

2023 Annual Report

Cherrybrook Technology High School



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Introduction

The Annual Report for 2023 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
28/44 Purchase Rd
CHERRYBROOK, 2126
<https://cherrybrook-h.schools.nsw.gov.au>
cths@cths.nsw.edu.au
9484 2144

Message from the principal

2023 has been a very successful year for this school. The year began with a wonderful High Achievers' Ceremony that saw 149 of our class of 2022 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.

Captain Vincent Chong, an outstanding alumnus from the class of 1996, a leader in Australia's air force, an Aerospace Engineer of international acclaim, and a great supporter of our school, gave an inspirational speech that ranged over many things, including the excellent foundation he gained at this school and how this helped him prepare for his future career.

The future is certainly very bright for our class of 2022, with sixteen students achieving the top band in each of their courses of study. We also had six students who were among the top 20 students in the state in a course, including Lia Ruan, who became the first young woman in over two decades to achieve first place in the very demanding extension Mathematics course. Ninety eight students scored an ATAR in excess of 90, including six students with ATARs above 99. In terms of ATARs, this was the school's personal best. Nine students had their major works selected for NESA exhibitions.

In the junior years our students continued to achieve at a very high level, with excellent results in NAPLAN making us one of the highest achieving schools in Northern Sydney. We did similarly well in the state-wide Science Valid tests.

In sport we have had a very good year. Again, we were Ku-ring-gai Zone Champions, finishing first in Cross Country and Athletics and second in the Zone Swimming,

Individually we had some great success with Yun Ni Wong achieving the rare distinction of gaining a CHS Blue, two students, Sophie Burnett and Maria Gorval, gained selection in Combined High School squads, whilst Nisini Rajapaksha Mudiyansele and Sarah Koot progressed to National level in Athletics.

In major team sports, the Girls' Open Basketball team finished sixth in NSW; the Boys' Open Cricket, eighth in the state; Girls' Baseball finished second in the state; Boys' Softball finished fifth in the state; and the Girls' Under 16, 4x100 metres Relay team won silver at the CHS Athletics Carnival.

In the area of performing arts, it was fabulous to witness the development of our students now they are freely able to practise and perform. Highlights included 20 separate students nominated for inclusion in exhibitions or performances for their HSC major works in either Dance, Drama, Music or Visual Arts.

Our ensemble groups continued to go from strength to strength, culminating in the MADD (Music, Art, Drama and Dance) Concert night. Film and video students were showcased at a variety of festivals and the Dance and Cheer teams competed at state level and were awarded several gold medals.

In the field of technology, we continued to lead the way with our cutting-edge use of CANVAS and the progressive updating of our hardware right across the school, to say nothing of the new giant screen in the piazza which will allow for full school assemblies.

Our international programs saw online links to Japan and Sogeri National High School in Papua New Guinea. Next year we hope to be able to resume overseas travel, depending on government safety regulations.

Again in 2023 our Student Leaders did a great job, leading some very positive student activities and major fund raising. These initiatives contributed to student morale and a sense of school community, as well as assisting those in unfortunate circumstances.

On the eve of my retirement, please indulge me as I reflect on the enormous changes I have witnessed over my 21 years at the school.

Physically, the school looks very different. In my time we have seen the development of the piazza area, the pavilion area, the construction of J Block, the refurbishment of G Block, the building of our new STEM facility, the construction of our covered double sports court, the expansion of the school oval, the building of our cardio room and the air-conditioning of the entire school and of course the library upgrade. Academically, we have seen the rise and rise of our students to the point where in 2022 nearly a third of our candidates achieved ATARs in excess of 90. A truly remarkable effort for a comprehensive high school.

Technology wise, we commenced as the only purpose-built Technology High School, later we trialled and implemented the DER (Digital Education Revolution) which of course led to the BYOD policy which has now gone state-wide, we are pioneering the state's first purpose-built STEM facility and breaking new ground with the use of CANVAS, our learning management system.

CTHS is 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 has excelled in the Creative and Performing Arts, a school that is recognised internationally and a school I remain intensely proud of as I finish my time as Principal.

