

# Cherrybrook Technology High School

## 2019 Annual Report



8592

## Introduction

The Annual Report for 2019 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.

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### Message from the principal

2019 has been a very successful year for this school.

The year began with a wonderful High Achievers' assembly that saw 149 of our class of 2018 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.

And the future is certainly very bright for our class of 2018 with ten students achieving the top band in each of their courses of study. We also had 5 students who were among the top 20 students in the state in a course of study. Ninety seven students scored an ATAR in excess of 90 with seven scoring greater than 99.

In the junior years our students in 7 & 9 completed the NAPLAN tests and demonstrated that academically, they were way beyond the state and national average. Whilst our results in the international TIMMs test were literally off the scale.

In Sport we were the champion school within our sporting zone whilst individually and in teams we had some absolute stand out successes including:

- Lauren Kua – whose resume includes selection in the NSW U15s cricket Team, the Australian invitational U15s cricket Team and the, U18 Australian cricket squad,
- Thomas Pellow – was selected in the CHS Softball and Baseball teams and the Australian All Schools Softball team
- Laura Boll –represented at the Australian swimming championships – placing 4th 50m Backstroke
- Rahul Desai – competed in a number of International Tennis Tournaments
- Mina Woo – took 1st Place in the National Judo Championships in her age and weight division.
- Jessica Chui– was selected in the CHS Water polo team

In teams events we were Sydney North Champions in tennis, squash and softball.

We also had many students who performed with distinction at the 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 MADD concert and had students participating in regional and state drama and dance festivals.

In the field of technology we continue to learn and build on our successes and in 2020 we will be further developing our skills in CANVAS, our innovative learning management system. This will further rationalise our technology use and increase flexibility for students and staff alike.

We also continued to promote our international programs with a marvellous multicultural day, exchange visits to Japan and from China and our school's embarkation on a unique program initiated by our Prime Minister involving a very successful exchange with Sogeri National High School in Papua New Guinea.

Again in 2019 our student leaders did a great job and amongst other things led some very positive fund raising programs including the big sleep out which was enormously successful. These initiatives contributed to student morale and a sense of school community as well as assisting those in unfortunate circumstances.

As reports into upcoming changes to education filter through we hope to see a move to a curriculum that will allow deep learning, a curriculum that is flexible and one which will genuinely equip students with the skills to pursue lifelong learning. One that provides students with skills and a deep body of knowledge that will allow them to become positive contributors to a civil society.

As we move deeper into the 21st century we are increasingly aware that the nature of work is changing and the skills required may be different but we have always adapted and moved forward. Despite all these changes we take comfort in knowing we are preparing our students well, to keep learning, to keep absorbing the great values we teach, and ultimately to be flexible and resilient.

We will continue look to the future, as we have always done at Cherrybrook, with unbridled optimism for our students.

### Message from the school community

Cherrybrook Technology High School had another very successful year in 2019. The school continues to showcase the results that can be achieved by public education when driven by the high expectations and dedication of parents, teachers and students alike. The P&C would like to extend its thanks to the principal, Gary Johnson, and his executive, academic and support teams for their continued passion and dedication to providing an environment that so strongly supports our children.

The P&C continues to work very closely and productively with the school, both in delivering support and services to students, as well playing our part in the selection of new executive staff. I would like to thank every member of the P&C executive, and other members of the P&C who have contributed their time in what has been a very busy year. I would also like to thank our team of employees and volunteers who support the Canteen and to those volunteers that do an amazing job in providing refreshments at the many school events over the year.

Many thanks to our canteen managers Vicki and Chris who have successfully had the canteen approved under the Healthy Canteen strategy, no easy task. The P&C introduced a trial of tap and go into the canteen late in the year and judging by the response of students its popularity exceeded our original estimates. We are now looking at ramping up the service over 2020.

The Alumni Association continues to grow and increase its visibility at many of the school activities and events. It continues to be a great source of inspirational speakers for special assemblies and we would like to offer our thanks to those alumni that take time out of their busy lives to help support and inspire our students and staff. Many thanks to Erin Cockerton for continuing to drive this initiative.

With the completion of the building program, we are already thinking about the next big projects. These are likely to be in the areas of a cover for the piazza and the upgrade of canteen facilities. I extend a welcome to parents to get involved in these initiatives.

The main sources of funding for the P&C are through parent contributions and the canteen. We continue to see strong support from our parent/carer community which enables us to provide targeted support for the school.

As in previous years the P&C continues to support:

- Canteen services with the new focus on healthy food;
- Student cultural, academic and welfare support;
- Support and/or sponsorship for school awards and presentation functions;
- Catering at school events;
- Significant funding for key learning areas to supplement academic activities;
- Technology related support;
- Provision of capital and minor equipment;
- Facilities improvement in the school;
- Attendance at events and functions such as prize giving, orientation for new students, and cultural events;
- Direct support for 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 state, national and international events;
- Providing more information to parents about school syllabus content and connections to academic staff.

The P&C remains in strong financial health. Nevertheless, there is always more we can do and we welcome parents and other members of the community who are keen to join in. The P&C will continue to work closely with the principal and staff to provide important services to the school.

Finally, a big thank you to Gary Johnson who has always worked closely with the P&C and continues to convey an overwhelming passion and optimism for the school and act as a standard bearer for public education.



## 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 2001, a teaching staff of 128 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 administrative systems and welfare network that strives to support each child's progress through high school.



## Self-assessment and school achievement

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

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

Each year, we assess our practice against the Framework to inform our school plan and annual report.

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

For more information about the School Excellence Framework:

<https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability/school-excellence>

### Self-assessment using the School Excellence Framework

| Elements   | 2019 School Assessment |
|--|------------------------|
| LEARNING: Learning Culture                             | Excelling              |
| LEARNING: Wellbeing                                    | Sustaining and Growing |
| LEARNING: Curriculum                                   | Excelling              |
| LEARNING: Assessment                                   | Excelling              |
| LEARNING: Reporting                                    | Excelling              |
| LEARNING: Student performance measures                 | Excelling              |
| TEACHING: Effective classroom practice                 | Sustaining and Growing |
| TEACHING: Data skills and use                          | Excelling              |
| TEACHING: Professional standards                       | Sustaining and Growing |
| TEACHING: Learning and development                     | Excelling              |
| LEADING: Educational leadership                        | Sustaining and Growing |
| LEADING: School planning, implementation and reporting | Sustaining and Growing |
| LEADING: School resources                              | Excelling              |
| LEADING: Management practices and processes            | Excelling              |

In the domain of **Learning**, our efforts have primarily focused on wellbeing, 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. Increasingly, the wellbeing of both our staff and students has been a focus for us as we put programs in place to support their mental health.

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, SMART, and SCOUT to inform decision-making; and the growing of teaching practice through classroom observations and sharing best practice ideas, highlights 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.

## Strategic Direction 1

### Student & Staff Wellbeing & Resilience

#### Purpose

To provide an environment for both staff and students where:

- wellbeing and resilience is recognised and given the appropriate support to help individuals fulfil their potential
- they feel supported by others to improve engagement and learning

positive, respectful relationships are evident and provide the optimum conditions for student learning.

#### Improvement Measures

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

An improvement in positive learning experiences as indicated by responses from the Tell Them From Me student survey.

Student, Staff and Parent surveys indicate an improved state of wellbeing and satisfaction amongst both students and staff.

#### Overall summary of progress

2019 was a year of analysing the changes we had put in place in 2018 to the wellbeing initiatives on offer to students across the school. Minor adjustments have been made to the 2018 offerings, mainly revolving around changes to the subject matter used in the delivery of training material to better suit lifestyle and experiences of a Cherrybrook Technology High School student. CTHS trialed a student led review of program delivery resulting in small yet important changes and was well received by the Year 7 cohort. The inclusion of peer based delivery of content through the Peer Support Program further raised awareness, understanding and action within the programs.

The wellbeing initiatives in place now better reflect the issues we are currently seeing at Cherrybrook Technology High School. In 2019 CTHS included presenter Matt Caruana in the resilience program. A victim of spinal cord injury at age 12, Matt spoke of the hardships he faced in rehabilitation, the need to accept that challenges are to be faced, and strategies to cope and move forward as a life lesson. He was extremely well received and we are looking to include similar content across target year groups. Similarly, the Beautiful Minds program for years 7 and 8 has been assessed as highly effective in supporting student wellbeing, identifying issues that young people may face and providing effective strategies for coping. We are constantly looking for better or different options and seeking student and staff feedback on the material and messages delivered to students to ensure we are best meeting their wellbeing needs.

The introduction of the new DET Anti-Bullying Policy led to a revision of the CTHS Anti-bullying Program. The HT Wellbeing and Peer Support Leaders reviewed the [antibullying.nsw.gov.au](http://antibullying.nsw.gov.au) audio-visual and written resources and adapted the activities and narrative to suit student led lessons that identified bullying, considered the shift from bystander to upstander, and addressed the resources and support available to resolve issues of bullying. Feedback from students and supervising staff was overwhelmingly positive to the authority that the Peer Support Leaders spoke on these issues.

Staff changes over the last few years have necessitated a review of our small group resilience program – Rock and Water. In 2019 we ran a targeted program designed to meet the needs of groups of students to support and sustain their social and emotional wellbeing. The students were actively engaged and demonstrated new-found skills throughout the program and enjoyed the opportunity to undertake goodwill projects for local disadvantaged groups. Our advocate for, and leader of, the program at the school has recently been successful in acquiring a Head Teacher KLA position. In 2020 the Head Teacher Wellbeing and Learning and Support Officer will train and take over this program.

One of the goals set in 2019 for 2020 was to further involve parents and the school community in linking greater a understanding of student mental health and wellbeing to academic achievement. Dr Kristy Goodwin and medical practitioners from the GPs in Schools program have been contacted to present to the school community to promote emotional and physical health and discuss the issues faced by students in an ever changing and increasingly complex world.

