

2021 Annual Report

Cherrybrook Technology High School



8592

Introduction

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

School contact details

Cherrybrook Technology High School

Cherrybrook Tech School

CHERRYBROOK, 2126

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

cths@cths.nsw.edu.au

9484 2144

Message from the principal

Despite the pandemic, which has continued to dominate our activities throughout the year, 2021 has been a successful year for this school. The year began with a wonderful High Achievers' assembly that saw 129 of our class of 2020 returning to the school to be honoured for their outstanding achievement in making the HSC honour roll.

The future is certainly very bright for our class of 2020 with seventeen students achieving the top band in each of their courses of study. We also had three students who were among the top ten students in the state in a course of study. Approximately ninety students scored an ATAR in excess of 90 with five scoring greater than 99.

In sport our students' opportunities for success were limited by the impact of the pandemic but we are hopeful that sport, as we know it, will be restored in 2022.

In the area of performing arts our ensemble groups battled through a continuation of restrictions and regulations which led ultimately to very little opportunity for performance.

In the field of technology our staff and students continued to find real value in our CANVAS learning management system as Greater Sydney schools went back to 'Learning from Home' for a period of time.

We also continued to promote our international programs with online links to Japan and Sogeri National High School in Papua New Guinea. Sadly, our planned visits had to be curtailed due to COVID.

Again in 2021 our student leaders did a great job and amongst other things led some very positive fund raising. These initiatives contributed to student morale and a sense of school community as well as assisting those in unfortunate circumstances. I was acutely aware of the ongoing difficulties this year presented for us, not only as a school, but also the difficulties presented to so many of our families in so many ways, whether it be financially, coping with increased isolation, or simply the reduction in so many enjoyable things whether they involve sport, cultural events or travel activities.

I continued to be heartened by our school community and indeed Australia's response to the pandemic. As a school we did remarkably well with remote learning, for the most part students have continued to learn effectively, achieving good results in assessments and examinations, indeed student progress overall is comparable to what we expect of students in a normal year.

Students have also been remarkably resilient, coping with the disappointment of a myriad of cancellations including camps, carnivals, excursions, sporting opportunities and our regular extra - curricula activities such as International day. In short school has been a far more serious place, so many of the fun activities which create great memories for students were curtailed in 2021.

Despite this, students remained happy, healthy, engaged positive young people who applied themselves to whatever was asked of them. I'm certain much of this positivity comes from our supportive parent body but it also comes from our

incredibly hard-working staff.

I am incredibly proud of my staff and their efforts over the past twelve months. No matter what challenge has been thrown at them they have coped, they've adapted and they, along with our students moved forward. At many times their workload was increased to the point where I wasn't sure they would be able to continue, instead they battled on - always with our students' best interests in mind. Our students and indeed our entire community are very fortunate to have a team that is so dedicated, hardworking and loyal.

We hope that in 2022 things will look much brighter. Whilst at times the ongoing restrictions by the government may have frustrated some folk, ultimately, we have to be very grateful that we as a nation are in such a positive position.

Message from the school community

As I was reflecting on a rather extraordinary 2021 P & C year; I was once again reminded of some of the ongoing challenges we continue to face. CTHS had been instructed to close for 2 days prior to our AGM because our LGA and surrounds had finally succumbed to an outbreak after 2 years: placing strains on the school, employees of the P & C, parents, and students.

This reminded me of just how important it is to have a co-operative, resilient and agile P & C able to respond to the needs of our school. For this I would like to thank every member of the P & C Executive along with other members of the P & C who have volunteered their time.

2021 saw one of the hardest lockdowns for both school and business alike in NSW; challenging us all. Online learning for our teachers and students; alongside many parents themselves working remotely. Faced with these challenges, CTHS continued to deliver many outstanding academic results and a consistent positive learning environment. Unfortunately, cultural and sporting areas were hampered through pandemic enforced rules.

The P & C would like to thank the principal, Gary Johnson, his executive, academic and support teams for navigating the year so well. Your leadership and communication with both parents and students were greatly appreciated.

This is only our fourth onsite meeting for this P & C. Outside of this we held three Zoom meetings and most recently, this year a Microsoft Teams meeting, where we had an outstanding ninety-four connections as the school HCS results were presented and discussed with the community.

There is an opportunity to mix onsite and online meetings in light of this in the future.

Whilst many projects that the P & C were looking to enact were put on hold under the circumstances, the P & C still worked closely with the school continuing the good work of past P & C's.

Projects include:* Piazza cover completion* School bus* Bus bay shelter for the school bus.* Participating in the steering group for the newly proposed STEM building.

Targeted ongoing support includes:* Canteen services* Student cultural, academic and welfare support* Funding for key learning areas to supplement academic activities* Technology support* Catering for school events (though less in 2021)* Support and sponsorship for school awards and presentations* Provision of capital and minor equipment* Facilities improvement in the school.

A big thank you to our Canteen employees and volunteers. It has been a difficult year with forced closures and restrictive operating rules as we re-opened to serve the students.

The school Alumni Association continues to grow and deliver engaging and inspirational speakers. From Olympians to successful business professionals, the legacy of the school continues to impress in many ways.

The main sources of funding for the P & C are through parent contributions and the canteen services to the students. Whilst both were down, the P & C has maintained a solid financial position. We thank the parents/carers for their continued support.

Looking forward; there is always more we can do to both improve and better prepare for some foreseeable challenges as we get through this Pandemic.

We welcome parents and other members of the community who are interested in joining this wonderful school P & C as we celebrate both the 30th anniversary of CTHS alongside 100 years of the P & C Federation.

The P & C will continue to work closely with Gary Johnson and his team to support the school. On behalf of the P & C thank you for your support, time and consideration as we navigated such a year.

Ron Harrop

President

CTHS P & C Association



Monica Lam (second from right) Year 12 CTHS recipient of The Brother John Taylor Memorial Prize for overcoming significant hardship to attain a her HSC

School vision

Our vision at Cherrybrook Technology High School is to develop the young person, to reach their full potential, academically, socially and culturally. Students will be resilient, resourceful, critical and creative thinkers.

Cherrybrook Technology High School will be a dynamic and innovative educational environment which provides students with the skills to cope in a world of rapid technological advancement.

The school learning environment will be both challenging and supportive of our students. All students will pursue excellence and become responsible citizens of the future with a passion for life long learning, a deep understanding of social justice, and the capacity to contribute to a tolerant successful community.

