line with this, we as a school will endeavour to register our ours of training, mainly Staff Development Days, as NESAs approved to better meet the needs of our staff.
- We will investigate and implement a whole school writing plan to address the Premiers priorities around the NAPLAN results and better prepare our students for the rigours of the senior years.
- Following on from a presentation at our Executive Conference in 2017 on the CANVAS Learning Management System we will be introducing this into the school as our new learning management system that will address the concerns raised in feedback from both parents and students on the number of technology platforms students were required to access. This will be supported by significant professional learning time for staff to develop their course on this system.

## 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, establish 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 initially 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 has grown in 2017 from the modest 20 students and mentors in 2016 to 35 in 2017. The program continues to be a great success and was evaluated highly by all participants involved. The Alumni and parent body have been strong supporters of the program and instrumental in us achieving a successful outcome here. Mastercard Australia has been a great addition to the Mentoring Program and they have been so impressed they are keen to continue into 2018. Their indication to the school is that they would like to implement a sponsorship arrangement which could lead to some of the mentees gaining employment with MasterCard or at least being supported through a university degree.

Our association with outside organisations remains and the school resources/buildings are still accessed to support the delivery of Saturday language classes through the Cherrybrook Chinese Community. With the building program in 2017 and the loss of many car park spaces, the school made a conscious decision to take the MPC off the list for all weekend hiring's and as such many events have had to find new venues.

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 2018 to discuss further links between us and our feeder schools. A number of community of schools programs started in 2015 including projects for History, Chinese language and Mathematics continued throughout 2017. The LOTE Staff have been particularly impressed with the survey results of students involved in the Chinese languages program and are looking forward to seeing these students progress into High School with a much better grounding in foreign languages.

Preparations for the Study Trip to China led to a successful study tour of Shanghai and Beijing. The bonds between CTHS and our sister school are much stronger for the experience.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
5% improvement in parent satisfaction as reported by TTFM parent surveys	NIL	A very small sample of parents undertook the Tell Them From Me Parent Survey. It would be difficult to draw any conclusions from this.
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	NIL	<ul style="list-style-type: none"><li>• The initiatives started in 2016, making links with our feeder Primary schools, continued into 2017.</li><li>• Feedback from the Language program has been extremely pleasing.</li><li>• Our transition program to support anxious students in the transition to High School continues to be evaluated well.</li></ul>
Establishment of Alumni group meeting regularly and contributing to the school	NIL	The work of the Alumni group continued in 2017 and their presence in a number of major events/presentations, careers mentoring programs and welfare initiatives is warmly received.

## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Preparations for 2017 Chinese Study tour to Shanghai underway	NIL	The inaugural trip to China to our sister school in Shanghai – Luwan Senior High was a huge success for all involved.

## Next Steps

- We will continue to expand the Alumni Program to engage ex–students in a range of school activities. The plan is to hold an event early in 2018 where we hope to have all of the Captains and Vice–Captains from the time the school first started operating in 1992 to the present.
- We currently have a number of links with key Universities that many of our students attend. We are very interested to explore further links with them that may expand learning opportunities for our students to not only optimise their learning but bring further benefits to the whole school.
- Continue the links with our feeder Primary Schools to ensure our students make the transition to high school with the skills to make the most of a very dynamic world. This is particularly relevant with the many changes to syllabuses across a number of subjects of recent time.

Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	RAM – \$1,900 Casual relief for development of PLPs	Student progress continues to be monitored regularly and support provided on a whole range of levels, including tuition and post school vocational pathways advice and assistance.
<b>English language proficiency</b>	RAM – \$8,119 Release time/casual costs. Photocopying. Practice task acquired. Membership of professional group.	EALD Survey successfully completed and submitted
<b>Low level adjustment for disability</b>	RAM – \$36,805	SLSO staff employed to meet learning needs of students with funding for disabilities and those identified as needing assistance.
<b>Socio-economic background</b>	RAM – \$11,640	Funding applied appropriately to these students to ensure they were able to access school programs available for them and their cohort.
<b>Support for beginning teachers</b>	\$28,927 Beginning Teacher Support Funding	Our Teacher Observation Mentoring Scheme was successful in terms of building a culture of learning through classroom observation. Our focus going forward will be to build the mentoring relationships between the Beginning Teacher and their Mentor to encourage the professional conversations around their teaching and how it relates to the standards.
<b>Targeted student support for refugees and new arrivals</b>	RAM \$850 Counsellor time	Students have the counselling sessions to be worthwhile in their period of adjustment at the school
<b>Leadership Development Initiative</b>	\$4000	Evaluation of lesson observations have been ongoing and very informative. It was clear we need to spend more time building the mentoring relationship between both mentors and mentees. The focus will continue by giving mentors the skills to undertake effective post lesson observation discussions. Mentors will provide feedback by encouraging reflection using solution focussed coaching principals. We are pleased with our progress on this front but still more needs to be done.



## Student information

### Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	1046	1067	1065	1046
Girls	956	943	895	889

Our school has an excellent reputation within the local 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 2017 the school had a total enrolment of 1,935 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	2014	2015	2016	2017
7	96.1	95.6	95.6	96
8	94.9	94.8	95	95.1
9	94.6	93.7	94.2	94
10	94.2	93.6	93.7	93.3
11	95.8	95.5	96.3	95.9
12	95	94.8	96.2	95.4
All Years	95.1	94.7	95.1	95
State DoE				
Year	2014	2015	2016	2017
7	93.3	92.7	92.8	92.7
8	91.1	90.6	90.5	90.5
9	89.7	89.3	89.1	89.1
10	88.1	87.7	87.6	87.3
11	88.8	88.2	88.2	88.2
12	90.3	89.9	90.1	90.1
All Years	90.2	89.7	89.7	89.6

### Management of non-attendance

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 the Home School Liaison is requested and a formal Attendance Improvement Plan may be put in place. In 2017, 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 and support their individual learning needs. These have included: Distance Education; Barclay Centre; Red Bank; and Rivendell. In 2017 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. In addition to this, the school has developed a strategy to encourage parents' to follow appropriate departmental requirements and procedures in relation to travel during the school term. Through the school communication channels, our weekly Newsletter and the Parent Portal, parents now have access to the appropriate documentation to use on such occasions and are regularly reminded of their responsibility with regards to this.

