

# 2022 Annual Report

## Cherrybrook Technology High School



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# Introduction

The Annual Report for 2022 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

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## Message from the principal

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Despite a few ups and downs, 2022 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 2021 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.

Ms Georgia Winkcup, a wonderful alumna from the class of 2013, an Olympian and a great supporter of our school, gave an inspirational speech that ranged over many things including the excellent foundation she gained at this school and how this helped prepare for her future.

The future is certainly very bright for our class of 2021 with seven students achieving the top band in each of their courses of study. We also had 4 students who were among the top 20 students in the state in a course of study. Sixty eight students scored an ATAR in excess of 90 and five students had their major works selected for major NESA exhibitions.

In the junior years our students continued to achieve at a very high level, with excellent results in NAPLAN and the state-wide Science valid test.

In sport, we had a bumper year, with students relishing the opportunity to once again be actively involved. Individually we had some great success with fifteen separate students representing or gaining selection in Combined High School squads whilst Sophie Burnett, Kye Hickman, Marius Boll and Sarah Koot progressed to NSW all schools and national level.

In major team sports, the boys open Hockey and the girls' open baseball emerged as Northern Sydney champions with the girls going on to second in the state. Pleasingly, the final of the Northern Sydney boys Davidson Shield cricket late in the year saw Cherrybrook cruise to victory and now move into the state quarter finals.

Once again, as a school, we were Kuring-gai zone champions following our ongoing success in the major carnivals and Grade Sport competition.

In the area of performing arts, it was fabulous to have our students once again able to practise and perform. Ensemble groups went from strength to strength culminating in our recent MADD night. The Redbacks Cheer Group, in their first year, won a range of major competitions and our Dance and Drama ensembles were selected for regional and state performances where they did exceptionally well.

In the field of technology, we continued to lead the state with our cutting edge use of the CANVAS learning management system and the progressive updating of our hardware right across the school.

We continued to promote our international programs despite COVID, with online links to Japan and Sogeri National High School in Papua New Guinea.

Again in 2022, our student leaders did a great job, re-establishing a sense of school community following the lockdown years 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.

2022 was the the year that marked thirty years of Cherrybrook Technology High School, a school purpose built for only eight hundred students but one which has grown to be a fabulous community of over two thousand students, a school which has undergone several major building programs and which will see a new purpose built STEM facility commence in the near future. We are a school that has led the way in Technology, a school that has achieved great things academically, a school that in our short history has produced a number of Olympians, a school that is recognised internationally, and as we face the next thirty years, a school that as always, brims with optimism.

Our school is about supporting students to achieve their personal best, no matter what field it is in. It is about offering opportunities and equity for all. It is now vital that we can continue to offer the opportunities to allow our students to reach their full potential. Anything less and one of the foundation stones of our democratic country, the right of all children to a quality education, a fair go for all, will be rapidly diminished. I'm absolutely certain none of us would want that.

Next year will be a busy year with plans to further upgrade technology, to implement a whole of school well-being program aimed at increasing student resilience, to begin the implementation of new NESA curriculum, to construct the new STEM building which has been two years in the planning and a Year to finally switch on air conditioning to every classroom in the school.

So I'd like to thank everyone, students, parents and the teaching staff for their support in 2022. Let's charge on towards 2023 and indeed the next thirty years with confidence and a sustained commitment to our young people.

### Message from the school community

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Reflecting on the 2022 P & C year, it brought a smile to me, as the last time we met with an incoming Year 7 was in 2019. So, 2022 brought back the returning of onsite learning, award presentations, performances, band, meeting the Year 6 into 7 students and families. It was good to be back; good for the school, employees of the P & C, parents, and students and our community in general.

A benefit from the past few years of restrictions has been the continued live streaming of key events to families across the globe, which many families with relatives overseas have taken advantage of.

However, with our returning, there was a downside in Volunteer participation. We hit an all time low in Canteen volunteers sadly from the heady heights of 71 helpers in 2019 to a low of 51 in 2022. Sadly, as busy lifestyles engage parents' time even moreso, I suspect this trend will continue.

In the past, many parent volunteers came from Year 7 and stayed until their children finished year 12. This is certainly not the case now.

Speaking of Volunteers, 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 throughout the year.

2022 saw an event of significance occur. The P & C appointed its first Life Member in Mr Tim Spencer. Tim's contribution to the P & C has been significant, and he continues as an advisor to the P & C Federation to this day.

CTHS continued to deliver many outstanding academic results and a consistent positive learning environment. In fact, 2022 was a great year.

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.

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

Our key project was participating in the steering group for the newly approved STEM building.

Targeted ongoing support includes:

- Canteen services and upgrades
- Student cultural, academic and welfare support
- Funding for key learning areas to supplement academic activities
- Technology support
- Catering for school events

- 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. Thank you to Chris and Irlene, and your team. You do a great job to provide a seamless service within the resources presently available.

The school Alumni Association continues to grow and deliver engaging and inspirational speakers. A special thank you to Sara Mitchinson who has now finished in her role supporting and steering this wonderful, now established initiative.

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 as it remains our biggest source of funds.

Looking forward; we welcome parents and other members of the community who are interested in joining this wonderful school P & C as it's time for a new P & C to continue the fine work of others past.

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 given and hope to hear in the future many more of you joining in.

Spread the word.

It's been a privilege to serve on this P & C and I wish you well in the coming years.

Ron Harrop

President

CTHS P & C Association



Year 12 Graduation Ceremony

## 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 2016, 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.

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.



Year 12 Formal

## Self-assessment and school achievement

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

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

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

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

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

### Self-assessment using the School Excellence Framework

Elements	2022 School Assessment
LEARNING: Learning Culture	Excelling
LEARNING: Wellbeing	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

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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

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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

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**Professional learning:** \$12,000.00

### Summary of progress

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#### *Teacher Professional Learning*

RAP & HSC Analysis were completed at the start of the 2022 school year. Analysis of NAPLAN data was difficult as the results were delivered very late in the year due to delays associated with a low student uptake of the exams across the state. It is hoped the early start to exams in 2023 will make this a more meaningful exercise.

Professional learning for staff on Aboriginal perspectives was held off due to issues with securing representatives from our regional office to visit the school for face to face sessions. The DOE is planning a focus on this for all staff in Term 2, 2023. At CTHS the school is looking to complete this across the later part of 2023 to use available resources more effectively.

Explicit teaching continued to be a focus for the school. This was a focus for the Term 2 Staff Development Day and many staff from a variety of subject areas enrolled in the HSC High Leverage Strategy PL sessions to support this. Many staff came back from these sessions and shared their learnings with the rest of their KLA.