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 one of the largest public high schools in New South Wales and has a student population 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.

The school enjoys the continued strong support of a culturally diverse community. The school has fostered strong partnerships with the P & C and external groups such as universities, community groups and CTHS Alumni members. Students represent the school at national, state and metropolitan level in sport, cultural activities and academic competitions. The school enjoys quality links with international schools as part of a Federal government initiative and as a support to our LOTE and history programs.

A comprehensive situational analysis has been conducted which led to the development of the 2021-2024 Strategic Improvement Plan, both of which involved genuine consultation with students, staff, parents and the wider community. Through the situational analysis, the school has identified a need to use school equity funding to support a range of initiatives.

The school is committed to continually improving effective classroom practices with staff professional learning being the key to ensuring this. This learning will ensure that both literacy and numeracy levels can be enhanced through improved data analysis, to support the learning and achievement of all students.

The school annually completes a comprehensive review of HSC performance and uses data gleaned from this analysis to develop subject specific approaches to improve teaching and learning outcomes. The school has implemented a Boys HSC Mentoring program to improve the HSC results of boys.

There will also be a focus on explicit teaching strategies within the classroom. A range of literacy and numeracy strategies will be explored and implemented that will address student needs and enhance learning outcomes. Each faculty will develop ways of deepening the knowledge base of their students within their programs.

The implementation of a suite of new syllabuses, envisaged for 2023-2024, will become a focus for the school and will involve significant resourcing around professional development of staff and relief time to develop new programs in line with changes made.



2021-2022 Student Exec Leadership group

Self-assessment and school achievement

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

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

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

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

For more information about the School Excellence Framework: <https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability>

Self-assessment using the School Excellence Framework

Elements	2021 School Assessment
LEARNING: Learning Culture	Excelling
LEARNING: Wellbeing	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

Strategic Direction 1: Student growth and attainment

Purpose

Our purpose is to provide stimulating, engaging, differentiated, quality learning experiences which are evidence based and lead to improved student growth and attainment. Teachers will use data to develop a consistent and engaging approach to student learning that inspires them to achieve their best. Targeted professional learning will address key areas of teaching practice to inform quality pedagogy.

Initiatives

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

- Teacher Professional Learning
- Strengthening effective classroom practice

Resources allocated to this strategic direction

Professional learning: \$5,000.00

Beginning teacher support: \$16,817.00

Summary of progress

Teacher Professional Learning

RAP & HSC Analysis were completed early at the start of the school year but changes that KLA's planned to implement were not able to be fully implemented due to the periods of remote learning. Analysis of NAPLAN data was undertaken at a whole school level and the information and data collected will continue to be of relevance as we move into 2022 planning. Plans to enhance skills of staff in analysing class data and implementing effective strategies were restricted but 2022 will present opportunities to undertake further work on this aspect.

Professional learning for staff on Aboriginal perspectives was held off due to the focus on returning students to school and ensuring re-engagement with their learning. External professional learning providers in this area indicated 2022 would be better suited to them to do a KLA focussed program. This corresponds with the mandatory training located on the MyPL site for all staff to complete by Term 2, 2022. This looks to be an online version for staff to complete but given the connections to our local Aboriginal Association at CTHS we are looking to develop and deliver a face to face learning session more relevant to our needs.

Effective feedback continues to be a focus for us as a school. Preliminary opportunities for staff professional learning on this topic took place and we will look to delve further into this again in 2022 and beyond.

Strengthening Classroom Practice

The school created a role within its structure for a staff member to take on the task of assisting Head Teachers and classroom teachers on engaging with key whole school and KLA goals related to 'explicit teaching' with the intent to support staff and the school in meeting system goals assigned to the school. The Head Teacher Teacher Mentor/Student Programs developed a program in consultation with Head Teachers of targeted KLA groups. This involved Head Teachers identifying staff professional learning needs and strategies to address identified areas needing improvement. These were negotiated with staff and strategies were written into their PDPs as a KLA goal. Classroom observations occurred and discussions with staff followed, providing relevant feedback and an opportunity to reflect. Further ongoing work in this area was modified when the school moved to the 'learning from home' period and assistance to staff was still available during this period. This initiative will continue into 2022

Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
Improvement in the percentage of students achieving in the Top 2 Bands in the HSC by 2% working towards	• Students achieved an increase in achieving the top 2 bands in the HSC to 55.04%, an increase of under 1%.

baseline.	
Improvement in the percentage of students achieving in the Top 2 Bands in NAPLAN reading to reach 45%.	<ul style="list-style-type: none"> • 41% of students achieved in the top two bands in NAPLAN reading indicating progress towards the lower-bound target.
Increase percentage of students' achieving expected growth in NAPLAN reading in line with Annual Trajectory Lower Bound of 65.8%	<ul style="list-style-type: none"> • The percentage of students achieving expected growth in NAPLAN reading increased to 72.36% indicating achievement above the upper bound target.
Improvement in the percentage of students achieving in the Top 2 Bands in NAPLAN numeracy to reach 59%.	<ul style="list-style-type: none"> • 63.2% of students achieved in the top two bands in NAPLAN numeracy meeting the lower bound system negotiated target.
Increase percentage of students' achieving expected growth in NAPLAN numeracy working towards lower bound target of 74.69%.	<ul style="list-style-type: none"> • Percentage of students achieving expected growth in numeracy increased by 8% indicating progress towards the system-negotiated target.
Ensure all Aboriginal students attain the HSC whilst maintaining their cultural identity.	<ul style="list-style-type: none"> • 100% of Aboriginal students completed the HSC whilst maintaining their cultural identity.

Strategic Direction 2: Explicit Teaching and Best Practice Pedagogy

Purpose

Our purpose is 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, explicit teaching and best practice pedagogy that best meets the diverse needs of our students.

Initiatives

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

- Boys HSC Mentoring Program
- Best Practice Pedagogy

Resources allocated to this strategic direction

Boys HSC Mentoring Program: \$44,848.00

Professional learning: \$1,000.00

Low level adjustment for disability: \$188,842.85

English language proficiency: \$137,819.00

SLSO EALD Additional Support: \$18,953.00

Integration funding support: \$153,282.00

Summary of progress

Boys HSC Mentoring Program

2021 saw a targeted group established in its inaugural year. Two staff members were given the responsibility to plan programs, activities and deliver the initiative. A staffing allocation to assist with this was provided. Regular meetings took place with all students in the group, where:

- individual goals were established for the year
- mentoring was provided by staff and guest presenters
- a program of activities related to goal setting and improved organisational skills was established

Interactions with students were a mix of individual and group sessions throughout the year. A range of internal and external guest speakers provided students with valuable advice and strategies in preparation for their future assessment tasks and final HSC exams. An excursion and camp opportunity was planned for the group to improve team dynamics throughout the year but a decision to postpone these extra-curricular activities was made in light of prevailing circumstances but the intention is to do this for the 2022 group due to the recognition of value this program presents for bonding amongst the group.