Our school has always been about supporting students to achieve their personal best, no matter what field it is in, it is about offering opportunities, it is about equity for all. Twenty one years ago, I wrote in my very first Network article, I wanted the school to be a lighthouse school for the Department of Education (DoE), known nationally and internationally as an outstanding comprehensive high school where students achieved their very best academically, in sport and culturally in a cutting-edge, technology rich environment.

Hopefully, I've stuck to these lofty goals throughout my tenure and my sincere hope is this tradition of excellence will carry on.

Message from the school community

Reflecting on the 2023 P&C year, I can't help but think the P&C would not have functioned as well as it did without the able assistance of my fellow P&C Executive members.

Collectively, they all contributed ideas, suggestions, comments and criticism as required. This allowed for a truly democratic organisation to operate and function.

I have always said that the P&C is not an autocratic organisation that revolves around one person or a handful of individuals.

I thank the former Principal, Gary Johnson, who led a team of school Executive staff who worked seamlessly in collaboration with the P&C. This has continued with the current Executive led by Matt Townsend.

With the support of the school Executive, the P&C was able to obtain sponsorship for our school bus from Bendigo Bank (Galston branch). Our partnership with Bendigo has continued, with the P&C having moved all of its bank accounts to be with Bendigo. My thanks to the management team at Bendigo Bank, who have been integral to our partnership going from strength to strength.

The P&C is a volunteer led organisation. Like myself, all the members of the Executive work full time. Similarly, the success of the canteen relies on fellow parents/carers to volunteer their time to help out. Last year, there were times where we struggled to find enough volunteers to assist in the operation of the canteen. This led to a re-think of existing processes in the canteen and we trialled the use of a form and QR code to target new volunteers. The responses at the Year 6 into 7 Orientation Day last year were quite promising.

The canteen lost a few staff due to resignations and retirements and we thank them for their service. The current manager, Irlene, has done a fantastic job and gone above and beyond to ensure the smooth running of the canteen during a period of several weeks when we had a lack of staff and volunteers.

An aim of the P&C is to contribute funds back to the school. Last year, apart from providing money to the various KLA's, we provided \$100k towards much needed landscaping works.

Targeted ongoing support includes:

- * Canteen services and upgrades
- * Student cultural, academic and wellbeing support
- * Funding for key learning areas to supplement academic activities
- * Technology support
- * Support and sponsorship for school awards and presentations
- * Provision of capital and minor equipment.

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.

The P&C will continue to work closely with Matt Townsend 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.

I hope that we maintain the momentum that was built in 2023, in ensuring that our children continue to benefit from a highly exceptional school.

Vidit Shankar

President

CTHS P&C Association



Gary Johnson retirement function

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 2060, a teaching staff of 132 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 a support to our LOTE and HSIE programs.

An ongoing situational analysis is conducted annually in conjunction with data analysis, which serves to inform the Strategic Improvement Plan. This involves genuine consultation with students, staff, parents and the wider community.

The school will continue to focus on explicit teaching strategies within the classroom. As a result, each faculty will develop ways of deepening the knowledge base of their students within their programs. The school is committed to continually improving effective classroom practices underpinned by staff professional learning. By analysing data, professional learning will focus on the targeted areas of literacy and numeracy to improve student outcomes.

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 enjoys strong student attendance which is supported by robust systems and procedures in place. An active parent body and ongoing communication is proactive in supporting these initiatives. This is supported by wellbeing programs that address student needs and resilience building.

The implementation of a suite of new syllabuses, from 2023, 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.



2023/2024 Student 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	2023 School Assessment
LEARNING: Learning Culture	Excelling
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Excelling
LEARNING: Reporting	Excelling
LEARNING: Student growth and performance	Excelling
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Sustaining and Growing
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

Aboriginal background

Professional learning

Beginning teacher support

Socio-economic background

Low level adjustment for disability

Summary of progress

Teacher Professional Learning

Professional learning for staff on Aboriginal perspectives was a focal point in 2023 with all staff undertaking training provided by regional office staff on Aboriginal Education Policy and Aboriginal Histories and Culture. This occurred throughout the year utilising our Professional Learning Twilight sessions. Response to this professional learning was very positive giving staff the opportunity to reflect on their practice as individual teachers and discuss practices in school. In addition to this, the newly introduced mandatory online training 'Aboriginal Cultural Education - Let's take the first step together' was completed by staff. Staff evaluations of the training reported an improved awareness and understanding of Aboriginal Education perspectives. Further professional learning will follow in 2024 in this important area. To enable this we have enlisted the support of our Aboriginal Education Strategic Delivery Advisor, at Nirimba Education Office, who will visit our school for dedicated meetings with KLAs. Staff also expressed interest in the option of undertaking further professional learning with the delivery of Aboriginal perspectives through the Eight Ways of Pedagogy. This will allow staff to focus on KLA priorities specific to particular curriculum areas in 2024.