#### *Strengthening Classroom Practice*

The school created role to assist Head Teachers and classroom teachers better engage with key whole school and KLA goals related to 'explicit teaching' continued in 2022. The Head Teacher, Teacher Mentor/Student Programs, worked substantially with the Science KLA after significant success with the Maths KLA in 2021. The focus for the Science KLA was driven by a quest to improve student engagement which would ultimately feed into better student outcomes. A student survey was developed and administered looking at the types of activities undertaken in the classroom that students not only enjoyed but felt they learnt best from. Results were collated and presented at a special meeting of all Science staff. From this, staff were tasked with developing a lesson of their choice that was driven by the survey results. Teachers had to deliver the course and be observed by a colleague. Quality feedback and peer discussions occurred after the lesson with a focus on where the lesson went well and where it could be improved. Such was the success of this project it was presented at an Executive meeting and following on from this at a whole school Staff Development Day. This initiative will continue into 2023.

#### **Aboriginal Education**

We had three three Aboriginal students who sat for the HSC in 2022 and were successful in their endeavours. A reinvigorated Aboriginal Education team has undertaken extensive work to ensure students maintain their cultural identity as a result of a number of activities taken throughout the year. NAIDOC celebrations ran for three days including a whole school assembly, performances by Majeda Beatty (Torres Strait Island woman) and traditional Aboriginal games on the oval. HSC and Preliminary Aboriginal Studies classes undertook a camp on local Country with visits to Gibberagong EEC and Canberra to support Major Project work. All students in Year 7 undertook an excursion to Gibberagong EEC to support delivery of the History syllabus. Community members have visited the school to engage and share with students and consult on major projects. Funding was achieved through the Go Foundation for our HSC students to assist with their studies and other extra-curricular endeavours. Greater engagement with our Aboriginal community has been sought through our local school meetings and steps have been put in play to encourage this. The school's representation at AECG meetings has also notably improved. A great deal of planning has been undertaken to

provide professional learning opportunities for staff in 2023 focussed on Aboriginal perspectives.

### 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
<p><b>HSC Achievement</b></p> <p>Improvement in the percentage of students achieving in the Top 2 Bands by 5%.</p>	<ul style="list-style-type: none"> <li>• 58.4% of HSC students attained results in the top two bands demonstrating progress toward the lower bound target.</li> </ul>
<p><b>NAPLAN - Reading</b></p> <p>Improvement in the percentage of students achieving in the Top 2 Bands in reading to reach 46%</p>	<ul style="list-style-type: none"> <li>• 40% of students achieved in the top two bands in NAPLAN <b>reading</b>, indicating progress is yet to be seen in the lower-bound target.</li> </ul>
<p>Increase percentage of students' achieving expected growth in reading in line with Annual Trajectory Lower Bound of 67.6%</p>	<ul style="list-style-type: none"> <li>• Expected growth cannot be calculated as NAPLAN was not conducted in 2020, and compared student performance results are not available.</li> </ul>
<p><b>NAPLAN - Numeracy</b></p> <p>Improvement in the percentage of students achieving in the Top 2 Bands in numeracy to reach 63%</p>	<ul style="list-style-type: none"> <li>• 57% of students achieved in the top two bands in NAPLAN <b>numeracy</b>, indicating progress yet to be seen toward the lower-bound target.</li> </ul>
<p>Increase percentage of students' achieving expected growth in numeracy working towards lower bound target of 74.69%.</p>	<ul style="list-style-type: none"> <li>• Expected growth cannot be calculated as NAPLAN was not conducted in 2020, and comparative student performance results are not available.</li> </ul>
<p>Ensure all Aboriginal students attain the HSC whilst maintaining their cultural identity.</p>	<ul style="list-style-type: none"> <li>• 100% of Aboriginal students completed the HSC whilst maintaining their cultural identity.</li> </ul>



## 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.

- HSC Mentoring Program - Study Hub
- Best Practice Pedagogy

### Resources allocated to this strategic direction

**Professional learning:** \$6,000.00

**Integration funding support:** \$141,720.00

### Summary of progress

#### Boys HSC Mentoring Program

The uptake of the program in 2022 did not meet expectations after the introduction of the program in 2021.

Despite the best efforts of the staff delivering the program, students did not engage with the planned activities as expected and this was put down to the group being more diverse and less engaged as a cohort.

The one on one mentoring sessions were reasonably successful. However, the group sessions were less well attended.

On reflection, the program will take on a new direction in 2023 to better suit the type of students at CTHS and what works best for their learning needs. A more collaborative study approach will be introduced in 2023.

The program will morph into a study program for both males and females.

#### Best Practice Pedagogy

Professional learning continued to support the school focus of 'explicit teaching'. A presentation by Assoc Prof Wayne Sawyer on the HSC High Leverage strategies was well received by staff. This supported KLA approaches being implemented as a result of HSC RAP analysis undertaken. In addition, many staff enrolled in professional learning courses offered by the DOE for some subjects, focussed on these strategies.

The provision of learning support, EALD assistance and SLSO support continued to be an essential component for students with specific learning needs.

A literacy team was established in Semester 2 and they began to set targets for 2023.

COVID ILSP tutoring was active for the start of 2022 but was impacted by the loss of the Learning Support teacher midway through the year.

### 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 1%	• 2022 HSC results revealed a widening of the gap between boys and girls results similar to previous years for Bands 5 & 6.
Improve the percentage of NAPLAN writing scores by 1% for the Top 3	• 68% of students achieved in the top three bands in NAPLAN writing indicating achievement above the 2021 school based target

Bands	<ul style="list-style-type: none"> <li>• As a school we continue to deliver excellent results in Year 9 Writing in Bands 8 - 10. We have achieved above our impressive 2021 result of 65% by 3% in these bands</li> </ul>
Maintain performance of students in numeracy in line with system negotiated targets of 63%.	57% of students achieved in the top two bands in Year 9 NAPLAN <b>numeracy</b> indicating progress towards the lower boundary target
<p>Greater than 95% of classrooms equipped with Promethean boards</p> <p>-Increase percentage of staff using Canvas for online work (analytics)</p> <p>- Student activity on Canvas</p>	<ul style="list-style-type: none"> <li>• All classrooms have access to Promethean boards to assist with the use of Canvas as a learning management system</li> <li>• The majority of staff and all students are now actively using CANVAS in their everyday learning activities</li> </ul>

## Strategic Direction 3: Wellbeing and Resilience

### 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:** \$25,000.00

### Summary of progress

2022 saw a range of targeted wellbeing programs devised and structured to meet the needs of each cohort.