Best Practice Pedagogy

Planning for many of these programs and planned activities was undertaken in 2021 and we are looking to resume these in 2022.

Staff were provided with ongoing resources from Jared Cooney Horvath around feedback and PEN Principles of Learning. The principles of feedback and use of data to inform practice have been incorporated into our current initiatives in Strategic Direction 2 for 2022

The provision of learning support, EALD assistance and SLSO support was significant during extended periods of remote learning. This was extremely valuable in supporting students with their learning needs, wellbeing and anxiety during this change to routine.

COVID ILSP tutoring was active prior and after the remote learning period for the targeted group of students.

Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
Close the Gap between boys and Girls HSC results by 0.5%	<ul style="list-style-type: none"> • 2021 HSC results revealed a narrowing of the gap between boys and girls results by 4.3% for Bands 5 & 6
Improve the percentage of students achieving in Top 3 Bands of NAPLAN writing by 0.5%	<ul style="list-style-type: none"> • 65% of students achieved in the top three bands in NAPLAN writing indicating achievement above the 2021 school based target • Most impressive was the results in Bands 8 - 10, where as a school we have achieved above the 2019 result of 55% of students in these bands
Maintain performance of students in numeracy in line with system negotiated targets of 63%.	<ul style="list-style-type: none"> • 63% of students achieved in the top two bands in NAPLAN numeracy indicating achievement within the system target range.
<p>>75 percent of classrooms equipped with Promethean boards</p> <p>Canvas analytics show classroom teachers are using CANVAS actively and students are increasing usage of the learning management system for higher order activities</p> <p>-Increase percentage of staff using Canvas for online work</p>	<ul style="list-style-type: none"> • All classrooms have access to Promethean boards to assist with the utilisation of Canvas as a LMS. • 100 percent of staff are now actively using CANVAS in their everyday learning activities with staff

Purpose

Our purpose is to ensure every student is known, cared for and valued and to create a learning environment in which they can thrive. A range of customised wellbeing initiatives will underpin the Wellbeing Framework. The purpose of the Framework is to be incremental to ensure student wellbeing needs are met and that they develop resilience as they progress through each stage of schooling.

Initiatives

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

- Positive Learning Environment

Resources allocated to this strategic direction

Professional learning: \$3,520.00

School support allocation (principal support): \$68,024.00

Summary of progress

2021 proved a useful period for the planning of student wellbeing initiatives. It is expected these programs will resume in 2022 with new vigour.

A range of alternative student wellbeing strategies were developed and implemented to address the needs of identified students and those requiring further assistance.

The 'Pause for a Day' initiative was extremely well received by the school community and provided students a circuit breaker to reduce stress levels that were building up from this intense period of remote learning. The work and support of the Wellbeing and Support teams during this period was immense and outstanding in its content and delivery and is worthy of acknowledgement.

Pleasingly, our Term 1 attendance targets were met and despite some slippage during the rest of the year, we will continue to push for improvement in 2022.

Wellbeing data from Tell Them From Me showed a degree of slippage in student wellbeing, which can possibly be attributed to the impacts of COVID and the remote learning period.

The completion of a number of capital works projects around the school has had a positive impact on many levels including: a positive social and emotional connection evident from the increased usage of these outdoor areas by students. This has had a positive affect on students wellbeing as it has provided additional space during breaks, protecting them from inclement weather. It has also provided an additional outdoor learning space for a range of KLAs and a valuable whole of school resource for large presentation events. The cover was especially valuable for end of year presentations given they had to be held outdoors.

Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
Increase proportion of students attending greater than 90% of time working towards 83%	• The number of students attending greater than 90% of the time or more has increased by 0.56% towards this school based target.
Decrease proportion of students attending less than 80% of time to 5%.	• The number of students attending less than 80% of the time has decreased to 5% meeting the school target
The proportion of students reporting expectations of success, advocacy and sense of belonging at school in the	• 72.8% of students indicate a positive sense of wellbeing (Expectations for Success, Advocacy, and Sense of Belonging at School) demonstrating a slight fall below the lower bound trajectory of 75%.

TTFM Survey	
Development of Outdoor Multi purpose learning space to create positive learning environment	<ul style="list-style-type: none"> • The Piazza Cover has been completed creating an additional sheltered area for students.
Provision of innovative learning spaces that contribute to student and staff wellbeing	<ul style="list-style-type: none"> • An open area that incorporates technology and collaborative learning that is accessible for all staff to use has been completed.

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$153,282.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Cherrybrook Technology High School in mainstream classes who require moderate to high levels of adjustment.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Best Practice Pedagogy <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • additional staffing to assist students with additional learning needs • staffing release for targeted professional learning around assisting with learning needs • staffing release for individual case conferences and development of Personalised Learning and Support Plans (PLSPs) • consultation with external providers for the implementation of social skills • employment of staff to provide additional support for students who have high-level learning needs • implementation of targeted programs to differentiate teaching and learning programs • intensive learning and behaviour support for funded students <p>The allocation of this funding has resulted in:</p> <ul style="list-style-type: none"> - appropriate LaST and SLSO support given to students with funding and high support needs - SLSOs undertaking professional learning to improve their ability to cope with the students with said support - appropriate interventions with students to improve their ability to cope in a mainstream setting - whole of school PL to support teachers deal with students on the autism spectrum <p>After evaluation, the next steps to support our students with this funding will be:</p> <ul style="list-style-type: none"> - to continue to monitor students with funding for additional needs that would benefit from support, review and amend support plans accordingly and ensure additional staff are employed to support the learning and wellbeing of identified students.
<p>Socio-economic background</p> <p>\$25,222.62</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Cherrybrook Technology High School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • supplementation of extra-curricular activities • equitable access to specialist resources • providing students without economic support for educational materials, uniform, equipment and other items <p>The allocation of this funding has resulted in:</p> <ul style="list-style-type: none"> - increased access to extra curricular activities for those students whose families struggle with economic disadvantage - access to resources to enable equitable engagement with school <p>After evaluation, the next steps to support our students with this funding will be:</p> <ul style="list-style-type: none"> - to monitor for future financial needs