#### Progress towards achieving improvement measures

## Progress towards achieving improvement measures

**Process 1:** Evaluate recent changes to student wellbeing initiatives made in 2018

| Evaluation  | Funds Expended (Resources) |
|---|----------------------------|
| Further strategic changes have been made to wellbeing initiatives that students undertake in whole Year groups. Most of these reflected a need to address issues that were relevant for us as a school and delivered a message that we were happy with. | \$10,000                   |

**Process 2:** Implementation of Anti-Bullying Policy and associated actions

| Evaluation  | Funds Expended (Resources) |
|---|----------------------------|
| The Policy has been implemented with a program that saw Peer Support leaders trained and delivering the message to students in a way that would appeal to the cohort. Feedback from students indicated it was very well received. Further programs within this policy will be implemented moving forward with some new initiatives involving keynote speakers and Parent Workshops on key topics. | \$2,000                    |

**Process 3:** Refine Rock & Water initiatives to develop a common understanding across the whole school community

| Evaluation   | Funds Expended (Resources)                                 |
|--|--|
| The move to a targeted program for students who are most in need of support on the resilience front has been well received by students involved. Due to key staffing changes in this area further work will need to be done in the area of staff training and implementation of the program. | – 2 days casual relief for planning to be undertaken \$900 |





## Strategic Direction 2

### Teacher Capacity/ Student Learning

#### Purpose

To provide a stimulating, engaging, technology rich learning environment that will develop our students as critical and creative thinkers and enhance their educational outcomes.

This will be underpinned by high expectations and teaching practices that are flexible and dynamic to meet the diverse needs of our students and the needs of a rapidly changing and interconnected world.

#### Improvement Measures

Improved HSC results in 2019 HSC

CANVAS analytics show courses published and student engagement levels with LMS to be positive and students are accessing a range of modules online

Policies and procedures in KLAs are being administered appropriately and areas of deficiency are attended to

Student reports, assessment results and teacher feedback reflect students have selected subjects appropriately for their skill and aptitude

#### Overall summary of progress

2019 saw us move to a new whole school focus under the Teacher Capacity and Student Learning banner. Our 2018 HSC results were good, but when compared to previous years, some slippage in mean results was apparent in key subject areas where we had sustained some experienced staff losses in preceding years. It was clear we needed to address the beginnings of what could become a trend. The focus for the whole school became – Explicit teaching and learning from best practice. This was expressed as the overarching school goal in all staff PDP's. The emphasis being, the need for all staff to constantly learn and improve, and to reflect on their teaching of students and how to engage them to achieve the best possible results. This was supported by some key whole school Staff Development Day presentations by Prof Andrew Martin from the Lifelong Learning Group (UNSW) focussed on student motivation and engagement and Load Reduction Instruction (Explicit Teaching approaches). Individual KLA's undertook considerable professional development within their own faculty, targeting key courses that had been identified as a result of result slippage in the HSC and focus areas that needed attention. To further support this Head Teacher KLAs each presented to the Executive meeting on their efforts.

The move to a new Learning Management System, CANVAS, in 2018 was a successful one and we wanted to continue support for staff in their use of this learning tool. The Head Teacher Teaching and Learning and Head Teacher Computing Studies have continued to provide additional professional learning opportunities to staff. This was supported by the CANVAS experts in each KLA and a targeted support group for those staff who wanted additional help with use of the software as part of our 'Other Interest Group' professional learning options. This remains an ongoing focus moving forward with analytics showing greater use of certain aspects with CANVAS but not others.

In preparation for the DET External Validation assessment in 2020 all KLAs went through a KLA Audit addressing all aspects of operation and exploring process, procedures and policies implemented at the KLA level. A surprising outcome of the process for the Senior Executive team was the outstanding initiatives that had been implemented in different KLAs. Such was the opportunity to learn from others 'best practice' we invited key KLA Head Teachers to address the Executive Conference in August where they professionally developed other HT KLAs on the procedures they were using. It proved to be an excellent opportunity for all HTs to learn from each other.

In 2019 – we have made a concerted effort to address an ongoing concern at the school, namely, students who choose subjects that don't suit their academic ability or interests. The results of these choices are seen in the senior years as students start to struggle in the face of school work that is often beyond them and in some cases of no interest. Students locked into a pattern of study where they are tracking poorly and are totally unmotivated by the experience can be a common issue for some. HT KLAs have worked hard with students in Year 10 to educate students on the workload and complexity of subjects in Year 11 and 12 and to inform them of their best options given their progress in school thus far. This was supported by the Principal's address at the annual 10 into 11 Subject Selection evening, where he addressed this matter with parents discussing the scaling process and how it works. This is an ongoing process and will no doubt need to be followed up again.

## Progress towards achieving improvement measures

### Process 1: Reinforce explicit teaching and showcase best practice

| Evaluation  | Funds Expended (Resources)                                   |
|---|--|
| We had some real success with our focus on explicit teaching and best practice initiatives. HSC results showed a bounce back in key courses and we will continue with this focus further in 2020. | \$3,000 – casual relief<br>\$4,000 – guest presenter for SDD |

### Process 2: Continue to refine the operation of the CANVAS Learning Management System across the whole school

| Evaluation   | Funds Expended (Resources)                                   |
|--|--|
| CANVAS has proven to be a real asset for the school. The uptake amongst staff and students has been very good. We are now pushing to see if we can fill the gaps on the skills of staff in the use of the modules within CANVAS and encourage staff to use the different options such as assignments and quizzes. In 2020 we want to explore professional learning to explore quality blended learning and the pedagogy behind it. | \$2,500 – Professional Development courses for key personnel |

### Process 3: Educational audit of KLA's in readiness for External Validation in 2020

| Evaluation  | Funds Expended (Resources) |
|---|----------------------------|
| The KLA audits had multiple positive spin-offs in the form of ensuring KLA compliance with key policies and procedures but more importantly, the professional learning opportunities that came from staff sharing best practices between each other could not be understated. Whilst KLA audits will not be conducted in 2020 due to External Validation, the spirit of sharing great ideas that work will continue between staff moving into 2020. | NIL                        |

### Process 4: Transitioning students effectively between Stage 5 & 6 – with appropriate subject choices and vocational pathways

| Evaluation   | Funds Expended (Resources) |
|--|----------------------------|
| Whilst we did see some success in this area, it continues to be a topic that needs to be re-visited with every new cohort that comes through. We are looking at a range of options to make further improvements to ensure students make more appropriate subject choices moving into 2020. | NIL                        |



## Strategic Direction 3

### Forging strong Cultural & Community links

#### Purpose

To strengthen effective engagement with members of the local community including families, Alumni, 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.

#### Improvement Measures

Increasing involvement in opportunities provided by our University partners to forge stronger links that will benefit post school options for our students.

Positive survey results from participants in projects that foster better links to local feeder Primary Schools with a view to better preparing Year 6 students for Year 7

Increasing membership of Alumni group and involvement in school activities

#### Overall summary of progress

The expansion of our Alumni group continues with the group now over 8,000 members. Pleasingly, this has allowed us to provide a range of opportunities for our current students to learn from our ex-students. Our Careers Mentoring Program for Year 11 students has been expanded to provide opportunities for around 50 students. This program provides our Year 11 students the opportunity to speak and work with a mentor in a career field of their choosing over six specific meetings. In addition to this, the students are given the opportunity to experience a day's work experience in the workplace of their mentor where hopefully they can gain a better insight into the workings of the industry and help them determine if this is the area of work they wish to explore further. Our Alumni are well represented as mentors in this group. Our Alumni are also strategically involved in a range of important ceremonies throughout the year where their keynote speeches have been well received by the audience in attendance. In 2019, we held a Careers evening function which involved a range of Alumni members speaking to interested Year 10, 11 and 12 students on particular careers that they had experience in. Small groups rotated around to different speakers as the night progressed ensuring attendees received a range of opinions and advice. The evening was well attended and extremely worthwhile as seen in feedback sought.

Our links with our Community of Schools continues and in 2019 we again engaged with our three main feeder schools. The focus this year was very much about a two way sharing of information between our Primary School and Secondary teachers. It also afforded the opportunity to discuss possible joint projects moving forward. Feedback from all teachers involved was very positive once again.

We continue to maintain good relations with a number of key Universities throughout Sydney. With over 80% of our Year 12 students undertaking post-school university studies it remains important for us to maintain good ties with them. We sent a group of eager Science students to the 'Futures Science project' hosted by the Kings School where students work with Scientists on real world projects over a year where they undertake extensive scientific exploration and research on real life problems that scientists in private organisations and Universities are working their way through. The students research is then published in Science Journals for review. We regularly have our partner Universities speak at Careers talks at lunchtimes to interested Year 12 students regarding what to expect at University and the options available to students. These tend to be well attended later in the year as we get closer to the time students need to put their University options into UAC.

#### Progress towards achieving improvement measures

**Process 1:** Engage with our Alumni to increase awareness of the aims of the group and gain greater participation from them in school events to mentor and support students.

| Evaluation  | Funds Expended (Resources)           |
|---|--------------------------------------|
| The Alumni group continue to be a strength for the school. They are involved in many aspects of school life and the feedback from students indicates that enjoy the experience that ex-students bring back to the school. The Alumni are always enthused to return to the school and to give back to the place that | \$3,000 – presentation evening costs |

## Progress towards achieving improvement measures

has enabled them to get to where they are currently at.