The delivery of whole year presentations was limited due to restrictions on group mingling within school settings.

While attempts were made to meet school expectations, due to demand on the services of presenters from a range of schools, not all programs were able to be delivered.

A range of individualised and targeted programs addressing specialised wellbeing needs were delivered successfully to students from a range of year groups.

The school has delivered a range of online parent seminars to complement the cohort programs students have participated in and these were well received.

Attendance targets have shown a decline over 2022 due to the expectation that parents should keep unwell students home.

A new procedure to address the unexplained absences of students was implemented in the second half of 2022 and will be continued into 2023.

Wellbeing data from Tell Them From Me was not available for 2022.

The increased number of covered areas have provided positive learning environments for staff and students as well as additional safe spaces during break times. We continue to install equipment to better use these spaces by 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
<b>Attendance</b> - Increase proportion of students attending greater than 90% of time to 85%.	<ul style="list-style-type: none"><li>• The number of students attending greater than 90% of the time or more has decreased to 61% due to increased monitoring of student health and safety protocols.</li></ul>
<b>Wellbeing</b> - Maintain proportion of students reporting success, advocacy and sense of belonging at school as measured by	<ul style="list-style-type: none"><li>• 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%.</li></ul>

Tell Them From Me data	
Development of Outdoor Multi purpose learning space to create positive learning environment	<ul style="list-style-type: none"> <li>• The Piazza Cover has been completed creating an additional sheltered area for students.</li> <li>• The next phase has involved an investigation of increased seating options for students now using this area.</li> </ul>
Continued focus on the refurbishment program to upgrade classroom learning spaces.	<ul style="list-style-type: none"> <li>• 2022 has seen an ongoing approach to refurbishing technology and collaborative learning spaces to improve teaching and learning options across the school.</li> </ul>

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$141,720.00</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><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Best Practice Pedagogy</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• additional staffing to assist students with additional learning needs</li> <li>• staffing release for targeted professional learning</li> <li>• staffing release for individual case conferences and development of Personalised Learning and Support Plans (PLSPs)</li> <li>• consultation with external providers for the implementation of social skills</li> <li>• employment of staff to provide additional support for students who have high-level learning needs</li> <li>• implementation of targeted programs to differentiate teaching and learning programs</li> <li>• intensive learning and behaviour support for funded students</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b></p> <ul style="list-style-type: none"> <li>- appropriate LaST and SLSO support given to students with funding and high support needs</li> <li>- SLSOs undertaking professional learning to improve their ability to manage students</li> <li>- appropriate interventions with students to improve their ability to cope in a mainstream setting</li> </ul> <p><b>After evaluation, the next steps to support our students will be:</b></p> <ul style="list-style-type: none"> <li>- 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.</li> </ul>
<p>Socio-economic background</p> <p>\$24,087.08</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><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• supplementation of extra-curricular activities</li> <li>• equitable access to specialist resources</li> <li>• providing students without economic support for educational materials, uniform, equipment and other items</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b></p> <ul style="list-style-type: none"> <li>- increased access to extra curricular activities for those students whose families struggle with economic disadvantage</li> <li>- access to resources to enable equitable engagement with school</li> </ul> <p><b>After evaluation, the next steps to support our students will be:</b></p> <ul style="list-style-type: none"> <li>- to monitor for future financial needs</li> <li>- reach out to known families as some are often too proud to ask for assistance</li> </ul>
<p>Aboriginal background</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Cherrybrook Technology High School.</p>

<p>\$4,213.44</p>	<p>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><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• community consultation and engagement to support the development of cultural competency</li> <li>• staffing release to support development and implementation of Personalised Learning Plans</li> <li>• employment of additional staff to support literacy and numeracy programs</li> <li>• 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</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b></p> <ul style="list-style-type: none"> <li>- the school's three ATSI students have a clear educational plan moving forward</li> <li>- support needs identified and tutoring services explored to assist</li> <li>- ongoing connection with family, community and Aboriginal individuals(ACLO)/groups (AECG) forges tighter bond and links</li> <li>- support for students to attend culturally appropriate excursions</li> <li>- support for submissions to external organisations such as the GO Foundation to access available scholarships</li> </ul> <p><b>After evaluation, the next steps to support our students will be:</b></p> <ul style="list-style-type: none"> <li>- continue to monitor progress and have conversations if additional support needed</li> <li>- continue to maintain connections with community groups</li> </ul>
<p>English language proficiency</p> <p>\$149,035.23</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><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• employment of additional bilingual staff to support communication</li> <li>• provision of additional EAL/D support in the classroom and as part of differentiation initiatives</li> <li>• additional staffing to implement co-teaching programs to provide intensive support for all students from EAL/D backgrounds</li> <li>• additional teacher time to provide targeted support for EAL/D students and for development of programs</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b></p> <ul style="list-style-type: none"> <li>- 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</li> <li>- support for staff in devising strategies and resources that can assist with the teaching of students with EAL/D needs in mainstream classes, ie. translations, differentiation and scaffolding</li> </ul> <p><b>After evaluation, the next steps to support our students will be:</b></p> <ul style="list-style-type: none"> <li>- to continue to monitor and assist where required</li> </ul>
<p>Low level adjustment for disability</p>	<p>Low level adjustment for disability equity loading provides support for</p>

<p>\$190,745.18</p>	<p>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><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting</li> <li>• providing support for targeted students within the classroom through the employment of School Learning and Support Officers</li> <li>• 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</li> <li>• engaging specialist staff to collaborate with classroom teachers to build capability in meeting the literacy needs of identified students</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b></p> <ul style="list-style-type: none"> <li>- SLSO support for classroom teachers</li> <li>- LaST and SLSO support in modifying and differentiation of lessons to suit students with particular learning needs. Note: our LaST teacher transferred to another school mid way through the year and we were unable to secure the services of another</li> <li>- improvements in the engagement and learning outcomes of students with particular learning needs</li> </ul> <p><b>After evaluation, the next steps to support our students will be:</b></p> <ul style="list-style-type: none"> <li>- The school hopes to secure the services of a LaST in 2023</li> <li>- continue to monitor students' progress to ensure learning needs are being met</li> <li>- assess referrals for needs for extra support</li> </ul>
<p>Professional learning</p> <p>\$148,704.41</p>	<p>Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy at Cherrybrook Technology High School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Strengthening effective classroom practice</li> <li>• HSC Mentoring Program - Study Hub</li> <li>• Positive Learning Environment</li> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• Release of staff to engage with initiatives as highlighted in the School Plan, namely HSC High Leverage Strategies run by the DOE</li> <li>• Courses identified by staff within their Professional Development Plans.</li> <li>• Payment for external presenters to professionally develop staff in explicit teaching approaches</li> <li>• Executive Conference for executive staff to assist with planning for the upcoming year</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b></p> <ul style="list-style-type: none"> <li>- Staff were provided the opportunity to engage with meaningful professional learning to improve their skills and strategies in the classroom</li> <li>- Staff PDP goals were supported by access to relevant professional learning</li> <li>- the future introduction of a whole of school resilience program to address the wellbeing needs of our students</li> </ul> <p><b>After evaluation, the next steps to support our students will be:</b></p>