In 2023, staff were provisioned with an additional five hours per term to undertake preparations for the implementation of new curricula across KLAs. Professional learning was provided to all staff throughout the year. This allowed all KLAs to address key deadlines in relation to their current and/or new curriculum needs. Secondary staff found this time to be useful to address current needs, however, the new curriculum deadlines meant many KLAs did not have access to a draft syllabus as yet. The English and Maths KLAs, and Stage 6 Computing and Geography courses found the time to prepare programs for the new curriculum implementation in 2024 to be invaluable. From 2024, KLA professional learning will be continued as new curricula are released for implementation.

Strengthening Effective Classroom Practice

Explicit teaching and effective feedback continued to be a focus for the school. To maintain this, explicit teaching/feedback was incorporated into all staff PDPs. To support this, Professor Jim Tognolini, Director of the Centre for Educational Measurement and Assessment at the Faculty of the Arts and the Social Sciences at Sydney University, was invited to present to staff at the Term 2 School Development Day. He presented his thoughts on what are the qualities of good feedback and provided a scaffold of what would be considered a best practice approach. Professional learning was well received and identified the ongoing need for continued staff training in this area. Reflection on KLA practices relating to feedback occurred, however, creating a more consistent whole school approach is our next step.

The Teacher Mentor continued their work in 2023, assisting KLA Head Teachers and identified staff with strategies to improve teaching and learning practices in the classroom. Time constraints on the HT Mentor role had limited impacts on the success of this initiative to reach its full potential. The Maths KLA found the support provided to be very beneficial, however, individual teacher support was limited due to time constraints and teacher availability in what is a complex environment within a very large comprehensive High School. In 2024, the HT Mentor will be providing targeted assistance to continue to support staff with new curriculum implementation.

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
<i>HSC Achievement</i> Improvement in the percentage of students achieving in the Top 2 Bands	59.1% of HSC students attained results in the top two bands demonstrating progress toward the lower bound target.
Reading Growth Increase the proportion of students who demonstrate improved reading scores between Year 8, 2022 and Year 9, 2023.	The Check-in Assessment mean scale score indicates the percentage of students in Years 8 and 9 achieving growth in reading has increased by 3.7%.
Numeracy Growth Increase the proportion of students who demonstrate improved numeracy scores between Year 8, 2022 and Year 9, 2023.	The Check-in Assessment mean scale score indicates the percentage of students in Years 8 and 9 achieving growth in numeracy has increased by 4.3%.
Aboriginal Student attainment Ensure proportion of Aboriginal students attaining the HSC at 100%, whilst maintaining their cultural identity.	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.

- Study Hub
- Best Practice Pedagogy

Resources allocated to this strategic direction

Professional learning
Integration funding support

Per capita
Low level adjustment for disability

Summary of progress

Study Hub

The Study Hub was devised to support student needs identified through the established HSC Mentoring Program. This initiative was designed to provide additional group support for Stage 6 students, with the assistance of teachers from a range of KLAs, volunteering their time after school. Student reflections of the study hub indicated a greater interest in studying individually rather than a collaborative approach. Following evaluation of this program by staff and students, the school has decided to investigate alternative approaches to support student achievement and ensure that student voice will be incorporated in the process.

Best Practice Pedagogy

Utilising Staff Development Days and KLA Meeting time, Head Teachers worked with their staff to develop and implement relevant strategies in response to the HSC RAP analysis undertaken at the beginning of the year. Throughout the year teachers incorporated changes to teaching programs and strategies used within the classroom, identified in the HSC RAP analysis. At an executive level, Head Teachers of each KLA presented examples of the work their staff had developed and how this is implemented into teaching practices. This provided an opportunity for others to see different approaches undertaken across the whole school. The quality of feedback given to students following assessments has been targeted and demonstrate a focus on explicit detail in the feedback delivered to students. Staff reflected on the use of feedback within their KLAs and identified areas to continue to improve in 2024.