**Process 2:** Investigate further links with our University partners that will provide opportunities for our students to optimise their learning and deliver benefits for both the school and its community.

| Evaluation   | Funds Expended (Resources) |
|--|----------------------------|
| This continues to provide excellent opportunities for our students to learn and develop a love of lifelong learning. | NIL                        |

**Process 3:** Build stronger community of schools links with our feeder Primary schools.

| Evaluation   | Funds Expended (Resources)                    |
|--|---|
| We value the work of our Partner Public schools and will continue to forge relationships that improve the learning outcomes of students and assist in the transition into High School. | \$3000 – Presentation costs and casual relief |



| Key Initiatives                            | Resources (annual)   | Impact achieved this year   |
|--|--|---|
| <b>Aboriginal background loading</b>       | \$6634 Casual relief for development of PLPs<br><br>Resources for students as required   | 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>        | \$8100 Release time/casual costs.<br><br>Photocopying.<br><br>Practice task acquired.<br><br>Membership of professional group. | EALD Survey successfully completed and submitted  |
| <b>Low level adjustment for disability</b> | \$130,047  | Our experienced team of School Learning Support Officers (SLSOs) provide a variety of learning supports to students inside and outside of the classroom. Within the classroom our SLSOs work with teachers to provide individualised learning for students with disabilities, as well as providing support to the class as a whole. Our SLSOs also work with students in a number of learning enrichment programs, including our reading programs and social skills programs, to help students develop skills and independence that will carry them through their education.  |
| <b>Socio-economic background</b>           | \$12,000   | 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>      | \$60,628   | Our Teacher Observation Mentoring Scheme was successful in terms of building a culture of learning through classroom observation. In 2019 we ran a whole day mentoring professional development session 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. Throughout the year ongoing mentoring relationships were developed using the Australian professional Standards for Teachers, goals setting and classroom observation and feedback practices supported teachers to implement practice. This was evaluated very highly with all participants |



## Student information

### Student enrolment profile

| Students | Enrolments |      |      |      |
|----------|------------|------|------|------|
|          | 2016       | 2017 | 2018 | 2019 |
| Boys     | 1065       | 1046 | 1087 | 1111 |
| Girls    | 895        | 889  | 894  | 893  |

### Student attendance profile

| School    |      |      |      |      |
|-----------|------|------|------|------|
| Year      | 2016 | 2017 | 2018 | 2019 |
| 7         | 95.6 | 96   | 95.8 | 95.4 |
| 8         | 95   | 95.1 | 95   | 93.8 |
| 9         | 94.2 | 94   | 93.5 | 93.7 |
| 10        | 93.7 | 93.3 | 93.3 | 92.4 |
| 11        | 96.3 | 95.9 | 94.9 | 93.7 |
| 12        | 96.2 | 95.4 | 94.9 | 94.4 |
| All Years | 95.1 | 95   | 94.6 | 93.9 |
| State DoE |      |      |      |      |
| Year      | 2016 | 2017 | 2018 | 2019 |
| 7         | 92.8 | 92.7 | 91.8 | 91.2 |
| 8         | 90.5 | 90.5 | 89.3 | 88.6 |
| 9         | 89.1 | 89.1 | 87.7 | 87.2 |
| 10        | 87.6 | 87.3 | 86.1 | 85.5 |
| 11        | 88.2 | 88.2 | 86.6 | 86.6 |
| 12        | 90.1 | 90.1 | 89   | 88.6 |
| All Years | 89.7 | 89.6 | 88.4 | 88   |

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 2019 the school had a total enrolment of 2,004 students. This is slightly up on our 2018 numbers as demographic changes in the area start to reflect the increasing housing density within the local area in line with major transport infrastructure opening recently. 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.

### Management of non-attendance

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

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

## Post school destinations

| Proportion of students moving into post-school education, training or employment | Year 10 % | Year 11 % | Year 12 % |
|--|-----------|-----------|-----------|
| Seeking Employment   | 2         | 1         | 3         |
| Employment   | 1         | 1         | 6         |
| TAFE entry   | 1         | 1         | 6         |
| University Entry   | 0         | 0         | 83        |
| Other  | 0         | 1         | 1         |
| Unknown  | 0         | 1         | 1         |

A recent survey conducted by the Careers Advisers at CTHS on the destination of our HSC students from the 2019 cohort revealed approximately 83%, of those that responded, are currently enrolled in University, 6% are going to TAFE and the rest are involved in full time or part time work options. Approximately 92% 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.

## Year 12 students undertaking vocational or trade training

7.27% of Year 12 students at Cherrybrook Technology High School undertook vocational education and training in 2019.

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

99.3% of all Year 12 students at Cherrybrook Technology High School expected to complete Year 12 in 2019 received a Higher School Certificate or equivalent vocational education and training qualification.

### Year 12 Post School Destinations

There were 253 students from the 2019 Year 12 cohort who received at least one university offer from the University Admissions Centre (UAC). The post-school destinations data represented below is based on responses reported by students or the latest course offer recorded through UAC.

The number of offers to Macquarie University, University of Sydney and University of New South Wales is similar to previous years. Although the number of offers remains relatively low, there was an increase in students applying for private tertiary education providers between 2018 and 2019. These institutions included but not limited to Torrens University, Australian College of Applied Psychology, International College of Management, Sydney, and Sydney Institute of Business & Technology.

### Number of Offers by University

(Highest to Lowest)

#### University – No. of Offers

Macquarie University 72

University of Sydney 54

University of Technology, Sydney 42

University of New South Wales 40

Western Sydney University 20

Australian Catholic University 9

University of New Castle 5

Charles Sturt University 2



Torrens University 2

Australian College of Applied Psychology 1

Australian National University 1

International College of Management, Sydney 1

National Arts School 1

University of Notre Dame 1

Sydney Institute of Business & Technology 1

University of Canberra 1

The information below indicates the industry areas of the courses Year 12 applied for and were successful in receiving an offer to study.

Course Offers by Industry Areas

(Highest to Lowest)

**Industry Area – No. of Offers**

Business / Accounting 43

Engineering 39

Medicine / Dental / Health 31

Arts – Communication/English/History 30

Science 30

Design / IT 28

Education 15

Social / Welfare / Psychology 14

Law 10

Architecture / Building 8

CAPA 5

Defence / Police 0



## Workforce information

### Workforce composition

| Position                                | FTE*  |
|---|-------|
| Principal(s)                            | 1     |
| Deputy Principal(s)                     | 3     |
| Head Teacher(s)                         | 20    |
| Classroom Teacher(s)                    | 95.8  |
| Learning and Support Teacher(s)         | 0.7   |
| Teacher Librarian                       | 2     |
| Teacher ESL                             | 1.2   |
| School Counsellor                       | 1     |
| School Administration and Support Staff | 21.37 |
| Other Positions                         | 2     |

\*Full Time Equivalent

### Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2019, 3.9% of the Department's workforce identify as Aboriginal people.

### Workforce ATSI

| Staff type     | Benchmark <sup>1</sup> | 2019 Aboriginal and/or Torres Strait Islander representation <sup>2</sup> |
|----------------|------------------------|---|
| School Support | 3.30%                  | 7.20%   |
| Teachers       | 3.30%                  | 2.90%   |

Note 1 – The NSW Public Sector Aboriginal Employment Strategy 2014–17 introduced an aspirational target of 1.8% by 2021 for each of the sector's salary bands. If the aspirational target of 1.8% is achieved in salary bands not currently at or above 1.8%, the cumulative representation of Aboriginal employees in the sector is expected to reach 3.3%.

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

### Teacher qualifications

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

### Professional learning and teacher accreditation

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

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

Significant amounts of professional learning was undertaken by Cherrybrook Technology High School staff in 2019. This amounted to \$94,564 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 \$738. School Development Days in 2019 focused on key strategic objectives from the school plan, including: addressing changes to the whole school wellbeing initiatives; further time to support staff with the ongoing development of CANVAS courses; casual relief to support both Executive and teaching staff with sharing explicit teaching ideas and sharing best practice concepts; and supporting the learning of students with learning needs and those that require adjustments to learning. In addition to this, mandatory DET training courses were completed and 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 2019 was the use of four afternoon sessions throughout the year as a substitution for the last two Staff Development Days in Term 4. This has enabled the flexible delivery of training at a time that is much more appropriate for staff. All staff attended and participated in the planned sessions of Staff Development professional learning undertaken throughout 2019. Teacher Accreditation – In 2019, we had 5 of our 14 beginning teachers gain their accreditation at the Proficient level. We have no teachers at Highly Accomplished or Lead status.



# Financial information

## Financial summary

The information provided in the financial summary includes reporting from 1 January 2019 to 31 December 2019. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

|                                       | 2019 Actual (\$) |
|---------------------------------------|------------------|
| <b>Opening Balance</b>                | 4,325,394        |
| <b>Revenue</b>                        | 21,033,420       |
| Appropriation                         | 18,691,391       |
| Sale of Goods and Services            | 60,962           |
| Grants and contributions              | 2,227,534        |
| Investment income                     | 48,589           |
| Other revenue                         | 4,945            |
| <b>Expenses</b>                       | -20,247,594      |
| Employee related                      | -17,319,028      |
| Operating expenses                    | -2,928,565       |
| <b>Surplus / deficit for the year</b> | 785,827          |

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 financial summary consists of school income broken down by funding source and is derived from the school Annual Financial Statement. Key points for the financial statement for 2019 include:

\*Voluntary school contributions – have maintained their solid return of approximately 65%

\*High levels of revenue – 2019 has been a year of financial consolidation as we move to the next stage of our key Capital Works Program. The School, in conjunction and with the full support of the P & C, have taken the opportunity to undertake further investment in the School's infrastructure with the construction of a covered structure over the Piazza, adjacent to the MPC, to allow better accommodation of students, parents and family members at major whole of school presentation events. This will be a critical addition to the school to cater for the student population more effectively.