Professional learning \$148,704.41	<ul style="list-style-type: none"> <li>- to monitor for staff needs to address our focus on explicit teaching</li> <li>- ensure staff feel comfortable and are well trained in the strategies for the new resilience program to be introduced in 2023</li> </ul>
COVID ILSP \$17,939.00	<p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2022.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• employment of teachers/educators to deliver small group tuition</li> <li>• providing targeted, explicit instruction for student groups in literacy</li> <li>• employing/releasing staff to coordinate the program</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b></p> <ul style="list-style-type: none"> <li>- support for identified students in need of assistance with literacy</li> </ul> <p><b>After evaluation, the next steps to support our students will be:</b></p> <ul style="list-style-type: none"> <li>- assess if additional support is needed as the school LaST transferred to another school midway through the year and a replacement could not be found.</li> </ul>
Student support officer (SSO) \$96,058.00	<p>These funds have been used to support improved outcomes and the achievements of staff and students at Cherrybrook Technology High School</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this Staffing - Other funding include:</b></p> <ul style="list-style-type: none"> <li>• Ongoing triage support and counsellor referrals for students with wellbeing needs</li> <li>• Working with LaST to develop integration programs to support students in identified years with social skills needs</li> <li>• Co-ordinates the running of the Big Sister/Big Buddy mentoring program (Year 7)</li> <li>• Organisation of speakers for parent seminars and whole year group presentations</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b></p> <ul style="list-style-type: none"> <li>- safe and positive environment for students</li> <li>- promotion of respectful relationships</li> <li>- dissemination of strategies to parents to support their children in social and academic endeavours</li> </ul> <p><b>After evaluation, the next steps to support our students will be:</b></p> <ul style="list-style-type: none"> <li>- continue to maintain existing programs and develop others where a need arises</li> </ul>





Christmas Celebrations 2022

# Student information

## Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	1111	1144	1131	1140
Girls	893	868	872	905

## Student attendance profile

School				
Year	2019	2020	2021	2022
7	95.4	97.6	95.8	90.5
8	93.8	96.4	94.6	90.6
9	93.7	95.4	94.3	89.0
10	92.4	95.9	92.4	88.9
11	93.7	96.4	93.7	89.2
12	94.4	96.2	93.7	89.9
All Years	93.9	96.3	94.0	89.7
State DoE				
Year	2019	2020	2021	2022
7	91.2	92.1	89.7	85.5
8	88.6	90.1	86.7	82.1
9	87.2	89.0	84.9	80.5
10	85.5	87.7	83.3	78.9
11	86.6	88.2	83.6	80.0
12	88.6	90.4	87.0	83.9
All Years	88.0	89.6	85.9	81.7

Cherrybrook Technology High School has an excellent reputation within the local community and this is reflected in consistently high and growing enrolment numbers each year. We continue to field a high number of enquiries for enrolment from outside the catchment area. In 2022 the school had a total enrolment of 2,045 students. The school is starting to see an upward trend in enrolments compared to 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 from 2021 were calculated differently to align with the third edition of ACARA's National Standards for Student Attendance Data and Reporting. Changes include treating partial absences over 120 minutes as a half day absence (instead of their actual value, calculated as a proportion of a nominal 6-hour day) and covers all weeks during Semester 1. Prior to 2021, the final week of Term 2 was excluded.

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

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

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

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

## Management of non-attendance

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

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

## Post school destinations

Proportion of students moving into post-school education, training or employment	Year 10 %	Year 11 %	Year 12 %
Seeking Employment	2	2	2
Employment	1	1	2
TAFE entry	2	2	2
University Entry	0	0	91
Other	0	1	2
Unknown	0	1	1

There were 273 students from the 2022 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, University of New South Wales and UTS were similar to previous years. Similarly, the small increasing trend of students applying for universities outside of Metropolitan Sydney as well other tertiary education providers has continued in 2022. A small number of students also received offers from interstate and private universities which included Deakin University, Swinburne University, University of Canberra and Torrens University.

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)*

Engineering - 50

Business / Accounting - 43

Design / IT - 39

Science - 37

Arts - Communication/English/History - 29

Medicine / Dental / Health - 21

Education - 20

Social / Welfare / Psychology - 17

Law - 9

Creative and Performing Arts - 6

Architecture / Building - 5

Defence / Police - 1

### **Year 12 students undertaking vocational or trade training**

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12.43% of Year 12 students at Cherrybrook Technology High School undertook vocational education and training in 2022.

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

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96.6% of all Year 12 students at Cherrybrook Technology High School expected to complete Year 12 in 2022 received a Higher School Certificate or equivalent vocational education and training qualification.



Budding solo pilot - Chloe Familton (Year 11)

# Workforce information

## Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	3
Head Teacher(s)	20
Classroom Teacher(s)	99.7
Learning and Support Teacher(s)	0.7
Teacher Librarian	2
Teacher ESL	0.8
School Counsellor	2
School Administration and Support Staff	23.17
Other Positions	2

\*Full Time Equivalent

## Aboriginal and Torres Strait Islander workforce composition

The department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2022, 4.6% of the department's overall workforce identify as Aboriginal and/or Torres Strait Islander Peoples.

## Aboriginal and Torres Strait Islander school workforce composition

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

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

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

## Teacher qualifications

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

## Professional learning and teacher accreditation

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

After the COVID period, many professional learning opportunities continued to be conducted on what has become the

new norm - online. As a result professional learning undertaken by Cherrybrook Technology High School staff, presented externally in 2022 was somewhat reduced but staff made up for the return of professional learning in general by taking advantage of increased online offerings.

Expenditure amounted to \$140,000 with a focus on a number of initiatives as highlighted in the School Plan and those identified by staff within their Professional Development Plans. A significant amount was spent on a new whole school wellbeing program, Resilience in our Teenagers (RIOT). This will be introduced across the school in 2023 to address the ongoing issue of anxiety and a lack of resilience in a number of our students.

Professional learning was made available to all staff on a needs basis and the average expenditure per teacher for the school was approximately \$1,100. School Development Days in 2022 began in a stilted way due to restrictions on staff mingling in close proximity to one another.