A Literacy Team was formed to analyse various sources of data and in particular the analysis of data provided from Check-in Assessments within and across year groups. The team were able to identify specific areas for improvement in literacy and develop teaching strategies that could be implemented through the English KLA to compliment the changes in the English curriculum in Stage 4. The resources developed have been incorporated into programs for 2024. This initiative will continue to monitor results with a view to continue their good work into 2024. Areas of weaknesses around adverbial phrases and verb groups have been discovered and strategies to address these were developed for implementation in 2024. The school is in the process of establishing a cross curricula numeracy team to build on the great work within the Maths KLA.

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 the participation rate of HSC students to the Study Hub.	Participation rate in the study hub plateaued in Term 1 and remained steady throughout the year.

Formation of Literacy team and analysis of Check-in assessment data

A Literacy Team was established and analysis of Year 8 Check-in assessment results has occurred. This has informed programs developed for 2024

Strategic Direction 3: Attendance and Wellbeing

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. Attendance will be a major focus to improve engagement, belonging and connection to school.

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

Per capita

Summary of progress

Positive Learning Environment

During 2023 the RIOT program was delivered to all Year 7 students by the RIOT Champions (identified staff who had gone through the initial training). Students responded positively to the training and provided valuable feedback regarding lessons they felt were less relevant. The student feedback was predominantly positive in nature and affirmed the relevance of the strategies presented as part of the RIOT program. Feedback from the Champions indicated concerns related to additional workload on top of their normal teaching loads. Discussions at the annual Executive Conference agreed to changes that would see a more whole school approach adopted to the delivery of lessons to students in 2024.

During 2023 a range of targeted wellbeing programs were devised and structured to meet the needs of each cohort. These included: Consent labs - for Years 10-12, to encourage more healthy relationship between boys and girls; GP in schools program - delivered to Year 12 students to allow them to address private matters with a medical practitioner in a small group setting. Others included: the Anti-bullying program- 'Backflips for bullying', Matt Caruana about life choices, 'Tomorrow man/ tomorrow woman', and Year 10 Life Ready programs - BATYR resilience programs, and KYDS . Student feedback to these programs was very positive and appropriate programs will be delivered in 2024.

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
Attendance Increase proportion of students attending greater than 90% of time to 85%.	The number of students attending greater than 90% of the time or more has increased to 76% indicating progress towards the target.
Wellbeing Increase the proportion of students reporting success, advocacy and sense of belonging at school as measured by Tell Them From Me data	TTFM data indicates 68% of students reported a positive sense of wellbeing (Expectations for Success, Advocacy, and Sense of Belonging at School) demonstrating progress yet to be seen in this focus area.

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$115,202.00</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 • intensive learning and behaviour support for funded students • employment of staff to provide additional support for students who have high-level learning needs <p>The allocation of this funding has resulted in the following impact:</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 manage students - appropriate interventions with students to improve their ability to cope in a mainstream setting <p>After evaluation, the next steps to support our students 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>\$28,681.02</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"> • Strengthening effective classroom practice <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of external providers to support students with additional learning needs • professional development of staff in making adjustments for students on the spectrum to support student learning <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> - access to resources to enable equitable engagement with school <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> - to monitor for future financial needs - reach out to known families as some are often too proud to ask for assistance
<p>Aboriginal background</p> <p>\$2,936.19</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>

<p>Aboriginal background</p> <p>\$2,936.19</p>	<ul style="list-style-type: none"> • Teacher Professional Learning <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 Pathways • professional development of staff by regional AEO staff in key policies <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> - the school's 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 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 - look to address specific KLA needs to assist with outcomes for targeted students
<p>English language proficiency</p> <p>\$216,734.46</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"> • Other funded activities <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 • employment of additional staff to support delivery of targeted initiatives • withdrawal lessons for small group (developing) and individual (emerging) support <p>The allocation of this funding has resulted in the following impact:</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. translations, differentiation and scaffolding <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> - to continue to monitor and assist where required - additional staffing to implement co-teaching programs to provide intensive support for all students from EAL/D backgrounds
<p>Low level adjustment for disability</p> <p>\$190,745.18</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"> • Strengthening effective classroom practice • Highly effective teaching practices