In addition to this, the school is investigating the acquisition/lease of a minibus in 2020. Such an addition will provide much needed flexibility for the transport of our sporting teams and smaller senior classes to organised events. In order for this to occur a bus bay/storage area will need to be built to house the minibus whilst not in use. Planning for a change to the Canteen facilities at the school continued with a view to expanding facilities to ensure we are better able to address the needs of our students and staff in this area. Money has been strategically put aside to support this work and will service many additional needs within our School.

\*Significant expenditure on student curriculum materials, resources and technology. In 2018 the school invested a significant amount of money to secure use of a new Learning Management System – CANVAS. With the success of its introduction we are continuing our use of the CANVAS software in 2019 which represents a significant financial investment. To support our staff in the use of CANVAS we have signed up to use the TurnItIn software to assist with the identification of student plagiarism with the submission of online work becoming an expanding component of work expected from students as part of a blended learning program.

Staff have continued their evaluation and adjustment of the newly introduced NESA approved senior syllabuses across four key learning areas, namely English, Mathematics, Science and HSIE (History). The school continues to support KLA's financially with appropriate resources, including textbooks and other teaching resources.

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.



## Financial summary - Equity loadings

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

|                         | 2019 <b>Approved SBA</b> (\$) |
|-------------------------|-------------------------------|
| <b>Targeted Total</b>   | 96,454                        |
| <b>Equity Total</b>     | 387,771                       |
| Equity - Aboriginal     | 5,349                         |
| Equity - Socio-economic | 22,451                        |
| Equity - Language       | 171,050                       |
| Equity - Disability     | 188,921                       |
| <b>Base Total</b>       | 16,780,002                    |
| Base - Per Capita       | 464,795                       |
| Base - Location         | 0                             |
| Base - Other            | 16,315,208                    |
| <b>Other Total</b>      | 847,166                       |
| <b>Grand Total</b>      | 18,111,394                    |

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

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

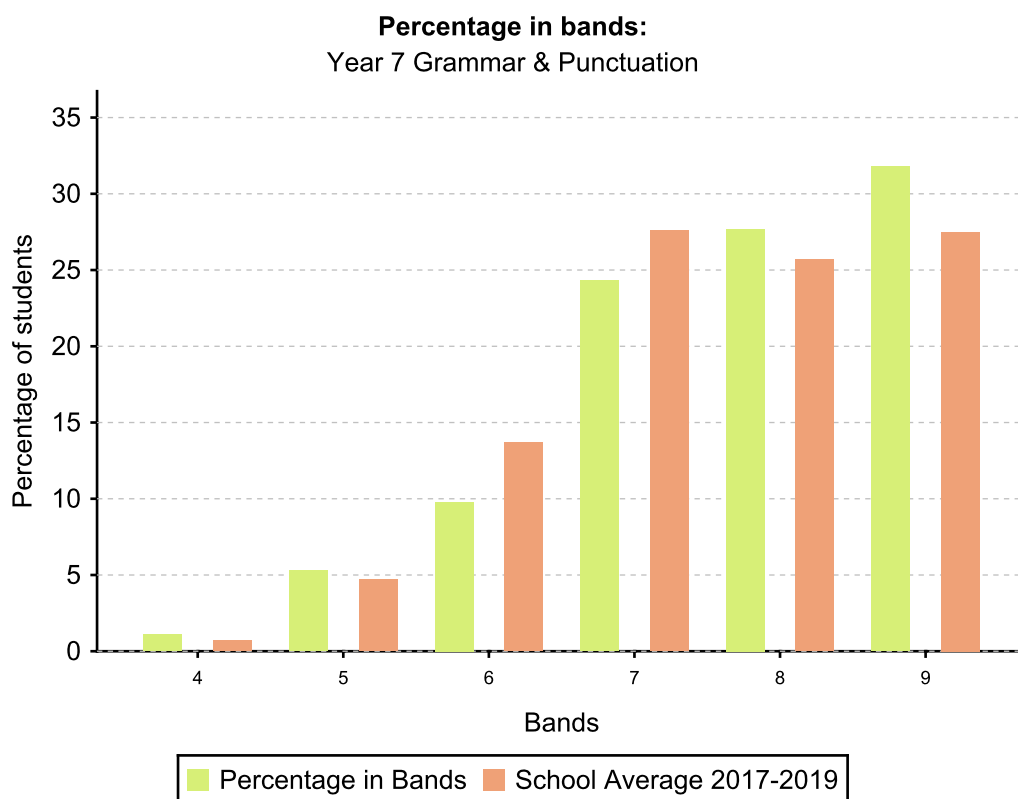


## School performance - NAPLAN

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

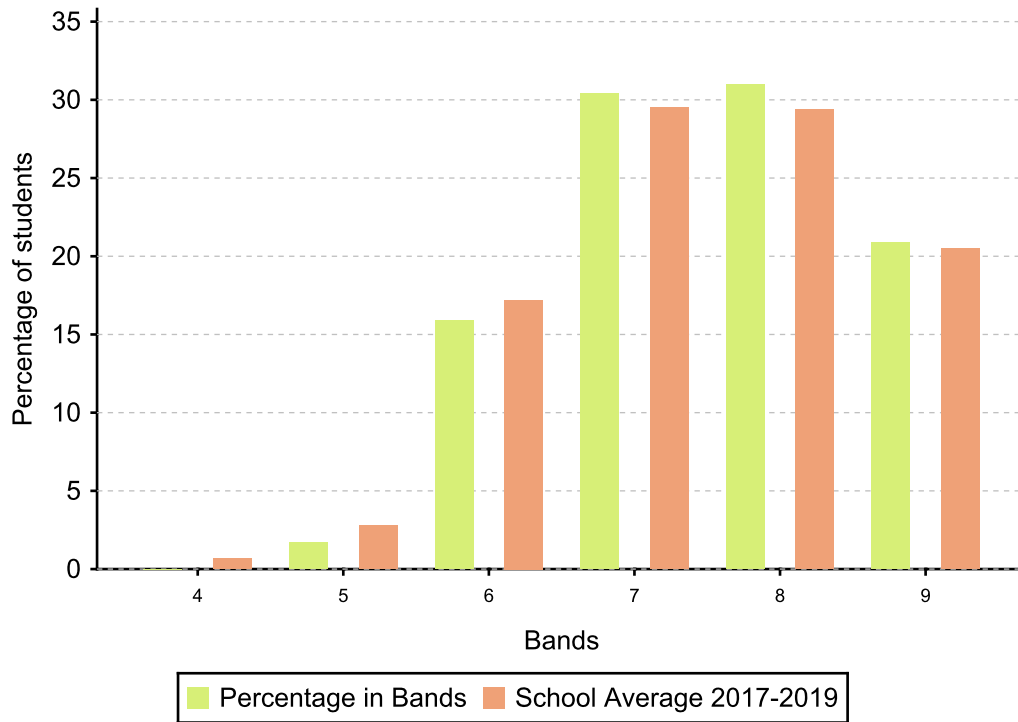
From 2018 to 2021 NAPLAN is moving from a paper test to an online test. Individual schools are transitioning to the online test, with some schools participating in NAPLAN on paper and others online. Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should be treated with care.

### Literacy and Numeracy Graphs



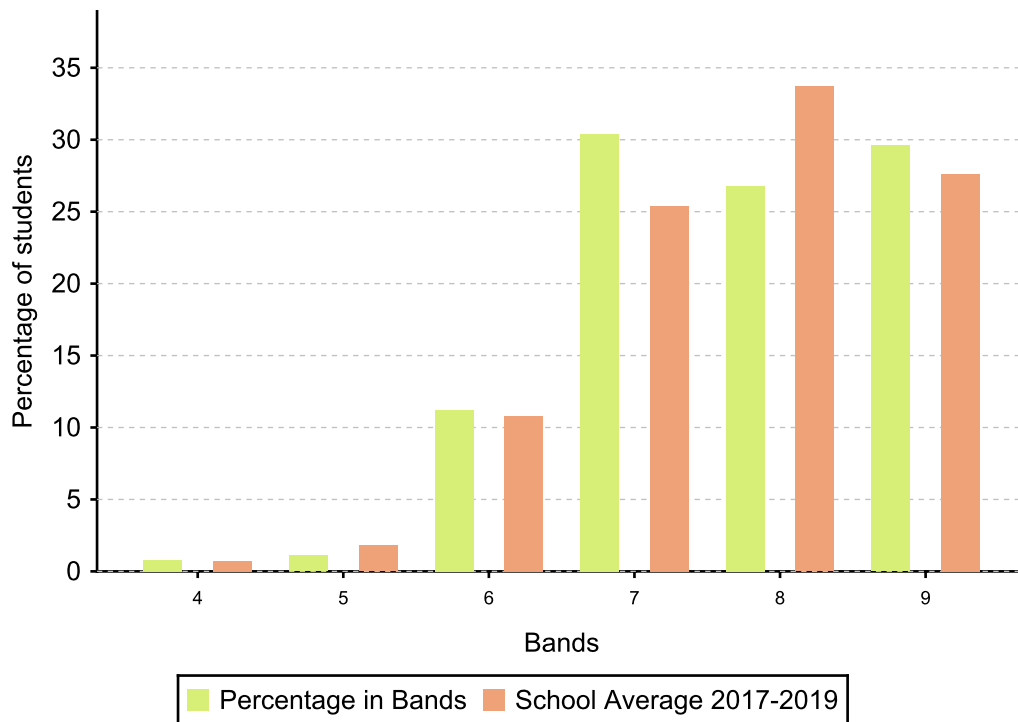
| Band                   | 4   | 5   | 6    | 7    | 8    | 9    |
|------------------------|-----|-----|------|------|------|------|
| Percentage of students | 1.1 | 5.3 | 9.8  | 24.3 | 27.7 | 31.8 |
| School avg 2017-2019   | 0.7 | 4.7 | 13.7 | 27.6 | 25.7 | 27.5 |