<p>Socio-economic background</p> <p>\$25,222.62</p>	<p>- reach out to known families as some are often too proud to ask for assistance</p>
<p>Aboriginal background</p> <p>\$5,617.93</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Cherrybrook Technology High School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • community consultation and engagement to support the development of cultural competency • staffing release to support development and implementation of Personalised Learning Plans • employment of additional staff to support literacy and numeracy programs • engaging an Aboriginal Education Officer (AEO) to facilitate improved community engagement, including the engagement of students and their families with the personalised learning pathway (PLP) process <p>The allocation of this funding has resulted in:</p> <ul style="list-style-type: none"> - our three ATSI students have a clear educational plan moving forward - support needs identified and tutoring services explored to assist - ongoing connection with family, community and Aboriginal individuals (ACLO)/groups (AECG) forges tighter bond and links - support for students to attend culturally appropriate excursions - support for submissions to external organisations such as the GO Foundation to access available scholarships <p>After evaluation, the next steps to support our students with this funding will be:</p> <ul style="list-style-type: none"> - continue to monitor progress and have conversations if additional support needed - continue to maintain connections with community groups
<p>English language proficiency</p> <p>\$137,819.00</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Cherrybrook Technology High School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Best Practice Pedagogy <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional bilingual staff to support communication • provision of additional EAL/D support in the classroom and as part of differentiation initiatives • additional staffing to implement co-teaching programs to provide intensive support for all students from EAL/D backgrounds • additional teacher time to provide targeted support for EAL/D students and for development of programs <p>The allocation of this funding has resulted in:</p> <ul style="list-style-type: none"> - the employment of two permanent/PT SLSOs to assist EAL/D students with language difficulties. For seniors this will be dedicated lessons and juniors this equates to language support and co-teaching with set classroom teacher - support for staff in devising strategies and resources that can assist with the teaching of students with EAL/D needs in mainstream classes, ie.

<p>English language proficiency</p> <p>\$137,819.00</p>	<p>translations, differentiation and scaffolding</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <ul style="list-style-type: none"> - to continue to monitor and assist where required
<p>Low level adjustment for disability</p> <p>\$188,842.85</p>	<p>Low level adjustment for disability equity loading provides support for students at Cherrybrook Technology High School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Best Practice Pedagogy <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting • providing support for targeted students within the classroom through the employment of School Learning and Support Officers • support for students in Stepping Stones English support program; and Individual Learning Plans/Profiles • employment of LaST and interventionist teacher • development of a needs-based learning and support program in which specialist staff collaborated with classroom teachers to build capacity in meeting the literacy needs of identified students • engaging specialist staff to collaborate with classroom teachers to build capability in meeting the literacy needs of identified students <p>The allocation of this funding has resulted in:</p> <ul style="list-style-type: none"> - SLSO support for classroom teachers - LaST and SLSO support in modifying and differentiation of lessons to suit students with particular learning needs - improvements in the engagement and learning outcomes of students with particular learning needs <p>After evaluation, the next steps to support our students with this funding will be:</p> <ul style="list-style-type: none"> - continue to monitor students progress to ensure learning needs are being met - assess referrals for needs for extra support
<p>COVID ILSP</p> <p>\$22,424.00</p>	<p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2021.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employment of teachers/educators to deliver small group tuition • providing targeted, explicit instruction for student groups in literacy • employing/releasing staff to coordinate the program <p>The allocation of this funding has resulted in:</p> <ul style="list-style-type: none"> - employment of experienced English casual teacher to provide intensive tuition on a regular basis in literacy - ongoing support for identified students in need of assistance with literacy <p>After evaluation, the next steps to support our students with this funding will be:</p> <ul style="list-style-type: none"> - there is likely to be a need for ongoing work here as when COVID hit and

<p>COVID ILSP \$22,424.00</p>	<p>'learning from home' was re-established it was difficult to engage with these students</p>
<p>SLSO EALD Additional Support \$18,953.00</p>	<p>These funds have been used to support improved outcomes and the achievements of staff and students at Cherrybrook Technology High School</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Best Practice Pedagogy <p>Overview of activities partially or fully funded with this allocation include:</p> <ul style="list-style-type: none"> • The employment of two permanent PT SLSOs with the ability to undertake translation services (mainly Mandarin and Korean) for students struggling with the English language. They also contributed to differentiation of lessons and scaffolding to assist both staff and students <p>The allocation of this funding has resulted in: Students coping better with the expectations of school and being able to engage with learning in a language that is not their core spoken language</p> <p>After evaluation, the next steps to support our students with this funding will be: Continue with the servives of the SLSO staff as indicated in the activities</p>



The annual CTHS Sleep Out Appeal - raising money for Stepping Stone House who provide housing for homeless youth.

Student information

Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	1087	1111	1144	1131
Girls	894	893	868	872

Student attendance profile

School				
Year	2018	2019	2020	2021
7	95.8	95.4	97.6	95.8
8	95	93.8	96.4	94.6
9	93.5	93.7	95.4	94.3
10	93.3	92.4	95.9	92.4
11	94.9	93.7	96.4	93.7
12	94.9	94.4	96.2	93.7
All Years	94.6	93.9	96.3	94
State DoE				
Year	2018	2019	2020	2021
7	91.8	91.2	92.1	89.7
8	89.3	88.6	90.1	86.7
9	87.7	87.2	89	84.9
10	86.1	85.5	87.7	83.3
11	86.6	86.6	88.2	83.6
12	89	88.6	90.4	87
All Years	88.4	88	89.6	85.9

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 2021 the school had a total enrolment of 2,003 students. This is fairly consistent when compared with previous years. 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.

Attendance

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

Attendance figures in 2021 were calculated differently to align with the third edition of ACARA's National Standards for

Student Attendance Data and Reporting. Changes include treating partial absences over 120 minutes as a half day absence (instead of their actual value, calculated as a proportion of a nominal 6-hour day) and covers all weeks during Semester 1. Prior to 2021, the final week of Term 2 was excluded.