<p>Low level adjustment for disability</p> <p>\$190,745.18</p>	<p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • engaging specialist staff to collaborate with classroom teachers to build capability in meeting the literacy needs of identified students • 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 CTHS Reading Program for identified students with needs <p>The allocation of this funding has resulted in the following impact:</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. Note: our LaST teacher transferred to another school mid way through the year and we were unable to secure the services of another - improvements in the engagement and learning outcomes of students with particular learning needs <p>After evaluation, the next steps to support our students 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>Professional learning</p> <p>\$156,446.76</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>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"> • Teacher Professional Learning • Strengthening effective classroom practice • Best Practice Pedagogy • Wellbeing <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • teacher relief for staff engaging in professional learning • course costs for staff undertaking recognised courses • presentations by suitable and qualified facilitators, for example diabetes or first aid workshops <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> - Staff were provided the opportunity to engage with meaningful professional learning to improve their skills and strategies in the classroom - Staff PDP goals were supported by access to relevant professional learning - the introduction of a whole of school resilience program to address the wellbeing needs of our students <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> - to monitor for staff needs to address our focus on explicit teaching - ensure staff feel comfortable and are well trained in the strategies for the new resilience program to be introduced in 2024
<p>COVID ILSP</p> <p>\$9,878.80</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 2023.</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>COVID ILSP</p> <p>\$9,878.80</p>	<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/numeracy - reading • development of resources and planning of small group tuition <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> - support for identified students in need of assistance with literacy <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> - the introduction of a new reading program after an evaluation indicated it would be more suited to our students - development and an evaluation of current programs to assess if changes are required to suit the skill set of our new LaST teacher
<p>Student Support Officer</p> <p>\$99,516.00</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"> • Other funded activities <p>Overview of activities partially or fully funded with this Staffing - Other include:</p> <ul style="list-style-type: none"> • Improve the wellbeing, resilience, and pro-social behaviours of students by working in partnership with the wellbeing team and the school counselling service to prioritise and deliver individual, small group and whole-school evidence-based programs and strategies. • Identify and establish support networks for students with staff, the school community, and locally based government services and community agencies. • Establish referral pathways to appropriate local services through community partnerships. • SSOs contribute to the implementation of the whole-of school approach to wellbeing with a focus on early intervention. • working collaboratively with external and other government agencies in their support of students and their families. <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> - safe and positive environment for students - promotion of respectful relationships - dissemination of strategies to parents to support their children in social and academic endeavours - important port of call for students who are in need of additional support <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> - continue to maintain existing programs and develop others where a need arises



MADD Concert - Percussion Ensemble

Student information

Student enrolment profile

Students	Enrolments			
	2020	2021	2022	2023
Boys	1144	1131	1140	1166
Girls	868	872	905	924

Cherrybrook Technology High School is well regarded in the local community, which is evident in the consistently high enrolment numbers over the years. The school receives a significant number of enrolment inquiries from outside the catchment area. In 2023, the school had a total enrolment of 2,090 students and this has been a significant upward shift compared to previous years. Approximately 74% of students come from non-English speaking backgrounds. The table below displays the total enrolment of the school for students by gender over a four year period. The enrolment trend indicates that slightly more males than females enrol at Cherrybrook Technology High School, which is consistent with the higher number of male students in our partner public schools.

Student attendance profile

School				
Year	2020	2021	2022	2023
7	97.6	95.8	90.5	94.4
8	96.4	94.6	90.6	92.1
9	95.4	94.3	89.0	92.3
10	95.9	92.4	88.9	89.6
11	96.4	93.7	89.2	92.2
12	96.2	93.7	89.9	92.5
All Years	96.3	94.0	89.7	92.2
State DoE				
Year	2020	2021	2022	2023
7	92.1	89.7	85.5	87.9
8	90.1	86.7	82.1	84.6
9	89.0	84.9	80.5	82.8
10	87.7	83.3	78.9	81.1
11	88.2	83.6	80.0	81.7
12	90.4	87.0	83.9	86.0
All Years	89.6	85.9	81.7	83.9

Attendance

NSW student attendance data in 2020 is not comparable to other 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.