**Percentage in bands:  
Year 7 Reading**



| Band                   | 4   | 5   | 6    | 7    | 8    | 9    |
|------------------------|-----|-----|------|------|------|------|
| Percentage of students | 0.0 | 1.7 | 15.9 | 30.4 | 31.0 | 20.9 |
| School avg 2017-2019   | 0.7 | 2.8 | 17.2 | 29.5 | 29.4 | 20.5 |

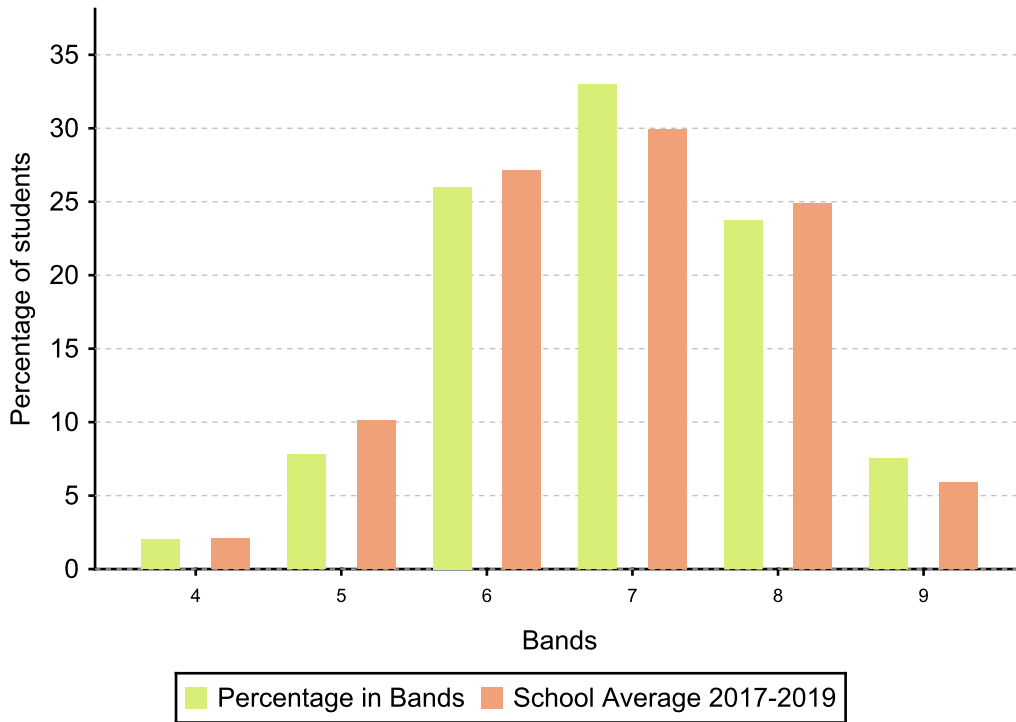
**Percentage in bands:  
Year 7 Spelling**



| Band                   | 4   | 5   | 6    | 7    | 8    | 9    |
|------------------------|-----|-----|------|------|------|------|
| Percentage of students | 0.8 | 1.1 | 11.2 | 30.4 | 26.8 | 29.6 |
| School avg 2017-2019   | 0.7 | 1.8 | 10.8 | 25.4 | 33.7 | 27.6 |

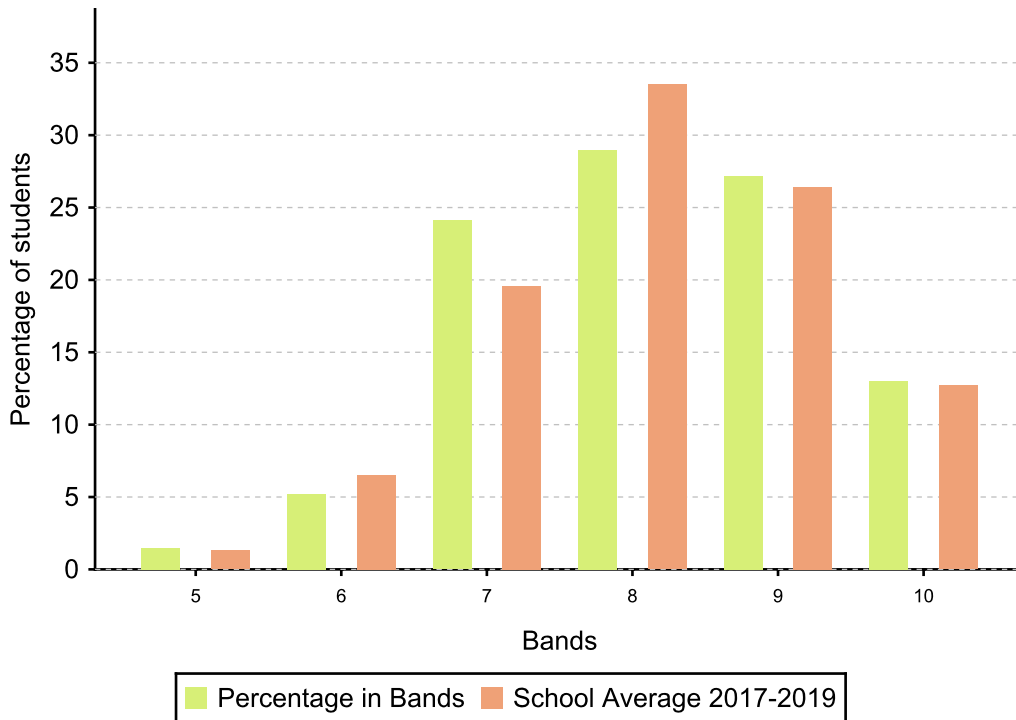


**Percentage in bands:**  
Year 7 Writing



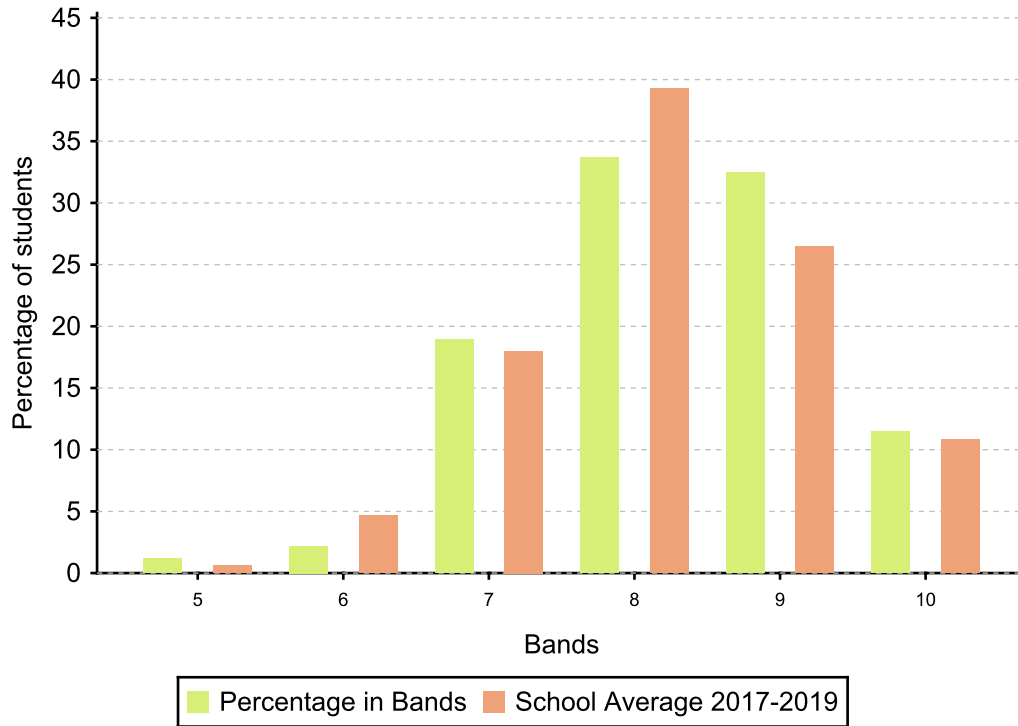
| Band                   | 4   | 5    | 6    | 7    | 8    | 9   |
|------------------------|-----|------|------|------|------|-----|
| Percentage of students | 2.0 | 7.8  | 26.0 | 33.0 | 23.7 | 7.5 |
| School avg 2017-2019   | 2.1 | 10.1 | 27.1 | 29.9 | 24.9 | 5.9 |

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



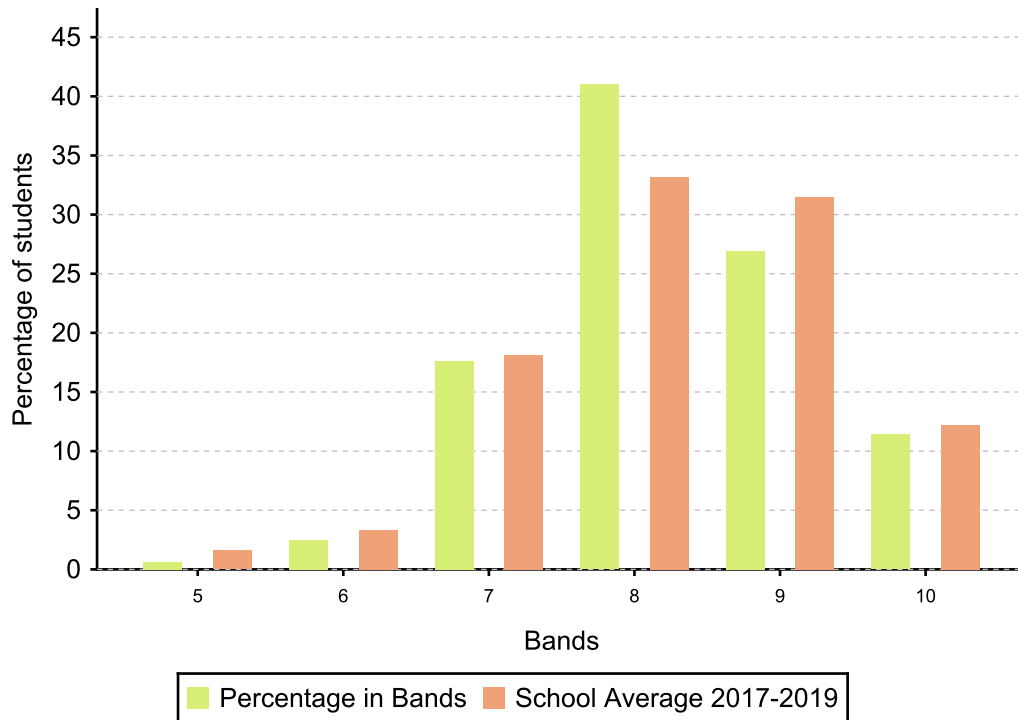
| Band                   | 5   | 6   | 7    | 8    | 9    | 10   |
|------------------------|-----|-----|------|------|------|------|
| Percentage of students | 1.5 | 5.2 | 24.1 | 29.0 | 27.2 | 13.0 |
| School avg 2017-2019   | 1.3 | 6.5 | 19.6 | 33.5 | 26.4 | 12.7 |