### Post-school destinations

Proportion of students moving into post-school education, training or employment	Year 10%	Year 11%	Year 12%
Seeking Employment	2	1	5
Employment	1	1	5
TAFE entry	1	1	4
University Entry	0	0	78
Other	0	1	2
Unknown	0	1	6

A recent survey conducted by the Careers Advisers at CTHS on the destination of our HSC students from the 2017 cohort revealed approximately 83%, of those that responded, are currently enrolled in University, 4% are going to TAFE and the rest are involved in full time or part time work options. Approximately 88% of students are continuing to live in the local area, whilst the others are undertaking options including: moving to another

regional centre, capital city, interstate or overseas.

## Workforce information

### Year 12 students undertaking vocational or trade training

In 2017, Cherrybrook Technology High School had five school based traineeships in retail operations.

Nineteen Year 12 students studied a VET course at local TAFE Colleges and one student completed a VET course at Whitehouse Institute of Design. Of the nineteen students, nine undertook VET framework courses leading to a Certificate III and ten received a Certificate II. The remaining students achieved a Statement of Attainment.

The following list shows the variety of courses that students from the CTHS cohort attended. These included: Automotive, Business Services, Design Fundamentals, Electrotechnology, Financial Services, Human Services Health Assistance, Information Technology, Primary Industries, Retail Operations, Skills for Work– Business, 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 composition

Position	FTE*
Principal	1
Deputy Principal(s)	3
Assistant Principal(s)	0
Head Teacher(s)	20
Classroom Teacher(s)	93.3
Teacher of Reading Recovery	0
Learning & Support Teacher(s)	0.9
Teacher Librarian	2
Teacher of ESL	1
School Counsellor	1
School Administration & Support Staff	20.97
Other Positions	2

\*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 was undertaken by Cherrybrook Technology High School staff in 2017. This amounted to \$62,500 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 2017 focused on key strategic objectives from the school plan, mainly focussing on student and staff wellbeing initiatives and driving changes to teaching practice

revolving around Higher Order Thinking and Science of Learning principles. 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 2017 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 2017. Teacher Accreditation – in 2017 we had two teachers in the process of gaining accreditation at the Proficient level. We have forty five teachers who are currently maintaining accreditation at Proficient level and none at Highly accomplished or Lead.

## Financial information (for schools using both OASIS and SAP/SALM)

### Financial information

The three financial summary tables cover 13 months (from 1 December 2016 to 31 December 2017).

The financial summary consists of school income broken down by funding source and is derived from the school Annual Financial Statement.

In 2017 the school's financial system moved from OASIS to LMBR. It has taken some time for staff to fully adjust to the new system and its operations.

- Voluntary school contributions – have maintained there very impressive return of approximately 60%
- High levels of retained income and retained income held in trust – 2017 has been dominated by the Building Program announced by the Department. The School in conjunction and with the full support of the P & C have taken the opportunity to invest in a range of building programs to support the new double storey block containing 25 classrooms. Money has been strategically put aside to re-align the double Basketball courts adjacent to new building and cover this with a roof that will service many needs within our School.
- Significant expenditure on student curriculum materials, resources and technology. In 2017 the school, and it's staff, have had to prepare for the introduction of a range of new NESA approved senior syllabuses across four key learning areas, namely English, Mathematics, Science and HSIE (History). This has created a need to spend significant amounts of the budget on resourcing KLA's in readiness for this, including textbooks and other teaching resources.

<b>Receipts</b>	<b>\$</b>
<b>Balance brought forward</b>	<b>2,332,987</b>
Global funds	940,267
Tied funds	375,031
School & community sources	1,179,496
Interest	18,158
Trust receipts	263,607
Canteen	0
<b>Total Receipts</b>	<b>2,776,559</b>
<b>Payments</b>	
Teaching & learning	
Key Learning Areas	294,872
Excursions	414,925
Extracurricular dissections	116,892
Library	0
Training & Development	7,127
Tied Funds Payments	186,325
Short Term Relief	66,354
Administration & Office	235,605
Canteen Payments	0
Utilities	88,414
Maintenance	113,533
Trust Payments	297,620
Capital Programs	203,903
<b>Total Payments</b>	<b>2,025,571</b>
<b>Balance carried forward</b>	<b>3,083,975</b>

	<b>2017 Actual (\$)</b>
<b>Opening Balance</b>	0
<b>Revenue</b>	5,380,920
Appropriation	4,022,104
Sale of Goods and Services	84,095
Grants and Contributions	1,262,838
Gain and Loss	0
Other Revenue	0
Investment Income	11,883
<b>Expenses</b>	-2,424,504
Recurrent Expenses	-2,424,504
Employee Related	-573,660
Operating Expenses	-1,850,844
Capital Expenses	0
Employee Related	0
Operating Expenses	0
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	2,956,416
<b>Balance Carried Forward</b>	2,956,416

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.

The information provided in the financial summary includes reporting from 1 January 2017 to 31 December 2017.

The Opening balance for the 2017 school financial year is displayed in the OASIS table as Balance brought forward. The financial summary table for the year ended 31 December 2017 shows the Opening balance as \$0.00 because the Opening balance for the 2017 school financial year is reported in the OASIS table (as Balance brought forward).

The amount displayed in the Appropriation category of the financial summary table is drawn from the Balance carried forward shown in the OASIS table and includes any financial transactions in SAP the school has undertaken since migration from OASIS to SAP/SALM. For this reason the amount shown for Appropriation will not equal the OASIS Balance carried forward amount.

The figures you can witness above are a true reflection of the state of affairs at Cherrybrook Technology High School. The school's finances are in good order and overseen by the Finance Committee, including the Principal and the SAM, regularly to ensure we meet stringent financial policy requirements and all transactions are transparent.

Moving into the next three year School Plan – as the existing building program comes to an end there will be a need to address the Canteen facilities at the school with a view to undertaking further capital works to ensure we are able to better address the needs of our students and staff in this area.

## Financial summary equity funding



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

	2017 <b>Actual</b> (\$)
<b>Base Total</b>	15,716,318
Base Per Capita	299,601
Base Location	0
Other Base	15,416,718
<b>Equity Total</b>	309,919
Equity Aboriginal	3,800
Equity Socio economic	23,279
Equity Language	117,813
Equity Disability	165,027
<b>Targeted Total</b>	133,780
<b>Other Total</b>	301,076
<b>Grand Total</b>	16,461,093

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

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

## School performance

### NAPLAN

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

#### Literacy – Year 7.

Reading: 51.7% of Cherrybrook Technology High School students are in the top two bands, in comparison to 30.9% in DoE schools across New South Wales.