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

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

Management of non-attendance

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

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

Post school destinations

Proportion of students moving into post-school education, training or employment	Year 10 %	Year 11 %	Year 12 %
Seeking Employment	2	2	2
Employment	1	1	2
TAFE entry	1	2	2
University Entry	0	0	90
Other	0	1	3
Unknown	0	1	1

There were 92 responses to the 2021 Destination Survey, which represents less than 40% the 2021 Year 12 cohort. There were 3 respondents who identified as Aboriginal and Torres Strait Islander.

In response to the question, "Have you received an offer for any of the following?", 90% of the respondents indicated that they were going to university, 2% have commenced a traineeship, 1% were attending a private college and 1% have commenced an apprenticeship.

Year 12 students undertaking vocational or trade training

8.44% of Year 12 students at Cherrybrook Technology High School undertook vocational education and training in 2021.

Year 12 students attaining HSC or equivalent vocational education qualification

98.7% of all Year 12 students at Cherrybrook Technology High School expected to complete Year 12 in 2021 received a Higher School Certificate or equivalent vocational education and training qualification.

Year 12 Post School Destinations

There were 244 students from the 2021 Year 12 cohort who received at least one university offer from the University Admissions Centre (UAC). The post-school destinations data represented below are based on responses reported by students or the latest course offer recorded through UAC.

The number of offers to Macquarie University (92), University of New South Wales (52) and UTS (29) was similar to previous years. Similarly, the increasing trend of students applying for universities outside of Metropolitan Sydney as well other tertiary education providers has continued in 2021. A small number of students also received offers from interstate universities and included University of Queensland, University of Tasmania and the Australian National University.

Course Offers by Industry Areas

(Highest to Lowest)

Business / Accounting - 49

Engineering - 34

Design / IT- 27

Science- 25

Medicine / Dental / Health - 23

Arts - Communication/English/History - 21

Education - 18

Law - 16

Social / Welfare / Psychology - 14

Architecture / Building - 12

Defence / Police - 3

CAPA - 2



Year 12 students - recipients of awards at our High Achievers Assembly 2021

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	3
Head Teacher(s)	20
Classroom Teacher(s)	97.4
Learning and Support Teacher(s)	0.7
Teacher Librarian	2
Teacher ESL	0.8
School Counsellor	1
School Administration and Support Staff	21.77
Other Positions	2

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

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

Workforce ATSI

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

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

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

Teacher qualifications

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

Professional learning and teacher accreditation

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

Due to COVID and associated restrictions around social distancing many professional learning opportunities were conducted on what has become the new norm - online. As a result professional learning undertaken by Cherrybrook Technology High School staff in 2021 was somewhat reduced on previous years. Expenditure amounted to \$86, 245 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 \$684

School Development Days in 2021 began with a presentation by Dr Kristy Goodwin, looking at the digital distractions that can influence learning so much in today's modern technological world. Dr Kristy provided some well researched data to support her findings and a range of practical solutions that both staff and parents could find useful in managing student attention, both in the classroom and at home. Dr Kristy also conducted a parent seminar in the evening to inform our parents of the issue and provided some thoughtful strategies to address the issue. Parent feedback on the seminar was very positive.

A presentation by representatives from the DET leadership group on the new High Potential and Gifted Education (HPGE) Policy on the second of our staff development days was met with mixed feedback and will require further work moving forward.

Our Term 2 Staff Development Day was focussed on 'data and evidence' and its role in making better decisions. A presentation by a well respected researcher from CESE and the NSW Bureau of Crime Statistics and Research received a mixed reaction from evaluations undertaken. The intention was to build on the good work covered in this presentation and consolidate some of the introduced concepts in our Staff Development Day in Term 3.

When COVID returned at the end of Term 2 and into Term3 we were forced to move back into remote learning again. As a consequence, the Term 3 Staff Development Day was cancelled and time was allocated for staff to undertake further planning to cater for the digital demands of 'learning from home' again.

In addition to this, all online mandatory DET training courses were completed and time was allocated to KLA Head Teachers to address needs identified within their faculty around delivery of quality teaching, learning, programming and assessment. All staff attended and participated in the planned sessions of Staff Development professional learning undertaken throughout 2021. Teacher Accreditation - In 2021, we had two of our seven beginning teachers gain their accreditation at the Proficient level. We have no teachers at Highly Accomplished or Lead status.



James Tockuss - CTHS Alumni member. RAAF pilot flying over Antarctica. Key note speaker at High Achievers Assembly 2021

Financial information

Financial summary

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

	2021 Actual (\$)
Opening Balance	5,417,366
Revenue	21,373,929
Appropriation	19,490,126
Sale of Goods and Services	18,007
Grants and contributions	1,846,454
Investment income	6,167
Other revenue	13,175
Expenses	-21,303,187
Employee related	-18,334,921
Operating expenses	-2,968,267
Surplus / deficit for the year	70,742
Closing Balance	5,488,107

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.

*Voluntary school contributions - as at August, 2020, these were down on previous years. Given the situation with the continuation of COVID restrictions and the effect of mandatory lockdowns on families and parents' employment and job security in general, the school chose to take a 'hands off' approach to voluntary school contributions.. Whilst revenue was reduced due to the effects of COVID, expenditure overall was also down.

*Revenue - 2021 continued to be a year of financial consolidation as we looked to finalise some ongoing Capital Works Program and plan for future ones. The School, in conjunction 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. Work on this project was completed in 2021 and this area has become very popular amongst the senior students for the shade benefits it provides and a cover during inclement weather.

After holding off on the proposal to enter into a lease for a school minibus in 2020, the decision was made to move on this in 2021. The school took delivery on the new minibus in July 2021 but sadly, once again, excursions were not possible due to DET COVID operational restrictions. The bus sat under the new covered Piazza area for some months awaiting some use. The minibus will provide much needed flexibility for the transport of our sporting teams and smaller senior classes to organised events and excursions. The construction of a bus bay/storage area was eventually completed and now houses the minibus in a safe setting.

*Expenditure on student curriculum materials, resources and technology continued but not to the same level as previous years. The recurring annual cost for the use of CANVAS, whilst significant, is money well spent. If the COVID 'remote learning' periods have taught us anything, it's the absolute value a structured learning management system such as CANVAS provides to both staff and students to maintain the continuity of learning under difficult circumstances.

The school continues to support KLA's financially with appropriate resources, including textbooks and other teaching resources. However, the 'remote learning' periods associated with COVID have demanded online access to textbooks to provide flexibility of access. As publishers move increasingly to this mode of delivery, as a school we are following the trend and many KLAs have moved to the use of online textbook versions.