**Percentage in bands:  
Year 9 Reading**



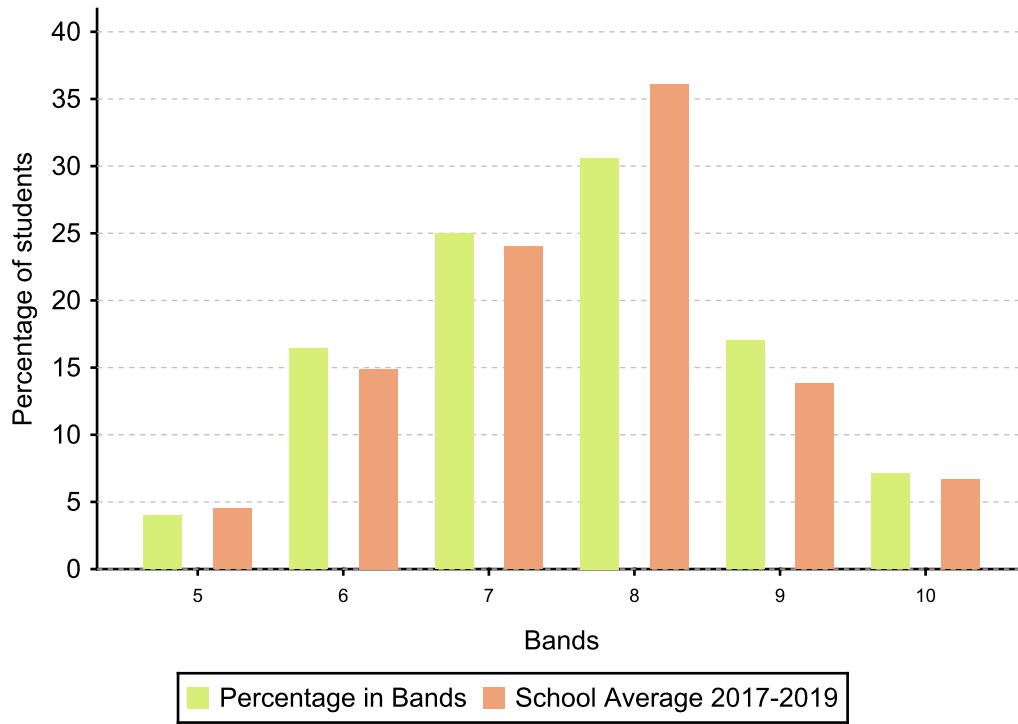
| Band                   | 5   | 6   | 7    | 8    | 9    | 10   |
|------------------------|-----|-----|------|------|------|------|
| Percentage of students | 1.2 | 2.2 | 18.9 | 33.7 | 32.5 | 11.5 |
| School avg 2017-2019   | 0.6 | 4.7 | 18   | 39.3 | 26.5 | 10.8 |

**Percentage in bands:  
Year 9 Spelling**



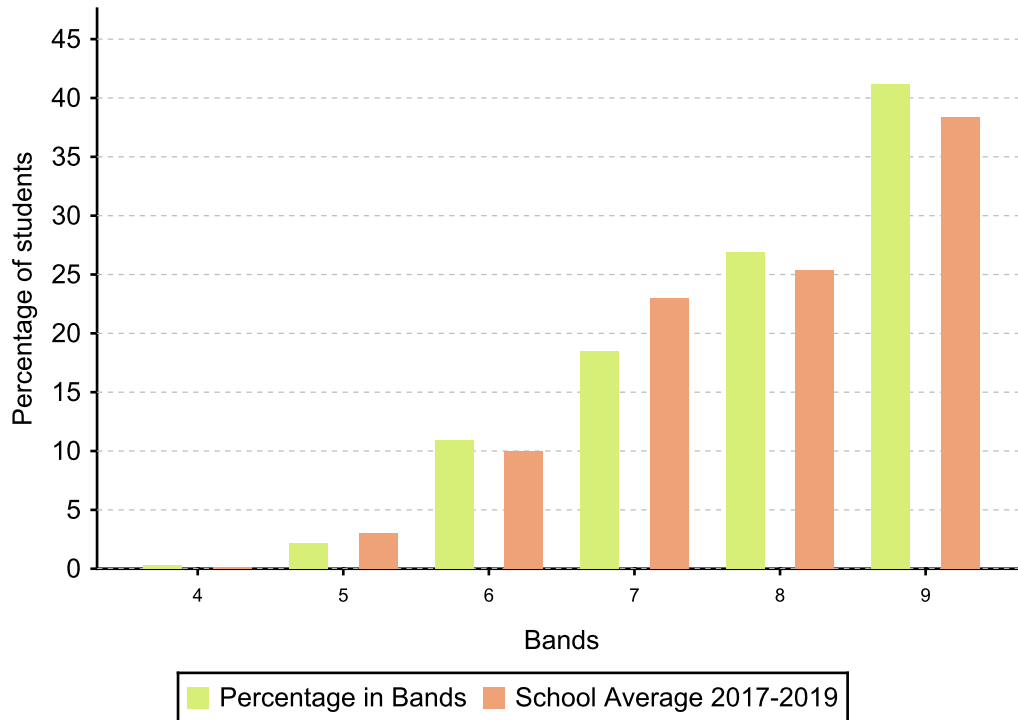
| Band                   | 5   | 6   | 7    | 8    | 9    | 10   |
|------------------------|-----|-----|------|------|------|------|
| Percentage of students | 0.6 | 2.5 | 17.6 | 41.0 | 26.9 | 11.4 |
| School avg 2017-2019   | 1.6 | 3.3 | 18.1 | 33.2 | 31.5 | 12.2 |

**Percentage in bands:**  
Year 9 Writing



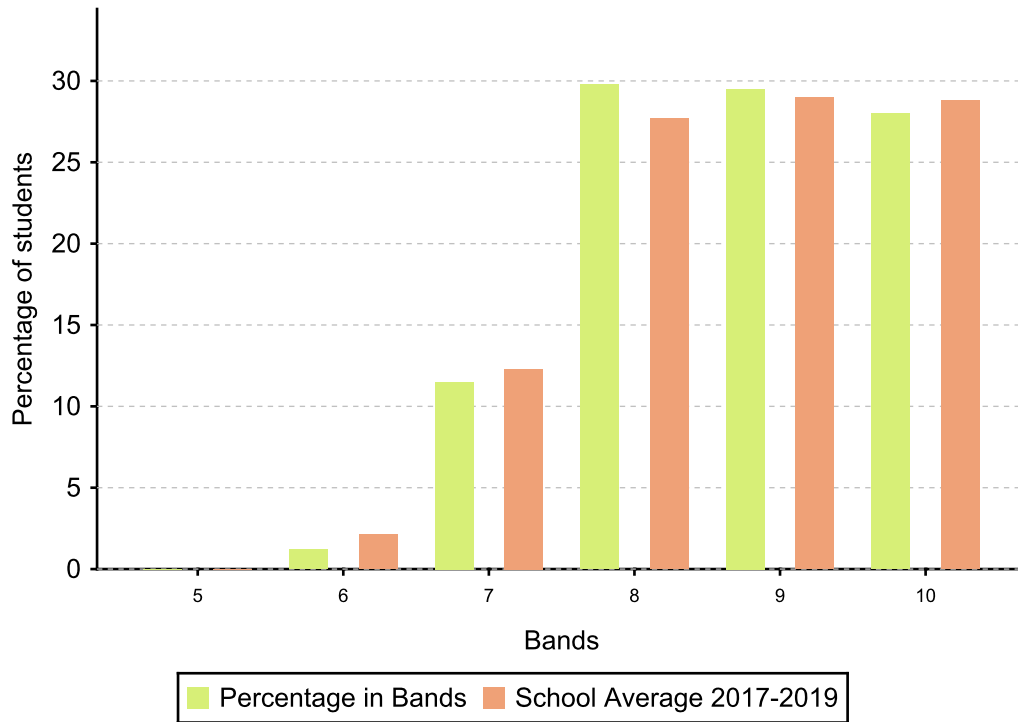
| Band                   | 5   | 6    | 7    | 8    | 9    | 10  |
|------------------------|-----|------|------|------|------|-----|
| Percentage of students | 4.0 | 16.4 | 25.0 | 30.6 | 17.0 | 7.1 |
| School avg 2017-2019   | 4.5 | 14.9 | 24   | 36.1 | 13.8 | 6.7 |

**Percentage in bands:**  
Year 7 Numeracy



| Band                   | 4   | 5   | 6    | 7    | 8    | 9    |
|------------------------|-----|-----|------|------|------|------|
| Percentage of students | 0.3 | 2.2 | 10.9 | 18.5 | 26.9 | 41.2 |
| School avg 2017-2019   | 0.1 | 3   | 10   | 23   | 25.4 | 38.4 |

**Percentage in bands:  
Year 9 Numeracy**



| Band                   | 5   | 6   | 7    | 8    | 9    | 10   |
|------------------------|-----|-----|------|------|------|------|
| Percentage of students | 0.0 | 1.2 | 11.5 | 29.8 | 29.5 | 28.0 |
| School avg 2017-2019   | 0   | 2.1 | 12.3 | 27.7 | 29   | 28.8 |

Our NAPLAN results for 2019 speak for themselves. When looking at the percentage of students in the Top 2 bands the following is evident.