Spelling: 68.3% of Cherrybrook Technology High School students are in the top two bands, in comparison to 41.1% in DoE schools across New South Wales.

Writing: 31.5% of Cherrybrook Technology High School students are in the top two bands, in comparison to 21.4% in DoE schools across New South Wales.

Grammar and Punctuation: 53.1% of Cherrybrook Technology High School students are in the top two bands, in comparison to 30.1% in DoE schools across New South Wales.

#### Literacy – Year 9

Reading: 33.7% of Cherrybrook Technology High School students are in the top two bands, in comparison to 24.8% in DoE schools across New South Wales.

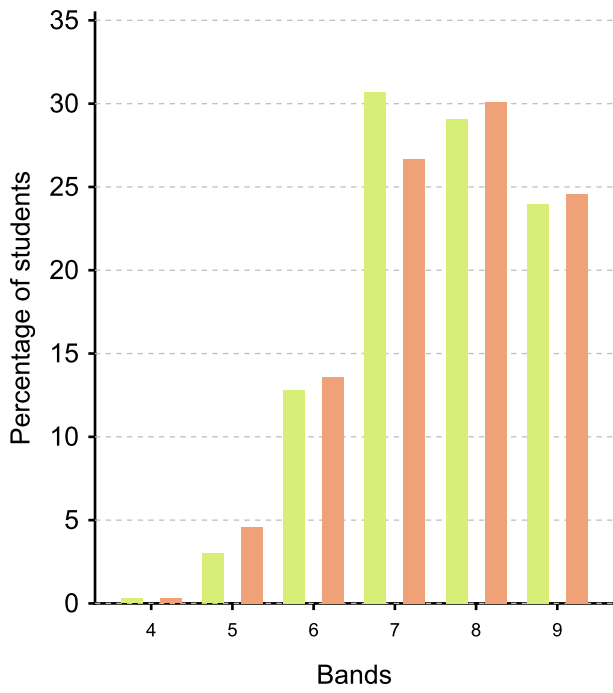
Spelling: 53.6% of Cherrybrook Technology High School students are in the top two bands, in comparison to 31.1% in DoE schools across New South Wales.

Writing: 18.8% of Cherrybrook Technology High School students are in the top two bands, in comparison to 18.2% in DoE schools across New South Wales.

Grammar and Punctuation: 37.7% of Cherrybrook Technology High School students are in the top two bands, in comparison to 24.8% in DoE schools across New South Wales.

These results confirm the need to address 'writing' across the school with an appropriate 'whole school' program in 2018 and beyond.

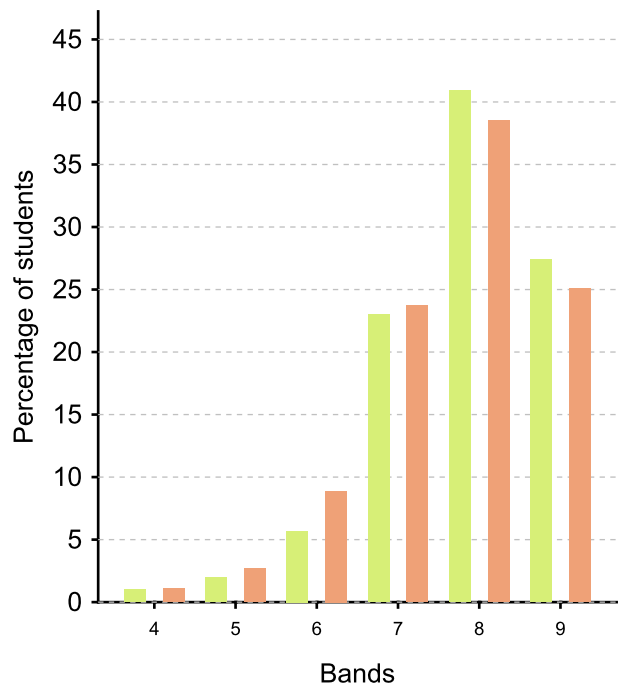
**Percentage in bands:**  
Year 7 Grammar & Punctuation



■ Percentage in Bands  
■ School Average 2015-2017

Band	4	5	6	7	8	9
Percentage of students	0.3	3.0	12.8	30.7	29.1	24.0
School avg 2015-2017	0.3	4.6	13.6	26.7	30.1	24.6

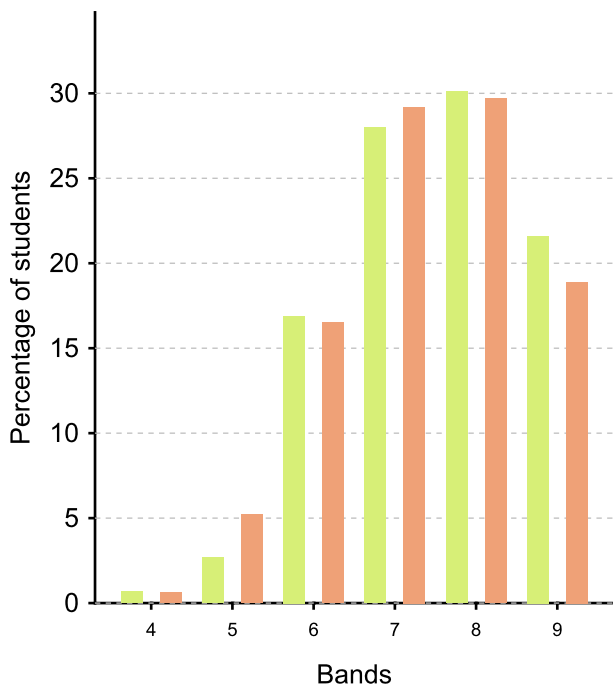
**Percentage in bands:**  
Year 7 Spelling