A key focus of every new year is a thorough analysis of the previous year's HSC results using RAP and SCOUT data. In Term 2, an engaging presentation by Assoc. Prof. Wayne Sawyer on the HSC High Leverage strategies continued the good work the school has undertaken on explicit teaching strategies over the past few years. In Term 3 the school's Staff Development Day began with a presentation by the Principal on the impending new curriculum introduction and implications for the school. This was followed by a presentation on the Science KLA 'Engagement activity. In addition to this, all online mandatory DOE 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 2022 Teacher Accreditation - In 2022, the school had three beginning teachers gain their accreditation at the Proficient level. The school has no teachers at Highly Accomplished or Lead status.



12 Geography Field Trip to Lady Elliot Island

# Financial information

## Financial summary

The information provided in the financial summary includes reporting from 1 January 2022 to 31 December 2022. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with department policy requirements.

	2022 Actual (\$)
<b>Opening Balance</b>	5,142,628
<b>Revenue</b>	23,108,213
Appropriation	20,752,081
Sale of Goods and Services	53,954
Grants and contributions	2,239,520
Investment income	60,308
Other revenue	2,350
<b>Expenses</b>	-22,881,274
Employee related	-19,324,461
Operating expenses	-3,556,813
<b>Surplus / deficit for the year</b>	226,940
<b>Closing Balance</b>	5,369,567

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.

2022 continued to be a year of financial consolidation as plans for the new STEM building took shape and future financial needs associated with this became clearer. The School, with the full support of the P & C, has taken the opportunity to undertake further investment in the School's infrastructure with the construction of a purpose built STEM building with designated maker spaces that will be furnished with the latest technology equipment to meet the growing needs of students in this area. In addition to this, the STEM building will include a number of Science laboratories to meet the growing need for practical Science spaces in line with growth in student subject choices. When completed in 2023, it will also see the removal of a number of Science demountables which have been onsite for a considerable period of time.

A Department decision to provide teaching staff with time to engage with the new curriculum documents and undertake program writing has come at considerable financial cost to the school. The new syllabi are due to be implemented from 2024 onwards. The cost for release of staff to prepare for this comes from within. CTHS took the difficult decision of releasing all staff of one period of their allocation to enable this to occur.

In addition to this, new sustainable seating was purchased to complement the new covered learning spaces around the school and increase the amenity for students' use at Recess and Lunch. Office refurbishments were planned and started to better accommodate some key staff in relation to their jobs. The TAS classrooms and facilities underwent a significant upgrade and improvements to the school grounds were undertaken.

A major expense in 2022 has been the costs of the new STEM building. The country as a whole has been affected by a war in Ukraine and a supply driven crisis which has contributed to a significant rise in inflation. This has impacted significantly the cost of building materials and as such the costs of construction for the new build have risen substantially since the planning was undertaken. In addition, and associated with this general rise in inflation, has been the increased cost of utilities, particularly electricity charges which have affected everyone across Australia. Add to this the increased cost of maintenance, for jobs completed around the school, the spend to maintain a quality learning environment for staff and students in 2022 has been significant when compared to previous years.

The recurring annual cost for the use of CANVAS, whilst significant, is money well spent. The school continues to support KLA's financially with curriculum materials, appropriate resources such as textbooks and relevant technology needs, printing costs and other teaching resources. As a school, CTHS has investigated a whole school wellbeing program, Resilience in our Teenagers (RIOT). This was deemed necessary due to the ongoing wellbeing issues that

exist and the ineffectiveness of any other program or attempt to address this in the past. The program is a significant investment financially and in terms of teachers' time, but the school hopes this will go some way towards addressing the matter. The program will launch in 2023.

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 regularly, including the Principal and the SAM, to ensure the school meets stringent financial policy requirements and all transactions are transparent.



CTHS Sleep Out in the MPC - Fundraiser for Stepping Stone House



## Financial summary - Equity loadings

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

	2022 <b>SBAR Adjustments</b> (\$)
<b>Targeted Total</b>	141,720
<b>Equity Total</b>	368,081
Equity - Aboriginal	4,213
Equity - Socio-economic	24,087
Equity - Language	149,035
Equity - Disability	190,745
<b>Base Total</b>	18,546,736
Base - Per Capita	505,915
Base - Location	0
Base - Other	18,040,821
<b>Other Total</b>	1,105,744
<b>Grand Total</b>	20,162,281

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

## School performance - NAPLAN

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

The My School website provides detailed information and data for national literacy and numeracy testing. Go to [myschool.edu.au](https://myschool.edu.au) to access the school data.

Our NAPLAN results are as follows.

Results in the top 2 bands -

In Year 7:

Numeracy: 68.3% (slight decline on 2021)

Reading: 52.1% (slight decline on 2021)

Writing: 53.1% (big increase on 2021)

In Year 9:

Numeracy: 56.6% (slight decline on 2021)

Reading: 39.3% (slight decline on 2021)

Writing: 27.2% (steady on 2021 results)

Whilst many of these results show a slight decline from 2021, some of this may be explained in the challenging operating environment students have been in and the direct and indirect impacts of COVID-19. Taking this into account, what it does show, is a level of consistency in achievement when difficult circumstances such as we have experienced over the past few years are taken into account.

For each of the results listed above, our school consistently rates higher than our 'like-school' cohort and the DOE average, which is something we are very proud of.