While there were no lockdowns or learning from home periods in Semester 1 2023, there was still a high prevalence of sick attendance codes as students were encouraged to stay home if they were even slightly unwell. Advice for families were still in place, recommending students and staff to stay home when sick and only returning to school when they were symptom free. (See <https://education.nsw.gov.au/schooling/covid-19/advice-for-families> for advice).

Management of non-attendance

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

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

Post school destinations

Proportion of students moving into post-school education, training or employment	Year 10 %	Year 11 %	Year 12 %
Seeking Employment	2	1	1
Employment	1	1	1
TAFE entry	2	3	5
University Entry	0	0	91
Other	0	1	1
Unknown	0	1	1

There were 291 students from the 2023 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 a little higher than the others but there was a good spread. The school saw an increasing number of students taking offers of apprenticeships post Year 12, perhaps reflecting the workforce conditions and demand for workers in these skilled areas. A small number of students received offers from interstate and private universities which included Abigail Baker who is looking to travel back to the UK to take up an offer at either the Uni of Bristol or Uni of York. 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; Business / Commerce; Software Engineering; Computing Science; Psychology; Design / IT; Science; Exercise/Physiology; Pharmacy; Medicine / Dental / Health; Medical Science; Education; Nursing; Film; Criminology; Law; Creative and Performing Arts; Architecture / Building - 5; City Planning.

Year 12 students undertaking vocational or trade training

8.58% of Year 12 students at Cherrybrook Technology High School undertook vocational education and training in 2023.

Year 12 students attaining HSC or equivalent vocational education qualification

99.4% of all Year 12 students at Cherrybrook Technology High School expected to complete Year 12 in 2023 received a Higher School Certificate or equivalent vocational education and training qualification.



Chloe FAMILTON - CTHS Alumnus 2023. Solo flight around Australia

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	3
Head Teacher(s)	20
Classroom Teacher(s)	101.9
Learning and Support Teacher(s)	0.8
Teacher Librarian	2
Teacher EAL/D	1.4
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 2023, 2.5% 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 ¹	2023 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.00%	3.60%
Teachers	3.00%	3.40%

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.

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 CTHS and/or system. These days are used to improve the capacity of teaching and non-teaching staff, in line with school and departmental priorities. Professional learning opportunities increased in number throughout 2023, with a mixture of online offerings and face to face presentations returning to the mix. What has presented a problem for the school is the covering of staff who are released for professional learning. For the most part, CTHS has fared well with attracting adequate numbers of casual teachers to cover absences and professional learning. However, during days where sickness was quite prevalent, the shortage of teachers meant some PL activities had to be reeled in. xxxxx expenditure amounted to \$164,848, 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 courses addressing new curriculum being introduced in some KLAs and staff attending HSC Strategy sessions, a key initiative of the Department and explicit teaching. Wellbeing was also a major focus area, as the school undertook an approach to upgrade the skills of many of the newly appointed Year Advisers with courses in Mental Health First Aid proving valuable. The first year of the School Wellbeing initiative, 'RIOT - Resilience in our Teenagers', saw the 'RIOT Champions' undertake the lionshare of the delivery of lessons to Stage 4 students. By the end of 2023, RIOT Champion burnout was a real factor and changes were required to alleviate the burden. As a consequence, PL for all staff to take on this role as a shared responsibility was required. Professional learning was made available to all staff on a needs basis and the average expenditure per teacher for the school was approximately \$1,221. School Development Days in 2023 began with a look at the increasing prevalence of Autism in schools and how, as a staff, we needed to cater for this with effective adjustments in the classroom. The second day saw all staff engaged in the RIOT program learning initiatives. 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 Professor Jim Tognolini, Director, Centre for Educational Measurement and Assessment Faculty of the Arts and the Social Sciences was warmly received, looking at feedback as one of the school's focus areas addressing explicit teaching. In Term 3 the school's Staff Development Day began with a presentation by the Deputy Secretary of the Department, Murat Dizdar, looking at the new draft plan for school education and encouraging staff to respond with feedback. In addition, valuable time to address curriculum planning needs was made available to KLAs. Another key focus area for 2023 was a renewed impetus in the area of Aboriginal education. Buoyed by an enthusiastic Aboriginal Education Team, two whole school professional learning events were organised for all staff looking at the Aboriginal Education Policy and Aboriginal Histories and Cultures courses, was delivered by presenters from Regional Office and well received by staff. 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 2023. Teacher Accreditation - In 2023, the school had seven beginning teachers gain their accreditation at the Proficient level. The school has no teachers at Highly Accomplished or Lead status.