■ Percentage in Bands  
■ School Average 2015-2017

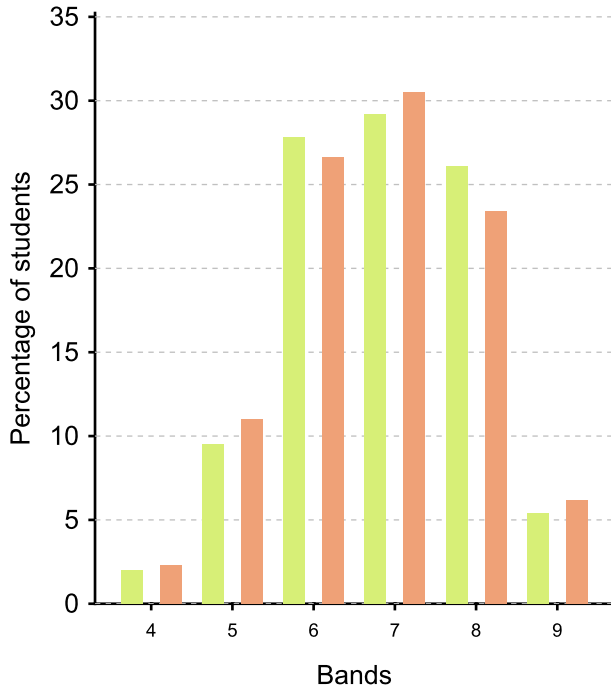
Band	4	5	6	7	8	9
Percentage of students	1.0	2.0	5.7	23.0	40.9	27.4
School avg 2015-2017	1.1	2.7	8.9	23.7	38.5	25.1

**Percentage in bands:**  
Year 7 Reading



■ Percentage in Bands  
■ School Average 2015-2017

**Percentage in bands:  
Year 7 Writing**

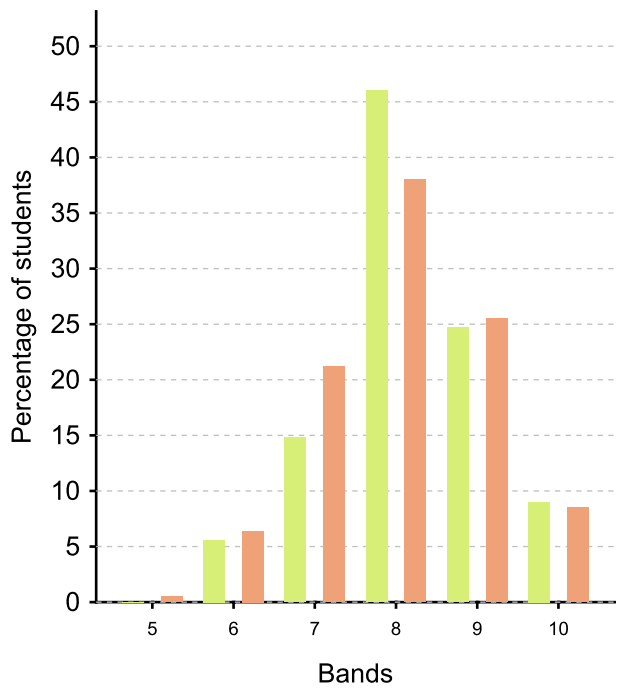


<span style="color: #90EE90;">■</span> Percentage in Bands
<span style="color: #FF8C00;">■</span> School Average 2015-2017

Band	4	5	6	7	8	9
Percentage of students	2.0	9.5	27.8	29.2	26.1	5.4
School avg 2015-2017	2.3	11.0	26.6	30.5	23.4	6.2

Band	5	6	7	8	9	10
Percentage of students	0.3	5.3	21.4	35.3	23.8	13.9
School avg 2015-2017	1.7	8.1	24.9	34.0	20.1	11.3

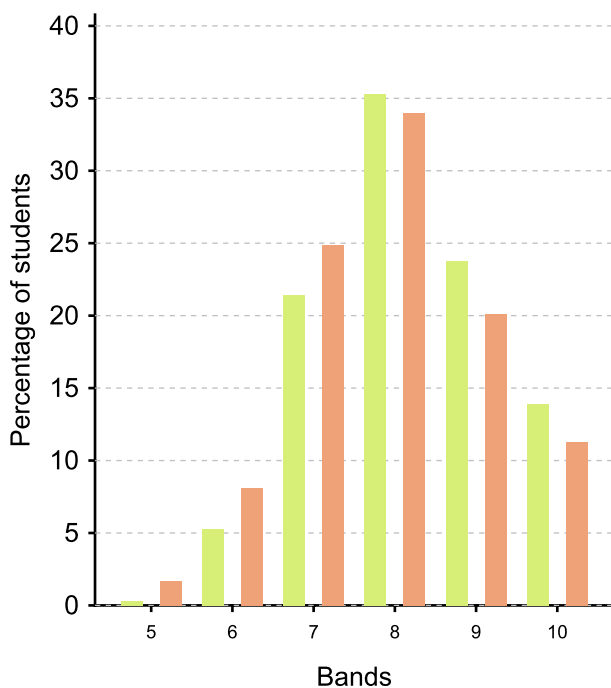
**Percentage in bands:  
Year 9 Reading**



<span style="color: #90EE90;">■</span> Percentage in Bands
<span style="color: #FF8C00;">■</span> School Average 2015-2017

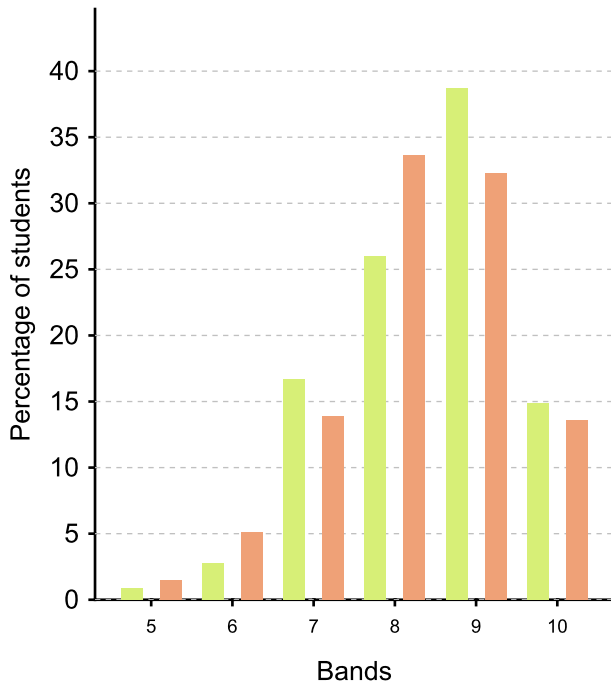
Band	5	6	7	8	9	10
Percentage of students	0.0	5.6	14.8	46.0	24.7	9.0
School avg 2015-2017	0.5	6.4	21.2	38.0	25.5	8.5