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.



The new CTHS Minibus gets the tick of approval from Year 12 students. Jointly funded by CTHS P & C.

Financial summary - Equity loadings

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

	2021 SBAR Adjustments (\$)
Targeted Total	153,282
Equity Total	357,503
Equity - Aboriginal	5,618
Equity - Socio-economic	25,223
Equity - Language	137,819
Equity - Disability	188,843
Base Total	17,806,198
Base - Per Capita	496,041
Base - Location	0
Base - Other	17,310,157
Other Total	840,881
Grand Total	19,157,863

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.



CTHS Athletics Carnival

School performance - NAPLAN

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

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

Our NAPLAN results for 2021 speak for themselves.

When looking at the average scores of students in key domains

In Year 7:

Numeracy: CTHS: 621; Like schools: 594; State: 547

Reading: CTHS: 587; Like schools: 573; State: 534

Writing: CTH:S 570; Like schools: 555; State: 516

In Year 9:

Numeracy: CTHS: 652; Like schools: 626; State: 587

Reading: CTHS: 622; Like schools: 611; State: 568

Writing: CTHS: 598; Like schools: 584; State: 541

Translating this into "At or expected growth comparisons:

In Year 7:

Numeracy: CTHS: 84%; Like schools: 76%; State: 63%

Reading: CTHS: 65%; Like schools: 58%; State: 46%

Writing: CTH:S 71%; Like schools: 65%; State: 54%

In Year 9:

Numeracy: CTHS: 60%; Like schools: 50%; State: 49%

Reading: CTHS: 72%; Like schools: 63%; State: 52%

Writing: CTHS: 69%; Like schools: 65%; State: 55%

These results show some very favourable growth rates between our Year 7 and 9 students in comparison with 'Like schools' and the state

On the Premiers Priority, looking at average percentage of NAPLAN results in Reading and Numeracy in the Top 2 bands, we achieved a result of 57.13% in 2021, up from 55.59%. An excellent result!