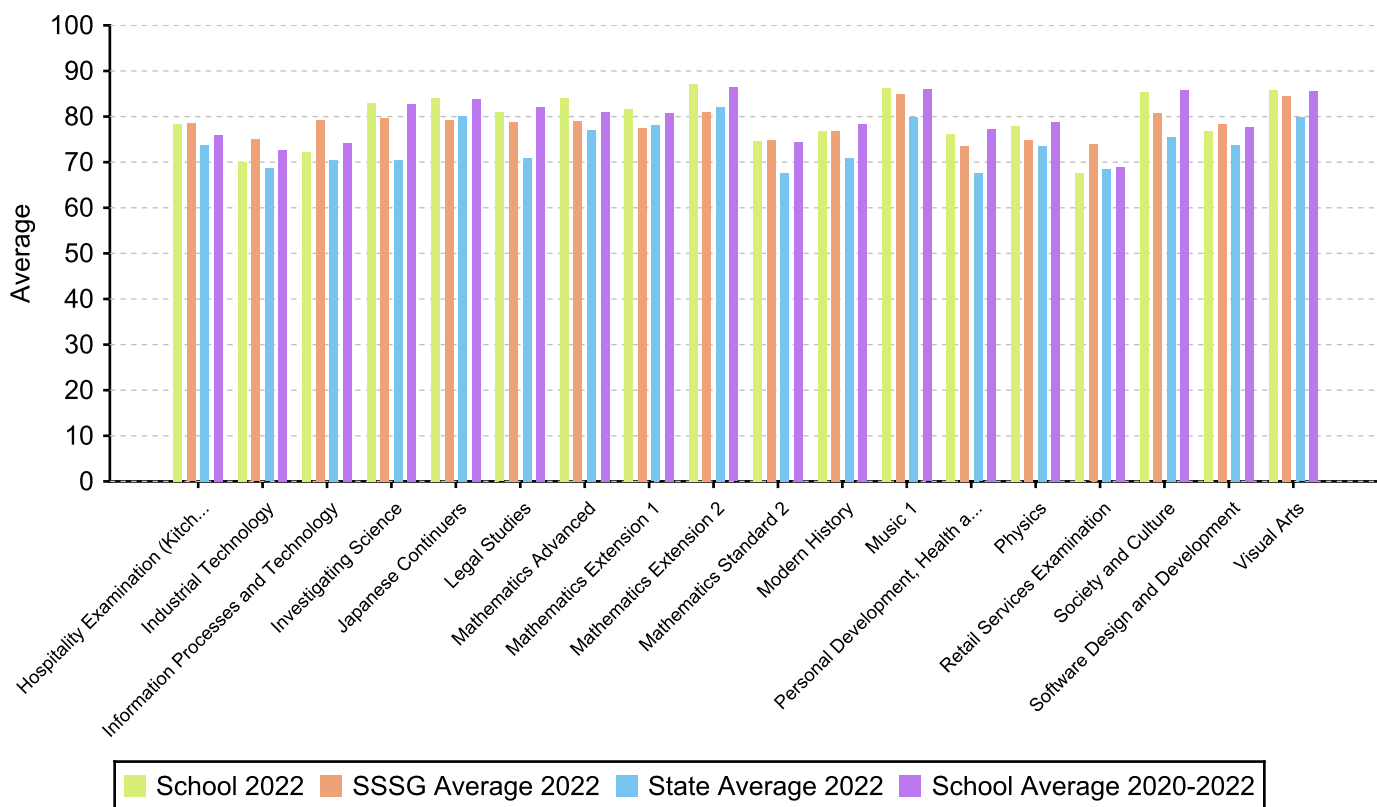
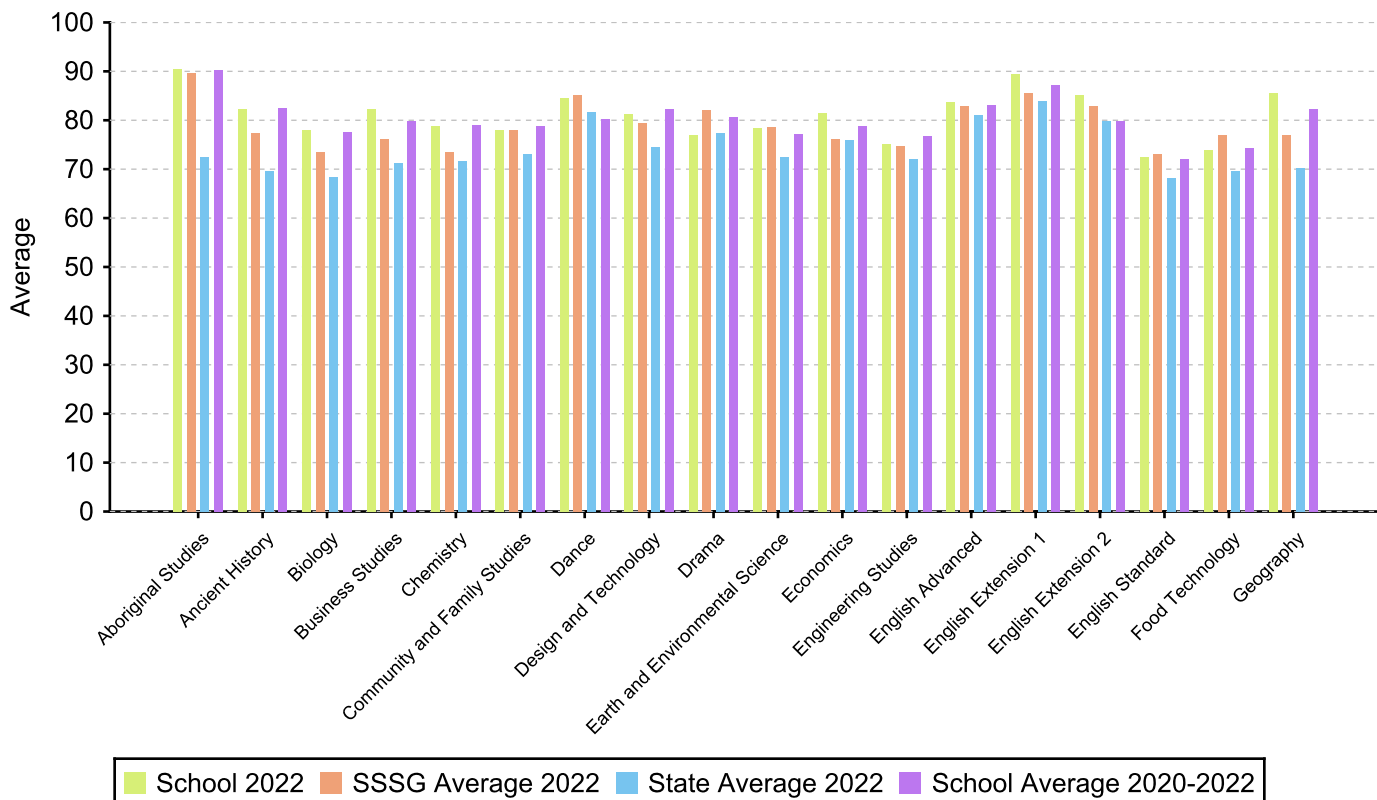