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



<span style="color: #90EE90;">■</span> Percentage in Bands
<span style="color: #FF8C00;">■</span> School Average 2015-2017

**Percentage in bands:  
Year 9 Spelling**



Band	5	6	7	8	9	10
Percentage of students	2.5	13.6	21.0	44.1	12.0	6.8
School avg 2015-2017	4.3	14.9	26.3	36.7	12.5	5.4

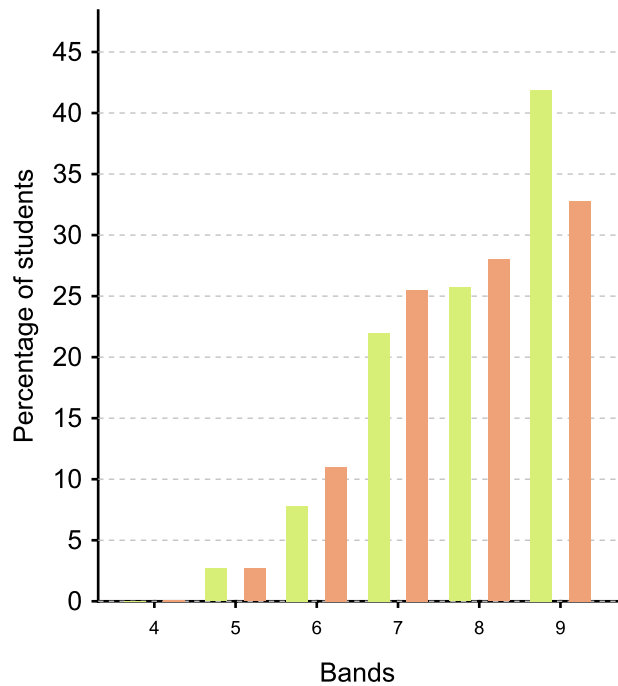
**Numeracy –**

Year 7: 50.2% of Cherrybrook Technology High School students are in the top two bands, in comparison to 31.1% in DoE schools across New South Wales.

Year 9: 59.4% of Cherrybrook Technology High School students are in the top two bands, in comparison to 29.7% in DoE schools across New South Wales.

These results confirm the work we, as a school, do with our students in the junior school is adding real and impressive value added results.

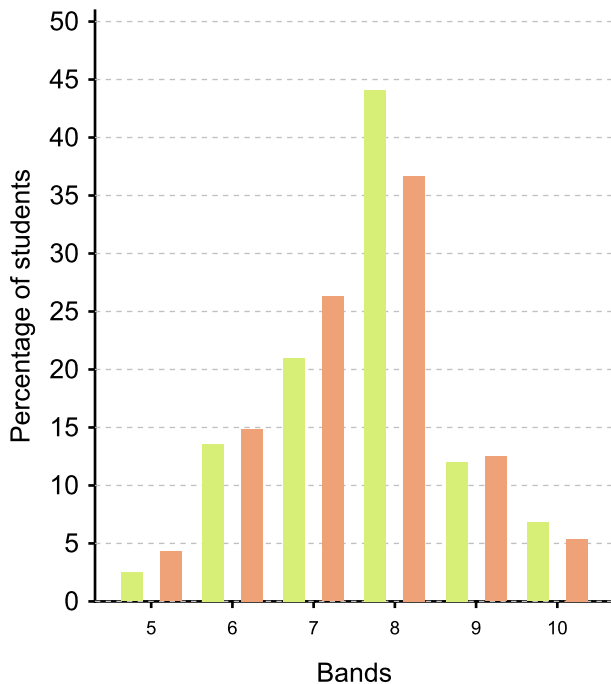
**Percentage in bands:  
Year 7 Numeracy**



<span style="color: #90EE90;">■</span> Percentage in Bands
<span style="color: #FF8C00;">■</span> School Average 2015-2017

Band	5	6	7	8	9	10
Percentage of students	0.9	2.8	16.7	26.0	38.7	14.9
School avg 2015-2017	1.5	5.1	13.9	33.6	32.3	13.6

**Percentage in bands:  
Year 9 Writing**

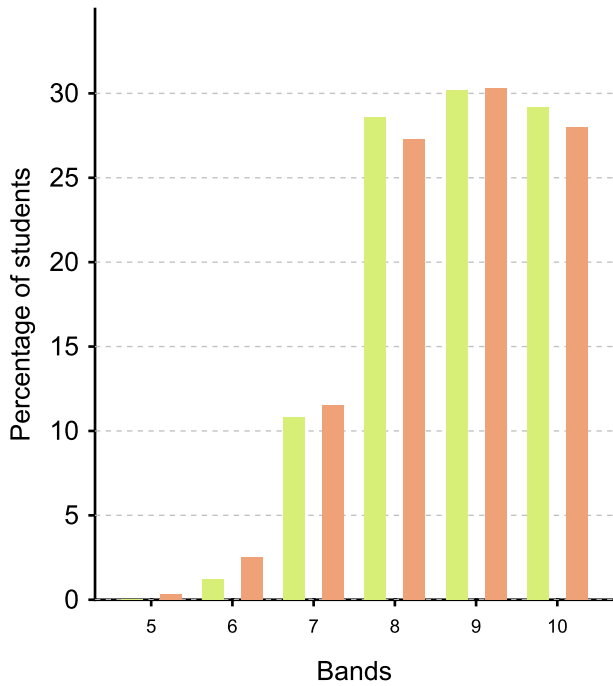


<span style="color: #90EE90;">■</span> Percentage in Bands
<span style="color: #FF8C00;">■</span> School Average 2015-2017

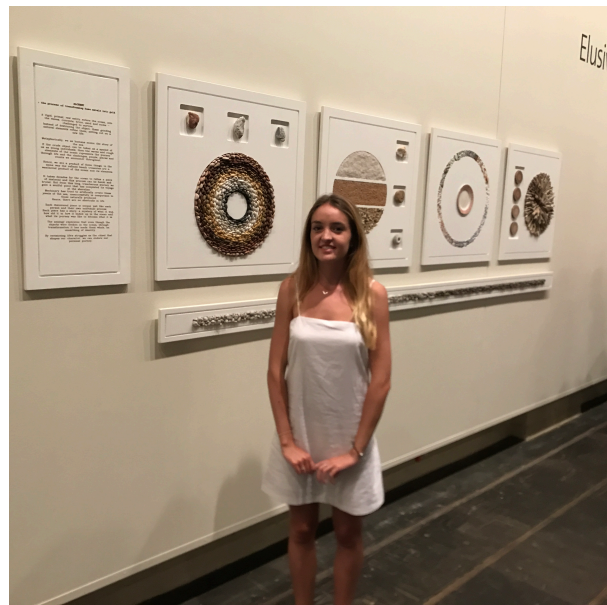
<span style="color: #90EE90;">■</span> Percentage in Bands
<span style="color: #FF8C00;">■</span> School Average 2015-2017