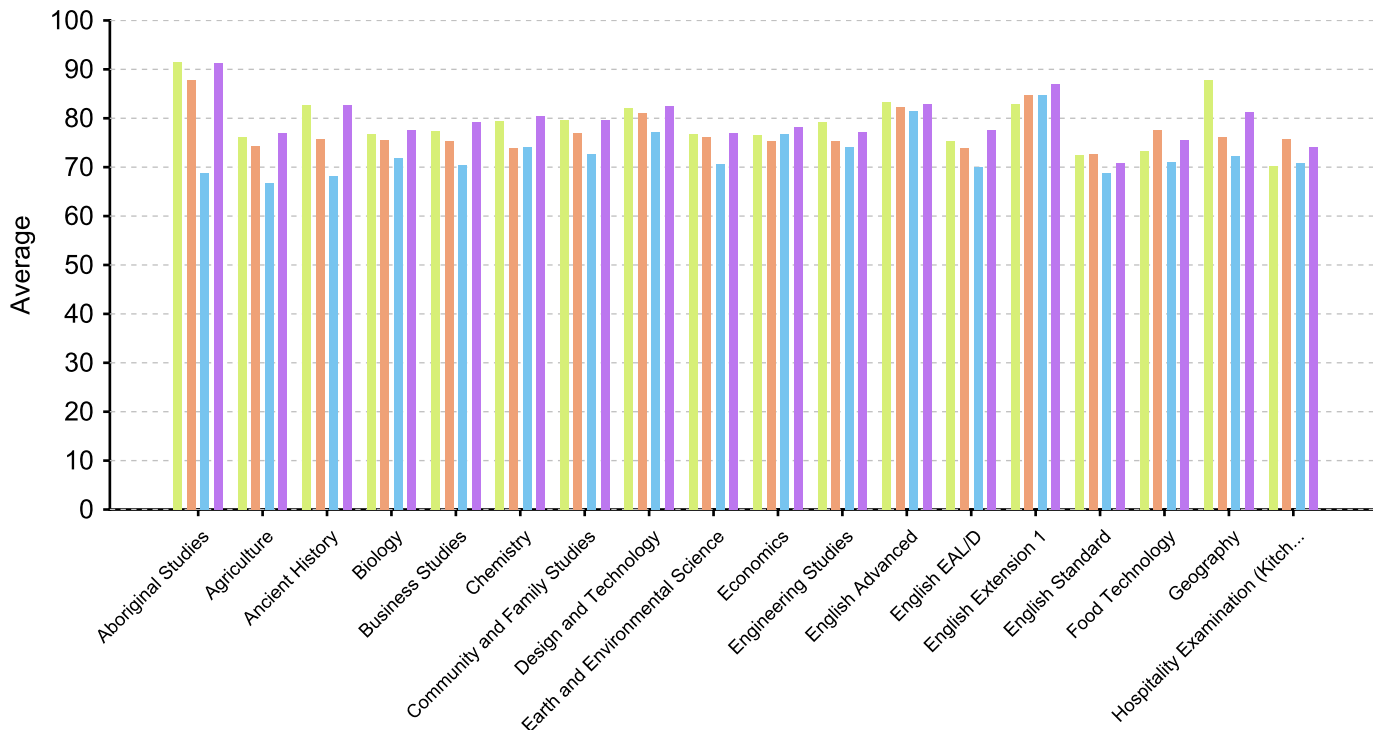


Stage 5 Textiles class - Japanese inspired and made outfits

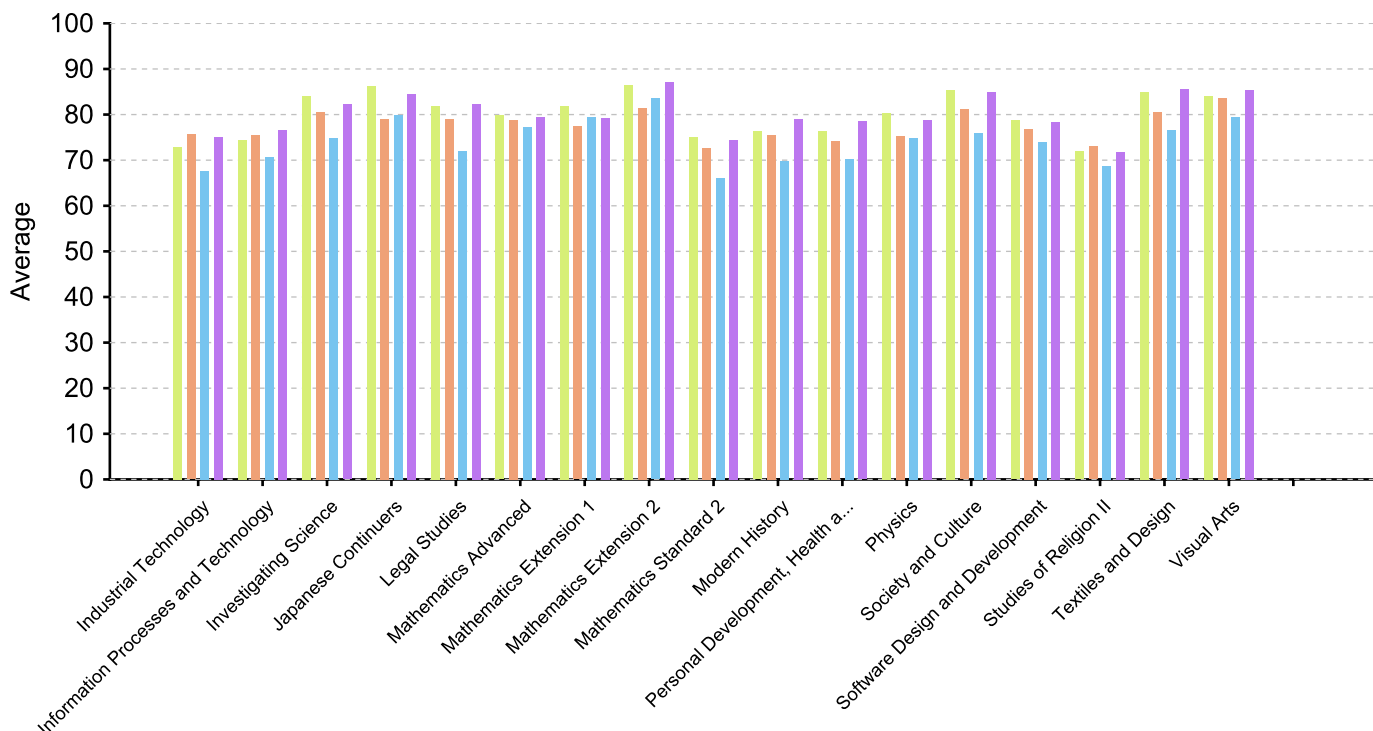
School performance - HSC

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 2021 (Green), SSSG Average 2021 (Orange), State Average 2021 (Blue), School Average 2019-2021 (Purple)



Legend: School 2021 (Green), SSSG Average 2021 (Orange), State Average 2021 (Blue), School Average 2019-2021 (Purple)

Subject	School 2021	SSSG	State	School Average 2019-2021
Aboriginal Studies	91.5	87.8	68.8	91.3
Agriculture	76.1	74.4	66.7	77.0
Ancient History	82.7	75.8	68.1	82.7
Biology	76.7	75.5	71.9	77.5
Business Studies	77.4	75.4	70.4	79.2
Chemistry	79.4	74.0	74.1	80.4
Community and Family Studies	79.6	77.0	72.7	79.6
Design and Technology	82.0	81.1	77.2	82.5
Earth and Environmental Science	76.8	76.1	70.6	77.0
Economics	76.6	75.4	76.7	78.1
Engineering Studies	79.2	75.3	74.1	77.2
English Advanced	83.4	82.3	81.4	82.9
English EAL/D	75.4	73.9	70.0	77.6
English Extension 1	83.0	84.7	84.8	87.1
English Standard	72.5	72.8	68.8	70.8
Food Technology	73.3	77.5	71.0	75.5
Geography	87.9	76.3	72.4	81.4
Hospitality Examination (Kitchen Operations and Cookery)	70.3	75.7	70.8	74.2
Industrial Technology	72.9	75.6	67.7	75.0
Information Processes and Technology	74.5	75.5	70.8	76.6
Investigating Science	84.0	80.6	74.9	82.2
Japanese Continuers	86.3	79.0	79.9	84.4
Legal Studies	81.9	79.0	72.0	82.3
Mathematics Advanced	79.8	78.9	77.4	79.6
Mathematics Extension 1	81.9	77.4	79.5	79.3
Mathematics Extension 2	86.4	81.5	83.5	87.1
Mathematics Standard 2	75.1	72.6	66.1	74.5
Modern History	76.3	75.5	69.7	79.1
Personal Development, Health and Physical Education	76.4	74.2	70.3	78.5
Physics	80.4	75.3	74.8	78.9
Society and Culture	85.3	81.1	76.0	84.9
Software Design and Development	78.7	76.9	74.0	78.4
Studies of Religion II	71.9	73.0	68.8	71.9
Textiles and Design	85.0	80.5	76.6	85.5
Visual Arts	84.1	83.6	79.4	85.5

A review of the 2021 HSC revealed many, many outstanding results. Interestingly we have received a number of positive reports in the press detailing the school's consistency over many years and congratulating our students on their capacity to stay positive and focused throughout the difficulties, confusion and uncertainty of their final two years. The stories were accompanied with some excellent photographs of a number of our high achievers.

Chief among the many excellent performers were the seven students who achieved results, which led to each of them being recognised in the all-rounders awards. Their achievement was particularly noteworthy.

These students were:

Sonia Davidov, Madison Fleming, Wendy Fu, Pahan Gunaratne, Kai Sequeira, Alisha Sood and Xiao Wu who each scored a band six (or the highest band available) in each of their courses of study.

The student with the highest ATAR was Pahan Gunaratne with an ATAR of 99.05

We also had three students who achieved a top ten place in five separate courses of study, Madison Fleming in PD/H/PE and Society and Culture, Jo EE Ng in Japanese and James Gelding in Mechanical Technology (Automotive).

An analysis of students ATARs that the school has been able to gather, revealed at least 65 students scored ATARs greater than 90. In total 129 students from the class of 2021 were recognised on the NESA Honour Roll for a total of 246 credits.

Pleasingly, beyond these students, we also had the vast majority of Year 12 students achieve their personal goals and gain entry into the course of their choosing or commence work in their field of interest.