Science Excursion to Sydney University

# 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.



<b>Subject</b>	<b>School 2022</b>	<b>SSSG</b>	<b>State</b>	<b>School Average 2020-2022</b>
Aboriginal Studies	90.5	89.7	72.6	90.3
Ancient History	82.4	77.3	69.6	82.5
Biology	78.1	73.6	68.5	77.7
Business Studies	82.4	76.1	71.2	79.9
Chemistry	78.8	73.4	71.7	79.1
Community and Family Studies	78.1	78.0	73.2	78.9
Dance	84.6	85.1	81.6	80.2
Design and Technology	81.2	79.4	74.6	82.3
Drama	77.0	82.1	77.5	80.7
Earth and Environmental Science	78.5	78.6	72.5	77.2
Economics	81.4	76.1	76.0	78.8
Engineering Studies	75.2	74.8	72.0	76.8
English Advanced	83.8	82.8	81.0	83.1
English Extension 1	89.4	85.6	83.9	87.2
English Extension 2	85.2	83.0	79.9	79.9
English Standard	72.5	73.2	68.1	72.1
Food Technology	73.9	76.9	69.7	74.4
Geography	85.5	77.0	70.2	82.2
Hospitality Examination (Kitchen Operations and Cookery)	78.3	78.5	73.7	75.9
Industrial Technology	70.0	75.0	68.6	72.7
Information Processes and Technology	72.3	79.3	70.5	74.2
Investigating Science	83.0	79.6	70.6	82.8
Japanese Continuers	84.0	79.3	80.1	83.8
Legal Studies	80.9	78.8	70.8	82.1
Mathematics Advanced	84.0	79.1	77.1	81.0
Mathematics Extension 1	81.6	77.5	78.0	80.8
Mathematics Extension 2	87.1	81.0	82.2	86.4
Mathematics Standard 2	74.7	74.9	67.6	74.4
Modern History	76.8	76.9	70.9	78.4
Music 1	86.3	84.9	79.9	85.9
Personal Development, Health and Physical Education	76.2	73.6	67.5	77.3
Physics	77.9	74.8	73.5	78.7
Retail Services Examination	67.6	73.9	68.4	68.9
Society and Culture	85.3	80.8	75.5	85.9
Software Design and Development	76.8	78.4	73.7	77.7
Visual Arts	85.8	84.4	79.8	85.5

A review of the 2022 HSC revealed many, many outstanding results. Not to diminish their excellent application, students could not have achieved these wonderful HSC goals on their own. Their teachers, their year advisers and stage Head Teachers must also be congratulated. Our students have truly reaped the rewards of the dedication and effort of Cherrybrook's marvellously talented staff. The final part of the students' success is to be found in the support and encouragement provided by the families of these young people in an often-difficult year.

Chief among the many excellent performers are the Sixteen students who achieved results, which led to each of them being recognised in the all rounders' awards.

These students are Kenneth Zi Lok Au, Leonardo Bruzze, Isaac Cheng, Simone Desai, Lilly Edstrom, Eunice Huynh, Vidhushan Kirubaharan, Oliver Koller, Jessie Kristo, Lauren Kua, Priya Lall, Elizabeth Navarro, Liya Ruan, Mia Runde, Timothy Sachdev and Julia Tan, who each scored a band six (or equivalent) in each of their courses of study.

In addition to this, a number of students achieved a top place in at least one course of study, these are: Liya Ruan first in Mathematics Extension 1, Portia Berios, twentieth in PD/H/PE, Kenneth Au, seventh in Biology, Julia Tan, fourth in Business Studies, Emma Hill eighth in Earth and Environmental Science and Leah Holt in the top 17 of the state in Aboriginal Studies.

Apart from these very high flyers we also had many students who achieved results, which placed them in the top band of achievers in one or more courses. We had at least 98 students who scored ATARs in excess of 90, this means nearly a third of our school's HSC candidature scored an ATAR above 90 including six students with ATARs above 99 and 134 separate students, who reached the top band of achievement in at least one course of study. In fact, we had 316 band 6 results - A feat unrivalled by any other comprehensive high school and one, which many of our selective schools and socio-economically selective non-government schools can only aspire to.

In fact, our success rate per exam our students sat is quite extraordinary. In 2022, 310 students sat for a total of 1723 HSC exams. On over 18% of those occasions, it resulted in a student scoring a band 6 - that is close to one in 5 exams converted to a band 6. The state average was 5.0%, this included all the selective schools and the high ranking non - government schools. An absolutely splendid effort from Cherrybrook!

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.



Sejal Mall - CTHS representative in international iGEM competition in Paris, France

# Parent/caregiver, student, teacher satisfaction

## Parent/caregiver

Traditionally, we ask the parents from our P & C, to participate in a SWOT analysis of the school at the end of each year, in our quest to gauge satisfaction levels and suggestions for areas of improvement required. Given 2022 represented the 30th birthday of CTHS we instead asked our parents to respond to the challenges, possible solutions and vision beyond 2030 for CTHS in the following four areas: Teaching & Learning; Wellbeing; Technology and Physical Environment.

Some of the challenges identified for 'Teaching and Learning' were external to the school and difficult for us to address such as 'teacher shortages' and 'gaps in learning' as a result of COVID. New curriculum introduction also represented a challenge but a solution of adequate professional learning and time was thought to address this. Some of the challenges of 'Wellbeing' were thought to revolve around the negative influence of 'social media' use, 'building resilience amongst our students' and a question about 'adequate support systems within the school'. Interestingly, their vision in the area of wellbeing, was an emphasis on quality relationships between students, staff and parents and the value in educating our parents about some of these issues to improve their understanding and bring them on the journey as well. The school hopes the RIOT program will go some way towards addressing these matters. With Technology, issues raised included 'cyber security' and 'preparing students to move into a fast paced world that constantly evolves'. A vision for us as a school is to embrace our ongoing connections with Alumni to provide real world examples of applications of technology and role students can play in the future. Challenges around the 'Physical Environment' revolved around physical space issues- both playground and canteen. A possible solution to this - leverage the P&C to support the school and look to maximise use of available space - Cafeteria extension. Our parent feedback is always greatly appreciated and will continue to guide our direction as a school moving forward.

## Student

Interestingly, the leadership team of the students, the SRC, were asked for their responses to the same questions and areas that our P & C parent body were asked to respond to. For 'Challenges' in the teaching area, students saw issues with a lack of focus in the junior years compared with the seniors and some teachers relying on passive teaching methods. Solutions and visions included: better teacher/student relationships to encourage engagement; priority given to junior years to develop skills more and teachers undertaking instruction with students that best suit their learning styles. Wellbeing issues revolved around the difficulty in accessing services at school. Some of the solutions revolved around an online contacting system which we are looking to introduce in 2023 and more regular check-ins by staff which we hope will be a spin off from the introduction of the RIOT program in 2023. Our students identified issues in the Technology area as one where there is a broad range of technology skills that staff have and a solution for this being additional training for those that need it - particularly in the use of the interactive boards in each classroom. The 'Physical environment' issues focussed on some of the regular concerns such as the state of the toilets, the vandalism of them and adequate sheltered areas for more students. These issues are not a surprise to us and we have been working consistently to address these. Students felt the anonymous reporting of bad behaviour in our toilets was a way forward which we have tried to emphasise in our discussions with the wider student body. This represents a small sample of their thoughts on the topics covered in this survey. As an executive, we found the student responses to be so insightful that we presented them to all staff.