Band	4	5	6	7	8	9
Percentage of students	0.0	2.7	7.8	22.0	25.7	41.9
School avg 2015-2017	0.1	2.7	11.0	25.5	28.0	32.8

**Percentage in bands:  
Year 9 Numeracy**



Band	5	6	7	8	9	10
Percentage of students	0.0	1.2	10.8	28.6	30.2	29.2
School avg 2015-2017	0.3	2.5	11.5	27.3	30.3	28.0



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

In 2017 we performed well against the Premier's priority of increasing the proportion of students in the top two bands in Reading and Numeracy. In 2016 we had an impressive 49.5% of students in the top two bands of Reading and Numeracy. This increased to 52.78% in 2017. The NAPLAN area we have identified as needing attention in 2018 is writing. A strategy to address this will be written into our 2018–2020 school plan with a view to implementing a Writing Plan across the junior school to better prepare our students for the senior years.

## Higher School Certificate (HSC)

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

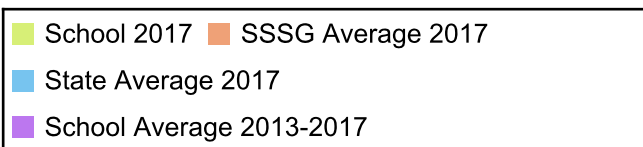
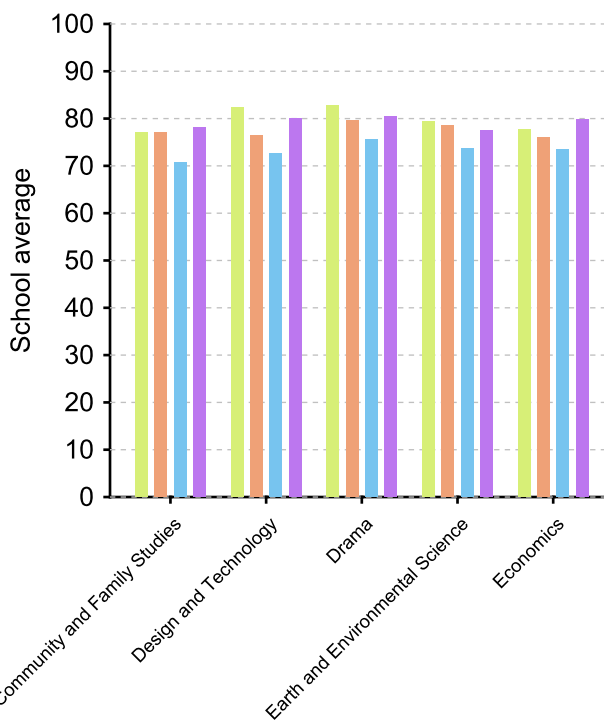
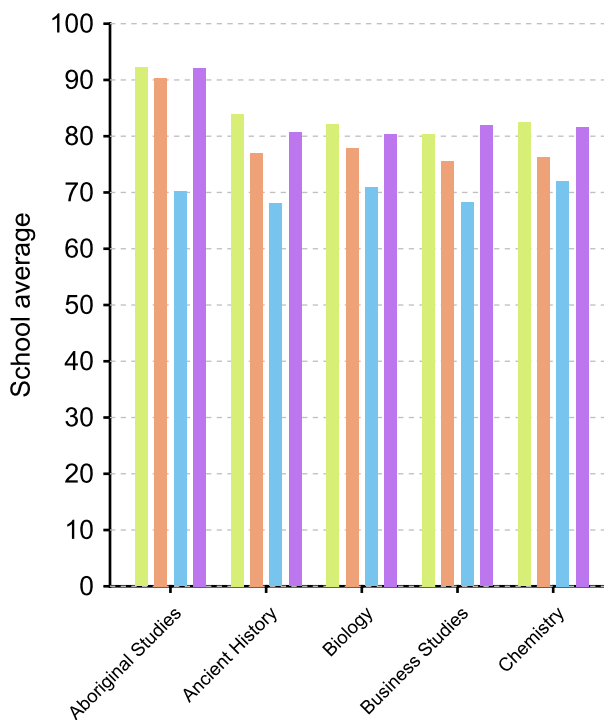
A review of the 2017 HSC reveal many outstanding results. Fifteen of our students were recognised on the All Rounders list for their excellent performance. These students each scored a band six (or the highest band available) in each of their courses of study.