In Year 7:

Numeracy: CTHS: 68.1%; Like schools: 55.8%; State: 32%

Reading: CTHS: 52%; Like schools: 45.9%; State: 26.8%

Writing: CTHS: 31.3%; Like schools: 27.1%; State: 15.9%

In Year 9:

Numeracy: CTHS: 57.5%; Like schools: 43.8%; State: 24.5%

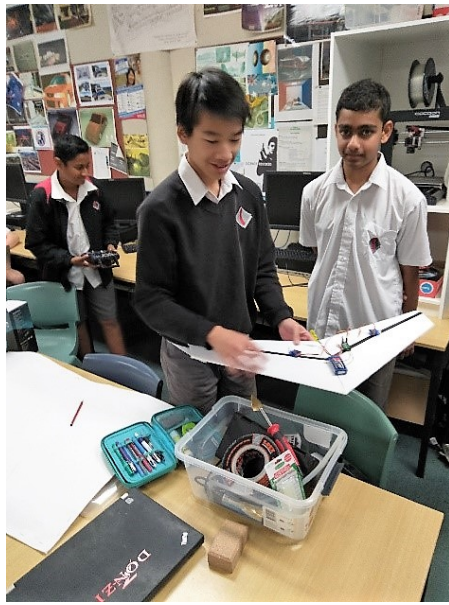
Reading: CTHS: 44%; Like schools: 38%; State: 22.1%

Writing: CTHS: 24.1%; Like schools: 18.5%; State: 11.2%

With regards to the Premiers Priorities in this area, ie. Increase the proportion of public school students in the top two NAPLAN bands (or equivalent) for literacy and numeracy by 15 per cent by 2023

The baseline for all public schools (Avg 2017–18) is 31.6% and the 2022 Target is 36.4%. Whilst a large proportion of CTHS students clearly meet this goal, for interests sake, our CTHS Baseline (Avg 2017–18) is: 50.53%. It is early days but we are seeing a healthy growth in student numbers in the Top 2 Bands in Literacy and Numeracy in 2019 to 55.59%. We look forward to how the future of NAPLAN plays out as issues with the online delivery of NAPLAN tests are rectified and ultimately decisions are made on the future of the exams in general.

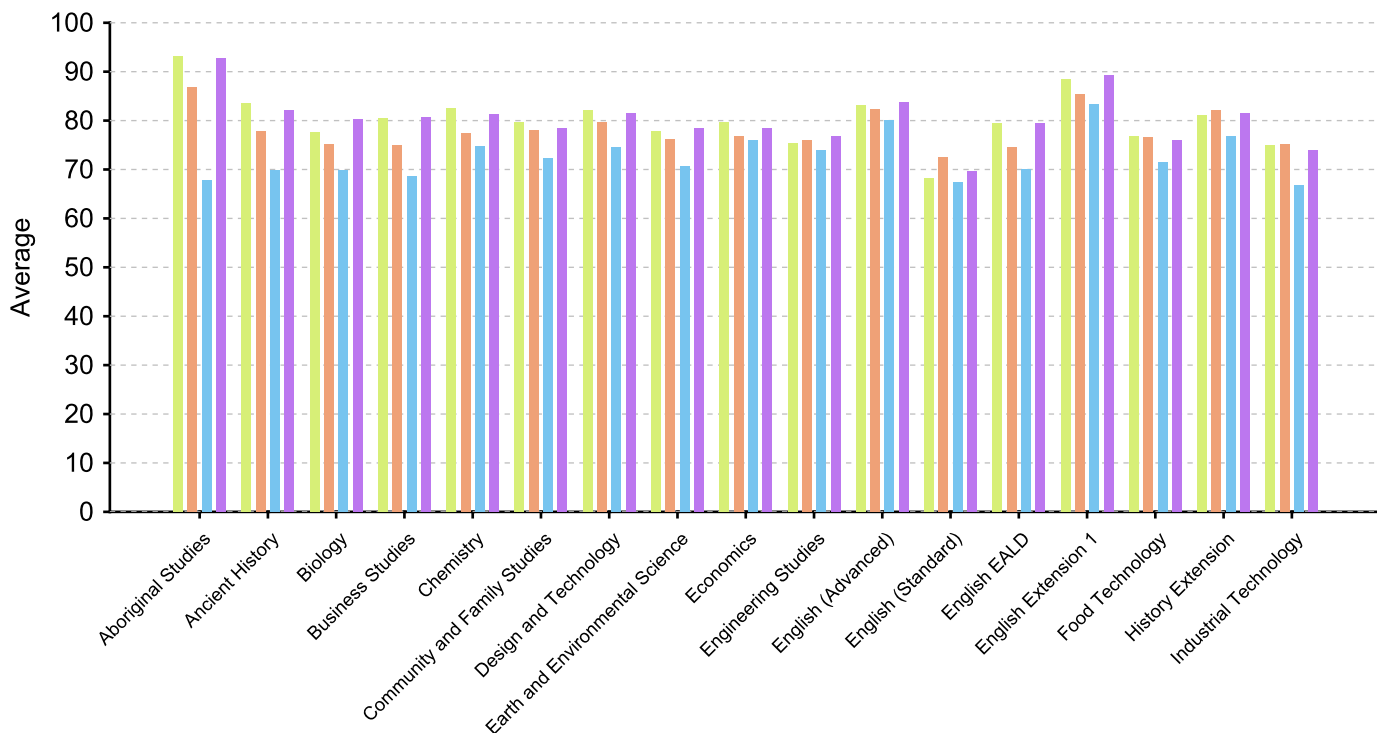
On the positive side – these results confirm the work we, as a school, do with our students in the junior school is adding real and impressive value added results in the areas of literacy and numeracy.



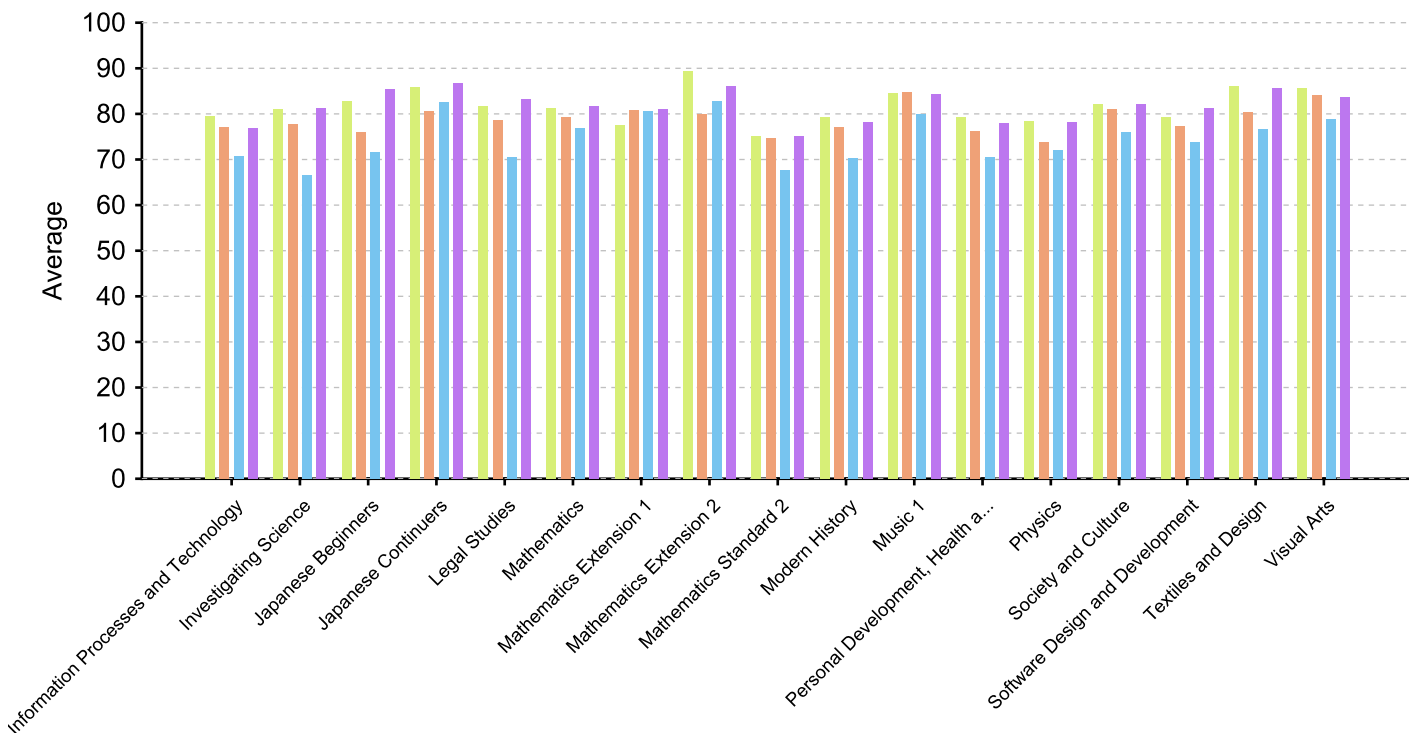
# School performance - HSC

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

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



Legend: School 2019 (light green), SSSG Average 2019 (orange), State Average 2019 (light blue), School Average 2015-2019 (purple)