Art Express excursion for Visual Arts students

Parent/caregiver

Parents from our P & C participated in a SWOT analysis of the school at the end of 2021 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. Strengths included: positive feedback on the move to online Parent/Teacher evenings allowing for more flexibility in delivery for both parents and teachers alike; affirmation that our communication as a school during the learning from home period was clear and regular and appreciated greatly by parents; the use of positive letters during the 'home learning' period to provide motivation to students and assist with their wellbeing; and the universal commendation from all in attendance that the live broadcasts that we adopted for major ceremonies, where an audience was not possible due to COVID restrictions, allowed for a suitable celebration of learning to occur but with an added benefit of engaging with families who had relatives overseas to also celebrate in the occasion.

Many of the opportunities suggested revolved around the technology alternatives that had been put in play during the 'remote learning' period. These included: the use of the live broadcasting option for creative domains; use of online exams and opportunities to better ready students for the post school study options; and the approach undertaken with students to ensure their physical health was maintained with inventive sporting options to engage them. Weaknesses were few in number but generally reflected the issues that we were seeing from students given the disruptions to their learning and not undertaking physical face-to-face learning. Threats included the bus stop opposite the school which continues to raise issues and the role of social media given students were on their devices more than normal. Our parent feedback is always greatly appreciated and will continue to guide our direction as a school moving forward.

Student

A number of KLAs have instituted survey's to gain feedback from students to assist staff in better planning lessons that best meet the learning needs of our students. The LOTE KLA have done this for both Year 8 and Year 10 students. The Year 8 survey, for example, investigated the following: what teaching strategies students learnt best from and those they didn't; what aspects of learning contributed most to their enjoyment of the subject; what aspects they found most difficult; the time spent on the lesson at home; how difficult the subject material was compared to other subjects they were doing; and whether they were considering picking a language as a subject moving into Stage 5 and why or why not. This information gathered has proved invaluable to the LOTE KLA. They are using it to plan more effective teaching and learning strategies which not only addresses the needs of our students but helps contribute to the success of the LOTE KLA across the school in a subject that is in decline in many other schools across the state.

The CAPA KLA have started down a similar path to gain a better understanding of why or why not students are choosing to study their subjects and reflect on the learning in the classroom as a means to improve this.

Teacher satisfaction

To be fair to staff, the last couple of years have been extremely taxing on their wellbeing on many levels. COVID and the associated restrictions, from both the broader level of the NSW Department of Health and to the more micro level of how the Department's interpretation of the regulations at a school level impacted in many ways. The delivery of lessons, the movement of students around the school and the activities that were allowed and those that weren't, and the expectations of students and their parents with the online learning environment have contributed to teacher burnout. As a school, the Executive team have tried to shield a lot of the minutiae from staff, to allow them to focus on the things that matter, that is, our core purpose, teaching and learning. Feedback from staff during this period indicated they were pleased with the approach the School had taken in our attempt to address their declining wellbeing during the tough COVID period.



Year 12 students at the CTHS Athletics Carnival

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.

Aboriginal Education - School statement

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.

Our efforts in these area are evident from the following activities:

- Sadly, we were unable to deliver an important assembly, that is always on the school calendar, NAIDOC Week. This student-directed assembly would normally be delivered to all Year groups but due to COVID and the associated restrictions we were unable to do this.

- Personalised Learning Plans (PLP's) were developed for our three 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. This is done in consultation with parents and the Aboriginal Community Liaison Officer (ACLO).

- Two of our ATSI students applied for and were successful in gaining a GO Foundation scholarship aimed at providing mentoring, leadership, networks and support for them on their journey from school to employment. Tim Walker (Year 12) was given the prestigious honour of being master of ceremonies for one of *Go Foundations* presentation evenings.

- Cherrybrook Technology High School student successes in Aboriginal Studies in the HSC continued in 2021 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.

- Cherrybrook Technology High School has continued to work with community, including parents, other High Schools, the Aboriginal Education and Engagement Officer and the Aboriginal Community Liaison Officer in negotiation of school projects, marking student work and development of student PLP's. This is a direction the school is endeavouring to develop further in alignment with the new Partnership Agreement with the AECG. As a school we are planning to deliver the new professional learning course on Aboriginal Perspectives at a future Staff Development Day. Sadly due to COVID, this was not possible in 2021.

- A school based Aboriginal Education Committee was formed in 2021 to ensure aboriginal education is embedded throughout the school community. This team attend regular AECG meetings to ensure an ongoing relationship is maintained between the school and the wider Aboriginal community. They are also instrumental in collaboratively working with other schools in the teaching and marking of HSC Aboriginal Studies major projects to ensure growth from a community of teachers perspective.

- Stage 6 Aboriginal Studies students attended an overnight excursion to Mugamurra which contributed greatly to learning on country.

Anti-Racism Policy

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

Anti-Racism - School statement

Due to COVID restrictions the Anti-Racism Contact Officer (ARCO) and the Social Justice group were unable to run the themed assemblies they would normally conduct during the year to build understanding of cultural diversity and anti-racism initiatives within the school community.

Multicultural Education Policy

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

Multicultural and anti-racism education - School Statement

Sadly, due to COVID restrictions, many annual international events had to be put on hold. This includes our annual International Day assembly which is traditionally a highlight for students and staff alike. All study trips to international sister schools were put on hold indefinitely.

However, students in the Year 10 French language class exchanged emails and video recordings (shared via Google drive) on the project "homes and neighbourhoods in Australia and France" with their buddies in our sister school "Lycee Emilie de breteuil" . This project was very successful and one of the students' recordings has been uploaded on the school website under the LOTE curriculum.

Other School Programs (optional)

PNG Aus Connect Partnership

The partnership with our sister school in PNG - Sogeri National High School, remains strong but COVID restrictions continued to hamper the program in 2021. A critical component of the program is the visits made by PNG staff and students to participating Australian schools and vice versa. Sadly this aspect was cancelled in 2020 due to the closing of international borders and the COVID situation had not improved demonstrably in PNG for the DET to consider allowing overseas trips to recommence in 2021. Programs continued to run online but the hurriedly prepared learning activities, to cater for participating schools in the online environment, have struggled to engage students and staff alike. We continue to support our friends in PNG and hope they stay safe against the ravages of COVID. At the end of 2021 we were quizzed as to our interest in engaging in another three year stint in the program. As a school, we feel there is still more to contribute. We feel compelled to continue with our involvement, particularly for the good of our sister school Sogeri National High School. The program moving forward into 2022 looks to be substantially better in focus and activities.



Students and staff - PNG/Aus Connect