Peter Hartman - HT HSIE. 2024 Premier's Teacher Scholarship Awardee

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2023 to 31 December 2023. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with department policy requirements.

	2023 Actual (\$)
Opening Balance	5,369,567.45
Revenue	24,616,398.07
Appropriation	21,742,745.13
Sale of Goods and Services	45,488.16
Grants and contributions	2,604,918.20
Investment income	210,250.26
Other revenue	12,996.32
Expenses	-24,400,119.52
Employee related	-20,788,355.89
Operating expenses	-3,611,763.63
Surplus / deficit for the year	216,278.55
Closing Balance	5,585,846.00

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.

2023 continued to be a year of financial consolidation as construction on the new STEM building began. The surge in inflation and increased building costs across the industry led to a increase in costs for the building and the school was faced with some tough decisions regarding the project. Downsize the floor plan of the building to meet the original budget or increase funding to continue with the planned footprint already envisaged. The school chose to contribute more funding to the project given the opportunity that existed to gain 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 the STEM education field. 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.

In 2022 staff were provided time to engage with the new curriculum documents being released to schools, at school cost. One of the initiatives that was well received by staff, was the provision of exam invigilators. This provided staff additional time to engage in the process of new curriculum implementation during a critical time where time pressures were somewhat improved. Such was the success of this initiative with staff in 2022, that we repeated this in 2023, once again, at considerable cost to the school. The school is continuing to provide additional supplementary staff support in the area of beginning teachers. One of the effects of the teaching shortage across the education industry has been the increased influx of new teachers who have additional needs in terms of training and accreditation. Our Head Teacher Mentor has been overwhelmed by the increased workload associated with this and, as such, additional help at cost to the school has been provided. To compliment the new sustainable seating purchased in 2022, matching large umbrellas and garbage bins have been ordered which will provide improved amenity and much needed shelter from the sun and rain for students. Now that the piazza has a permanent cover, plans have been underway to install a large LCD screen on the back wall of C2.1 to project images out. Ultimately, the longer term vision of this area is for it to be an overflow area for whole school assemblies in the MPC. Given the size of the school, we have never been able to hold a whole school ceremony, with one stage group of approx 700 students always missing out. The new screen will be able to project the events occurring inside the MPC via a livestream feed thereby allowing a stage group to be seated outside the MPC, under the piazza, and viewing the events inside, projected on the big screen. We look forward to its eventual installation in 2024. The recurring annual cost for the use of CANVAS, whilst significant, is money well spent. With the advent of Artificial Intelligence and the usage of engines such as Chat GPT by students, this has had a significant impact on way subjects are assessing students progress. The school has invested in AI Detection tools through Turnitin as a means to address this issue. The results are questionable and the speed at which this technology is changing is frightening. We are monitoring this area with some interest for solutions like many schools. 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. The introduction of the whole school wellbeing program, Resilience in our Teenagers (RIOT) in 2023, was evaluated as a success by both staff and students. Additional PL support has been required to support the RIOT Champions as they plan for changes to be implemented in 2024 to avoid burnout amongst this key driving group of staff.

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 Redbacks Cheer group

Financial summary - Equity loadings

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

	2023 SBAR Adjustments (\$)
Targeted Total	135,780
Equity Total	439,097
Equity - Aboriginal	2,936
Equity - Socio-economic	28,681
Equity - Language	216,734
Equity - Disability	190,745
Base Total	19,368,689
Base - Per Capita	532,076
Base - Location	0
Base - Other	18,836,613
Other Total	1,145,508
Grand Total	21,089,074

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.



Lady Elliot Island Geography Excursion

School performance - NAPLAN

The National Assessment Program - Literacy and Numeracy (NAPLAN) is an annual assessment for students in Years 3, 5, 7 and 9.