Legend: School 2019 (light green), SSSG Average 2019 (orange), State Average 2019 (light blue), School Average 2015-2019 (purple)

| <b>Subject</b>   | <b>School 2019</b> | <b>SSSG</b> | <b>State</b> | <b>School Average<br/>2015-2019</b> |
|--|--------------------|-------------|--------------|-------------------------------------|
| Aboriginal Studies                                     | 93.1               | 86.9        | 67.8         | 92.7                                |
| Ancient History  | 83.5               | 77.7        | 69.9         | 82.1                                |
| Biology  | 77.6               | 75.1        | 69.9         | 80.3                                |
| Business Studies                                       | 80.4               | 75.0        | 68.6         | 80.7                                |
| Chemistry  | 82.5               | 77.3        | 74.7         | 81.3                                |
| Community and Family Studies                           | 79.7               | 77.9        | 72.2         | 78.5                                |
| Design and Technology                                  | 82.1               | 79.6        | 74.5         | 81.6                                |
| Earth and Environmental Science                        | 77.8               | 76.3        | 70.6         | 78.4                                |
| Economics  | 79.7               | 76.8        | 75.9         | 78.4                                |
| Engineering Studies                                    | 75.4               | 76.0        | 73.9         | 76.8                                |
| English (Advanced)                                     | 83.1               | 82.3        | 80.0         | 83.7                                |
| English (Standard)                                     | 68.1               | 72.5        | 67.3         | 69.6                                |
| English EALD   | 79.5               | 74.6        | 70.0         | 79.5                                |
| English Extension 1                                    | 88.4               | 85.3        | 83.4         | 89.3                                |
| Food Technology  | 76.8               | 76.5        | 71.4         | 76.0                                |
| History Extension                                      | 81.1               | 82.1        | 76.8         | 81.6                                |
| Industrial Technology                                  | 74.9               | 75.2        | 66.8         | 74.0                                |
| Information Processes and<br>Technology                | 79.5               | 77.1        | 70.8         | 77.0                                |
| Investigating Science                                  | 81.1               | 77.7        | 66.5         | 81.1                                |
| Japanese Beginners                                     | 82.7               | 76.0        | 71.6         | 85.4                                |
| Japanese Continuers                                    | 85.9               | 80.5        | 82.5         | 86.8                                |
| Legal Studies  | 81.7               | 78.7        | 70.6         | 83.3                                |
| Mathematics  | 81.2               | 79.3        | 76.9         | 81.7                                |
| Mathematics Extension 1                                | 77.5               | 80.9        | 80.6         | 80.9                                |
| Mathematics Extension 2                                | 89.3               | 79.9        | 82.7         | 86.1                                |
| Mathematics Standard 2                                 | 75.1               | 74.7        | 67.7         | 75.1                                |
| Modern History   | 79.3               | 77.0        | 70.2         | 78.1                                |
| Music 1  | 84.5               | 84.7        | 79.9         | 84.4                                |
| Personal Development, Health and<br>Physical Education | 79.3               | 76.2        | 70.5         | 77.9                                |
| Physics  | 78.4               | 73.9        | 72.1         | 78.3                                |
| Society and Culture                                    | 82.1               | 81.1        | 75.9         | 82.2                                |
| Software Design and Development                        | 79.3               | 77.4        | 73.8         | 81.2                                |
| Textiles and Design                                    | 86.0               | 80.5        | 76.6         | 85.7                                |
| Visual Arts  | 85.6               | 84.1        | 78.8         | 83.8                                |

A review of the 2019 HSC reveal many outstanding results. Fourteen 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 a number of students who achieved a top ten place in at least one course of study, these are: Eleanor Edstrom achieving first place in Dance, Alexander Briggs, second in Aboriginal Studies, Daniel Montiero eighth in Physics and fifth in Science extension and Alli-Rose Becirevic, eighth in Business Studies. Finally a number of our students HSC Major Works were nominated for major exhibitions by NESAs including, ARTEXPRESS; InTech; and Shape 2019. An analysis of students' ATARs, which the school has been able to gather, revealed at least seven students scored ATARs greater than 99 and approximately 82 students scored ATARs greater than 90. In total 134 students from the class of 2019 were recognised on NESAs Honour Roll for a total of 292 credits. In 2020, it is planned that the Senior Executive will lead an extensive analysis of the 2019 results for all students across all subjects, using the RAP package. 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 across a range of Key Learning Areas.





## Parent/caregiver, student, teacher satisfaction

In 2019, opinions were sought from parents, students and teachers about the school. The results are as follows:

**Staff** were very supportive and keen to learn about the capabilities of the new Learning Management System – CANVAS when it was first introduced in 2018. Students and staff have embraced the software very well and analytics from CANVAS suggest the uptake and use of such continues to increase. We have continued to seek the opinions of staff who may need additional support in the use of the many facets available on CANVAS and as a result two staff professional learning groups were established in 2019 to provide assistance to them as part of the 'Other Interest Professional Learning Groups'. Delivered by executive staff who are adept in the use of CANVAS – the professional learning that was undertaken by these staff was greatly appreciated and helped the staff involved with their use of the software and built their confidence in developing blended learning units for students. This addressed a key strategic objective in our School Plan to focus on refining the use of CANVAS by all staff.

**Parent/ caregiver:** Parents from our P & C participated in a SWOT analysis of the school at the end of 2019 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 wellbeing program and club structure available for Year 7 students, the Year 6 into 7 transition program to support students adjust to High School life and the Stage Head Teacher structure in place at the school as a support network for Parents wanting to speak to appropriate staff. Weaknesses were few in number but included: requests for changes to the time allocated to each teacher meeting at designated Parent/Teacher nights (a common concern and one we have tried to address but always difficult to appease everyone). Our parent feedback is always greatly appreciated and will continue to guide our direction as a school moving forward.

**Students:** The student 'Tell Them From Me' survey results indicate the student body has a positive sense of belonging (76%), they value their schooling outcomes they achieve (75%); and they find school work at CTHS is relevant with an appropriate amount of rigour. In each of the focus areas within the survey, CTHS students outperform or are ranked more favourably when compared to those in other schools around the state.





# Policy requirements

## Aboriginal Education Policy

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

Evidence of effective implementation of the policy included:

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

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 2019 in a variety of important ways. NAIDOC Week was celebrated with a student-directed assembly attended by all years with the theme 'Voice. Treaty. Truth. Let's work together for a shared future' – trying to engage all Australians in recognising the importance of Aboriginal voice and their quest for Indigenous Constitutional recognition through their Uluru Statement from the Heart and how this can lead to better future for all. 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 2019 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.

## Anti-Racism Policy

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

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 Education Policy

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

This year's International Day was enjoyed by all on Tuesday, 27 August 2019. Many students took the opportunity to celebrate the many different and diverse cultures which make up Cherrybrook Technology High School, by wearing traditional costumes. Students participating in the International Day Assemblies showcased a number of different cultures through dance, music and song. This year one of the teachers was front and centre in an Indian Bollywood number. This was followed by a scrumptious lunch stalls run by students and supervised by teachers. The stalls offered variety of delicious foods from many different cultures.

During the April school holidays, a group of twenty, year 9 to year 11 Japanese language students, participated in the Japan study tour 2019. CTHS students were hosted by the sister school, Nagoya Commercial High School for one week of Japanese cultural immersion while staying with the students and family from the same school. In addition to visiting our sister school, the study tour typically consists of visiting 3–4 other cities such as Tokyo, Osaka and Kyoto where students experience cultural activities such as Japanese textile workshop and traditional Japanese cuisine cooking class.

In August, our sister school in Shanghai, Luwan High School spent three days visiting CTHS. Ten students, paired up with Chinese language learners from CTHS, attended a variety of lessons and were hosted by our students' family. Students from both schools gained a valuable cultural experience through this worthwhile experience.

Other than school visits, the students studying in the French course were fortunate to involve French speaking community members in our language program this year once again. Mrs Creusot and Miss Green, for the second year in a row have been productive in boosting students' learning outcomes and their generosity is very much appreciated.

2019 also saw the continued interaction between Japanese students in our sister school and the CTHS students studying the Japanese course via video conference and a Christmas cards/New year's card exchange.

### Other School Programs (optional)

In 2019 we submitted an expression of interest and were successful in being selected as one of twelve Australian schools to be involved in the PNGAus Connect Partnership. The PNGAus Partnership was set up to bring together secondary school students, teachers and principals from Papua New Guinean and Australian schools to work together to better prepare future generations of students to thrive in a technology-driven and globally interconnected 21st century.

As a school we have a long standing connection with Papua New Guinea through our two visits to walk the Kokoda Track in 2016 and 2018. We felt that our students and staff could offer a great deal to our PNG neighbours from an education sense. Students and staff from the two countries working together had the potential to help all of the young people involved and encourage them to seize their full potential and become active and informed global citizens.

The Initiative was set up to support specially selected Papua New Guinean and Australian secondary schools to work together over two years to strengthen the learning areas of Science, Technology, Engineering and Mathematics (STEM), English language, youth agency and leadership, girls and inclusive education. 2019 saw our team of staff and students fly to Papua New Guinea during the July holidays to work with our selected Papua New Guinea school – Segari National High School. This was followed up with a visit by our PNG friends to Australia in October/ November. As part of the program thus far our team worked on a project which was agreed on between the two schools. We developed personal hygiene packs for students at Sogari National High School to support the students as boarders of this school and with the limited facilities and supplies they had available to them. 700 of these were sent over to PNG for distribution to enrolled students.

2020 will see another team from CTHS undertake the journey to PNG for the second year of the Federally funded program