## Teacher satisfaction

Staff were also asked to respond to the document regarding challenges, solutions and vision for the present and beyond. Staff emphasised the current challenges related to teacher shortages, increasing workload and the ever increasing administrative tasks that were expected of them as major challenges. They also identified the new 'Inclusive, Engaging and Respectful' policy being introduced as a concern for the wellbeing and teaching environment that exists. Staff were hoping for meaningful change in the future in these areas. 'Less red tape' was mentioned, to relieve them of the added stress they have been under of late and hopefully give back time to prepare quality teaching and learning activities. On the Teaching and Learning front, staff saw challenges from the increasing workloads and little preparation time to adequately prepare for new syllabus introduction. There is also the added pressure from outside schools to prepare students for the modern world and the skills they expect students to have when they leave. The pressure to motivate disengaged students in a modern world where students are often distracted by technology and social media are all things teachers are finding challenging. Visions to address some of these included: improved opportunities for students that are disengaged and younger than seventeen years of age; improved recognition of the work of teachers and respect for the profession from society in general; and greater links with universities. The mental health and wellbeing of both staff and students was presented as a major challenge with solutions to address this being improved training for staff and support for students with issues. Technology was seen as a positive by staff but the need for ongoing training to keep up with the changes that are happening so quickly is a must. Finally, staff felt there was a need for more student led environmental initiatives occurring around the school. The concern about the treatment of the toilets and lack of covered areas for students was something that needed addressing in the future. Interestingly, some similarities in certain areas that have been presented from the three key stakeholders. Overwhelmingly, teachers feel burnt out, but are surviving on goodwill as we have often have done.



CTHS Redbacks representative Cheer squad

# Policy requirements

## Aboriginal Education Policy

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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

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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 Nations People 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 areas are evident from the following activities:

- NAIDOC Week Assembly and associated activities. This student-directed assembly, run principally by the Year 11 and 12 Aboriginal Studies classes, highlighted the theme for the year: Get Up!, Stand Up!, Show Up! Behind this theme is a greater recognition that as a population we need to go beyond just acknowledgement, good intentions, empty words and promises, and hollow commitments. The relationship between Aboriginal and Torres Strait Islander peoples and nonIndigenous Australians needs to be based on justice, equity, and the proper recognition of Aboriginal and Torres Strait Islander peoples' rights. As such, our Assembly became a three day event, which included: performances by Majeda Beatty, a proud Torres Strait Island woman, fundraising efforts for the Indigenous Literacy Foundation and traditional Indigenous games on the back oval to engage the interest of the wider student body. Acknowledgement of these significant dates, celebrations and themes contribute significantly to understanding and reconciliation and form an essential part of our commitment to cultural understanding.

- 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 used 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).

- One of our ATSI students applied for and was successful in gaining a GO Foundation scholarship aimed at providing mentoring, leadership, networks and support for them on their journey from school to employment.

- Cherrybrook Technology High School student successes in Aboriginal Studies in the HSC continued in 2022 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. HSC and Preliminary Aboriginal Studies classes undertook a camp on local country at the Gibberagong EEC and a Canberra trip to support their Major Project.

- 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.

- The school is planning to deliver the new professional learning course on Aboriginal Perspectives at a future Staff professional learning days in 2023. This will have an emphasis on policy, respect for community and embedding Aboriginal histories and cultures into curriculum.



- The school based Aboriginal Education Committee, formed in 2021, to ensure Aboriginal education is embedded throughout the school community, has continued to grow in numbers and significance in the school. 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.

- All Year 7 students undertook an excursion to Gibberagong EEC to support delivery of the History syllabus. This involved interactions with community which contributed greatly to learning on country.

## Anti-Racism Policy

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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

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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

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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

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The school continues to reflect the cultural and linguistic diversity of Australia with over 60% of our students having a language background other than English. Whilst the majority of our non-English-speaking background (NESB) students are either born or have grown up in Australia, the more recently arrived EAL/D students comprise approximately 25% of the school population and receive support from two specialist teachers across all KLA areas.

Post COVID, Cherrybrook Technology High School aim to resume international relations with our sister schools, especially re-establishing our connection with the sister school in Japan- Nagoya Commercial High by resuming our online communication via zoom.

International and Multicultural Education initiatives took place but on a much smaller scale in 2022. An International Day assembly was held for all students celebrating our diversity.

The school also welcomed two Japanese assistants from Japanese universities respectively from Kyoto and Osaka. The assistants helped our Japanese learners over 4 weeks in multiple aspects, such as rehearsing speaking with senior students, training writing compositions and making new resources. Our students learning Japanese truly appreciated the extra assistance received.

The Social Justice team undertook a mufti day where close to \$2000 was raised to support a school in Cambodia, Smiling Hearts Association for Children. This money helped them significantly with teaching resources in a school that receives little in the way of government funding.

## Other School Programs (optional)

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### PNG Aus Connect Partnership

The partnership with our sister school in PNG - Sogeri National School of Excellence, remains strong but COVID restrictions continued to hamper the program in 2022. A critical component of the program was 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 or 2022 for students. A more thorough online program of student collaborative activities was organised in 2022 by the organisers - Australian Education Foundation, and as a school we had a small team of dedicated staff and Year 10 students engage with this. Seven programs were run throughout the year, with many of them requiring completion after school in the afternoons. This was a considerable ask on both staff and student time but such is our interest in engaging with our sister school, all those involved in the program were only too happy to help our friends in PNG. The highlight of the programs in 2022 were the whole day events which involved a 'Design Sprint' where students had to work on real world practical solutions to real world problems and present these online for all to view.

In the later half of 2022, the PNG teachers made a trip to Brisbane to undertake a week of intensive professional learning with a focus on technology and STEM implementation. The twelve Australian school participants were asked to send two staff members each to the event. The event was well received and the face-to-face format was a welcome change to the online approach which had been adopted over the previous two years. There was much sharing of ideas between PNG and Australian educators and friendship between all has been strengthened as a result of our gathering together. There are rumours that a final professional learning event between both PNG and Australian educators will occur early in 2023, in what will be the last of the events before the federal funding finishes and the program comes to an end. We look forward to the planned event and look to send a number of staff over to ensure the strong relationship we have built between us and our sister school at Sogeri is maintained.



PNG Aus Secondary Schools Initiative - sister school Sogeri National School of Excellence