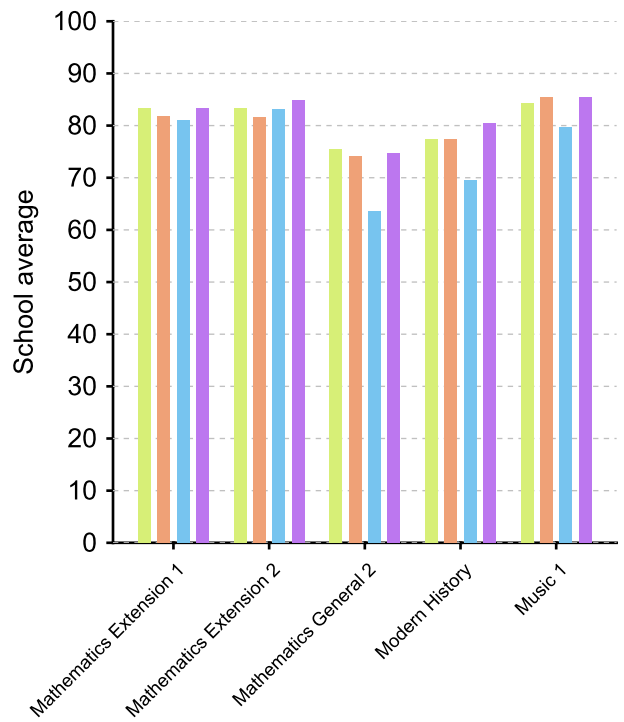
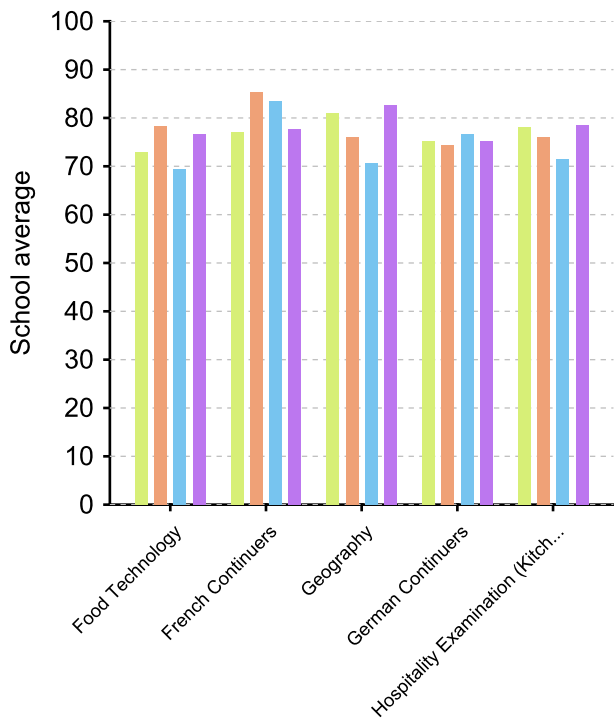
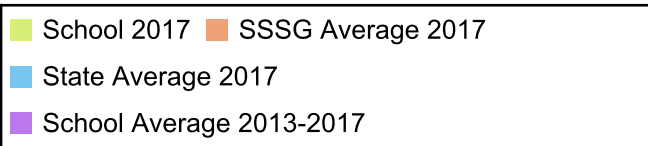
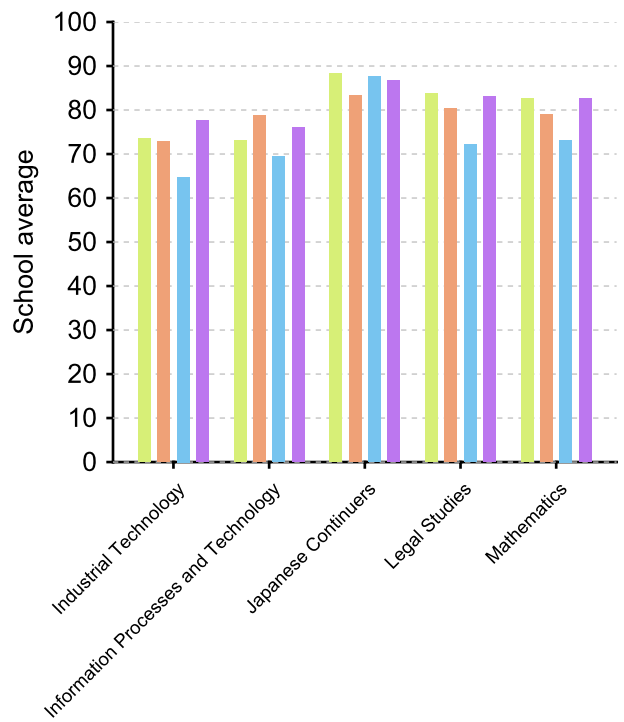
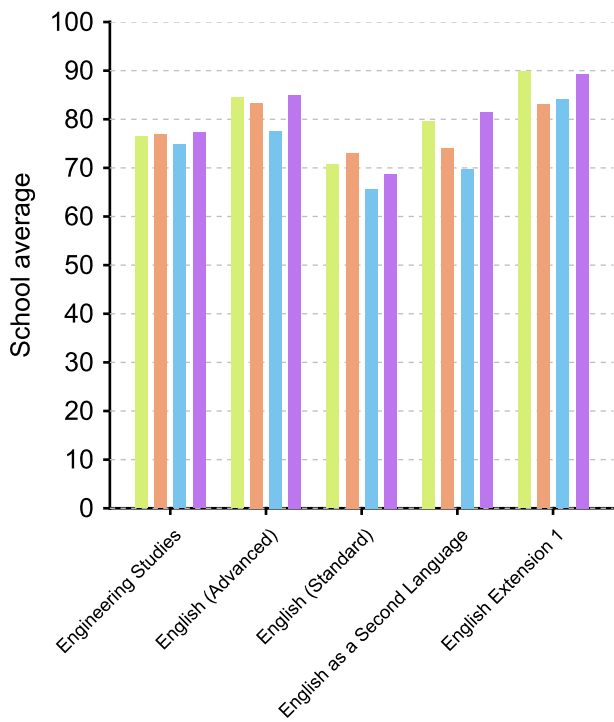
We also had five students who achieved a top twenty place in the state in three separate courses of study. These included: first place in the Advanced English course; tenth in Drama; third in Food Technology; and two results in Aboriginal Studies.

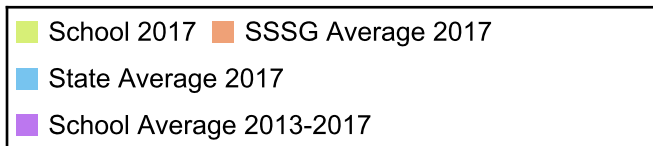
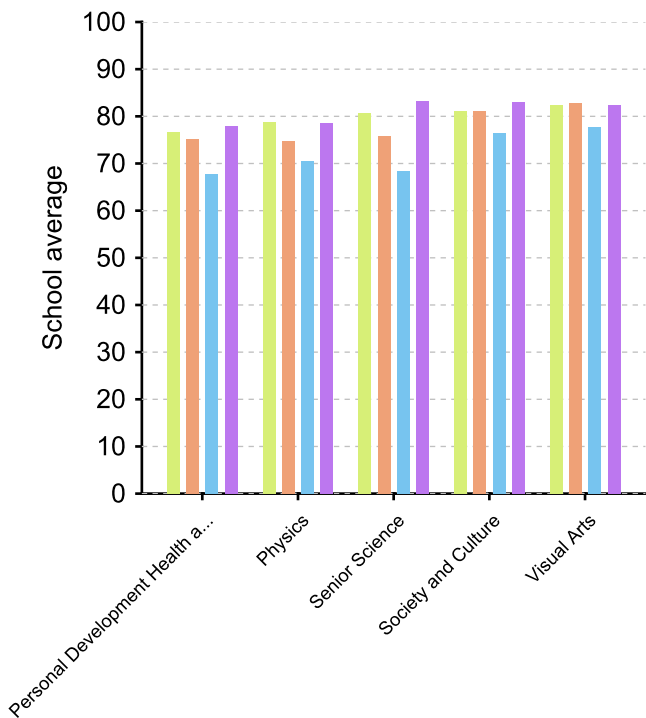
Finally a number of our students HSC Major Works were exhibited in major exhibitions by NESAs including, ARTEXPRESS; InTech; and two students in Shape 2017.

An analysis of students' ATARs, which the school has been able to gather, revealed at least six students scored ATARs greater than 99 and approximately 100 students scored ATARs greater than 90. In total 146 students from the class of 2017 were recognised on NESAs's Honour Roll for a total of 374 credits.

In 2018, it is planned that the Senior Executive will lead an extensive analysis of the 2017 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.







Subject	School 2017	SSSG	State	School Average 2013-2017
Aboriginal Studies	92.2	90.3	70.2	92.2
Ancient History	84.0	77.0	68.1	80.7
Biology	82.2	78.0	70.9	80.4
Business Studies	80.4	75.5	68.2	81.9
Chemistry	82.4	76.3	72.1	81.6
Community and Family Studies	77.0	77.1	70.7	78.1
Design and Technology	82.4	76.5	72.6	79.9
Drama	82.7	79.7	75.5	80.5
Earth and Environmental Science	79.3	78.6	73.6	77.6
Economics	77.6	76.0	73.6	79.9
Engineering Studies	76.5	76.8	74.8	77.3
English (Advanced)	84.5	83.3	77.6	85.0
English (Standard)	70.7	73.0	65.6	68.8

English as a Second Language	79.6	74.1	69.7	81.4
English Extension 1	89.8	83.0	84.0	89.4
Food Technology	73.0	78.4	69.3	76.6
French Continuers	77.0	85.3	83.4	77.6
Geography	81.0	76.1	70.7	82.7
German Continuers	75.1	74.5	76.6	75.1
Hospitality Examination (Kitchen Operations and Cookery)	78.0	76.0	71.5	78.5
Industrial Technology	73.5	72.9	64.8	77.7
Information Processes and Technology	73.0	78.8	69.4	76.1
Japanese Continuers	88.4	83.4	87.7	86.7
Legal Studies	83.8	80.3	72.1	83.0
Mathematics	82.6	79.0	73.2	82.6
Mathematics Extension 1	83.3	81.8	81.0	83.3
Mathematics Extension 2	83.3	81.5	83.1	84.8
Mathematics General 2	75.5	74.0	63.6	74.7
Modern History	77.3	77.4	69.6	80.4
Music 1	84.2	85.5	79.7	85.5
Personal Development Health and Physical Education	76.7	75.1	67.7	78.0
Physics	78.8	74.7	70.4	78.7
Senior Science	80.7	75.9	68.3	83.3
Society and Culture	81.2	81.2	76.4	83.0
Visual Arts	82.3	82.8	77.7	82.4

One of the things that Cherrybrook Technology High School is most proud of is the way it adds academic value to students across the entire academic spectrum including: low, middle and high ability students. One of our strengths is the ability of the school community to work together to consistently allow students to improve by Year 12, regardless of their initial ability. Value



added data continues to show we are excelling when compared to all schools.

The outstanding performance of our students in the 2017 HSC Higher School Certificate was recognised by the Deputy Secretary of the Department of Education, Murat Dizdar, in a formal letter. He stated: "As a comprehensive high school with more than 20% of course entries on the Distinguished Achievers List, Cherrybrook Technology High School is one of the pre-eminent and highest achieving schools in New South Wales for HSC 2017." For this we are extremely proud of the efforts of our staff and students.

## Parent/caregiver, student, teacher satisfaction

In 2017, opinions were sought from parents, students and teachers about the school. The results are as follows: Staff participated in a number of surveys seeking opinions and satisfaction levels with regards to Staff Development Day options throughout the year. Our Term 4 Staff Health and Wellbeing focus during our fourth afternoon Staff Development Day session drew much interest and satisfaction amongst staff. Staff were presented with an opportunity to select an hour long well-being activity of their choice from a range of options including: Yoga, meditation, Tai Chi, Drumming, Indoor Sports and Reading. The feedback from staff was extremely positive indicating an appreciation of the time invested in their individual health and wellbeing in what is always a busy workplace. This addressed a key strategic objective in our School Plan to focus on both student and staff well-being. Parent/ caregiver: Parents from our SRC participated in a SWOT analysis of the school at the end of last year in our quest to gauge satisfaction levels and suggestions for areas of improvement required. Responses were numerous with parents indicating many strengths and opportunities available at the school, including: the great variety of subjects available for students; the opportunities that existed with regards to extra-curricular events and overseas exchanges and the excellent support structure for their children at the school. Weaknesses included: the ongoing and important need to continue to heighten awareness and address mental health issues; and the need to address the many technology learning management systems that were in use around the school and the issues of multiple logins associated with this. Our parent feedback is always greatly appreciated and will be used in the formulation of our 2018–2020 School Plan. 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 2017 in a variety of important ways. NAIDOC Week was celebrated with a student-directed assembly attended by all years celebrating the theme 'Our Languages matter'. 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 the key areas of literacy and numeracy. Cherrybrook Technology High School student successes in Aboriginal Studies in the HSC continued in 2017 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 2018 with an Aboriginal Studies class in the Preliminary and sitting for the HSC.



On what is fast becoming one of the highlights of the school year, this year's International Day was enjoyed by all on Wednesday, 11 October 2017. 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 and a variety of Japanese and Korean performances, all of which had the audience spellbound. A thought provoking moment within the assembly was a recount from one of our staff members, who described her family's attempts to flee their country of Sri Lanka, when she herself was just one year old. In February, we received students from our sister school in China, Luwan Senior High, for ten days of Australian cultural immersion while staying with our students from the Year 10 and 11 Chinese language classes. In September/ October, Miss Wu, Mr Clements and fourteen of our students studying Mandarin, undertook the inaugural visit to Luwan Senior High in Shanghai. Whilst in Shanghai, they spent three days at the school and with their host families before heading off to learn more about China and its many highlights. 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.

### Multicultural and anti-racism education