From 2023, student achievement in NAPLAN is reported against 4 levels of proficiency (<https://www.nap.edu.au/naplan/results-and-reports/proficiency-level-descriptions>). These measure student progress against challenging yet reasonable expectations based on the Australian curriculum. They replace the previous numerical NAPLAN bands and national minimum standards.

In addition to the shift to proficiency standards, the NAPLAN testing window moved up from May to March and the scale was reset. As such, NAPLAN scaled scores from 2023 and onwards cannot be compared to NAPLAN results prior to 2023.

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.

It is difficult to comment on the NAPLAN 2023 results as this was the first year the exam was reported differently and as a consequence longitudinal reflections on growth and value added are not possible.

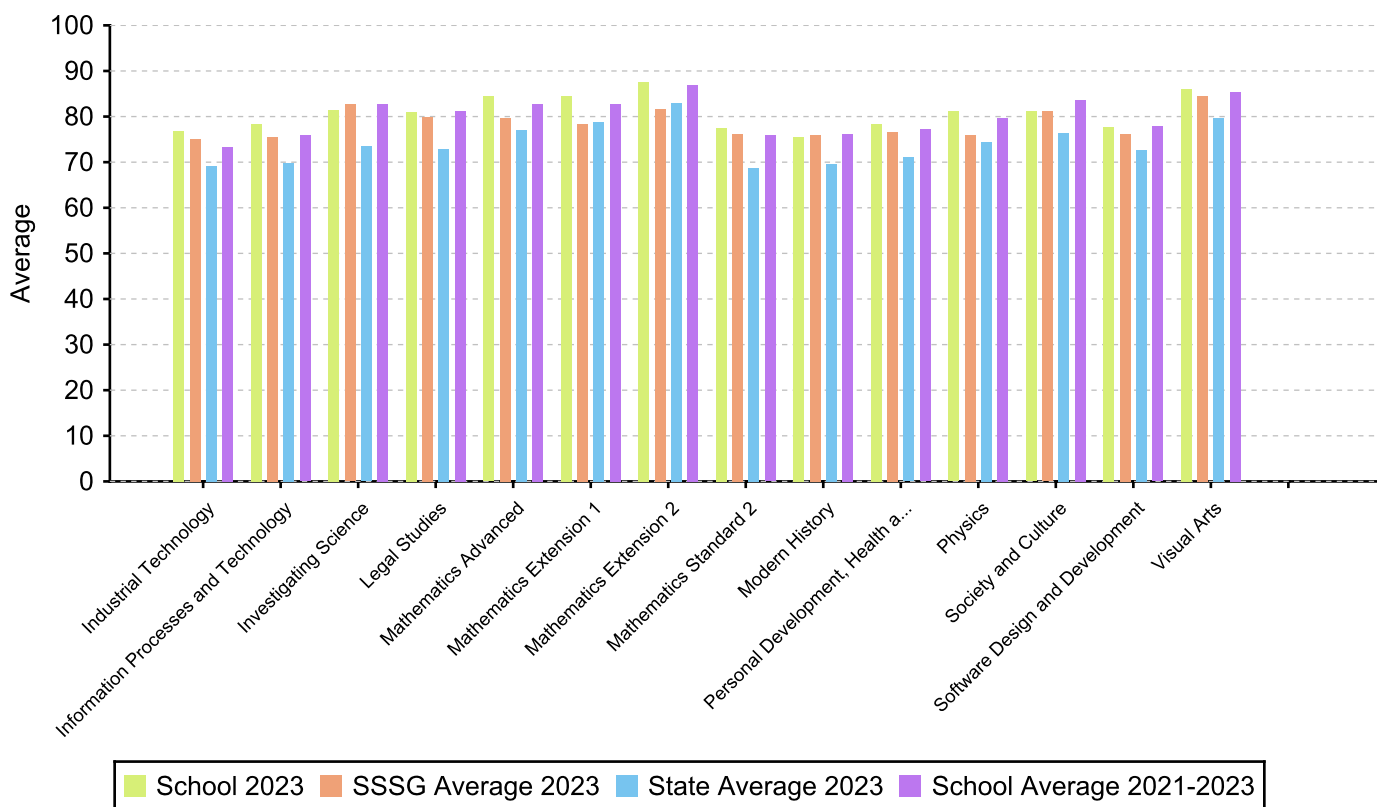
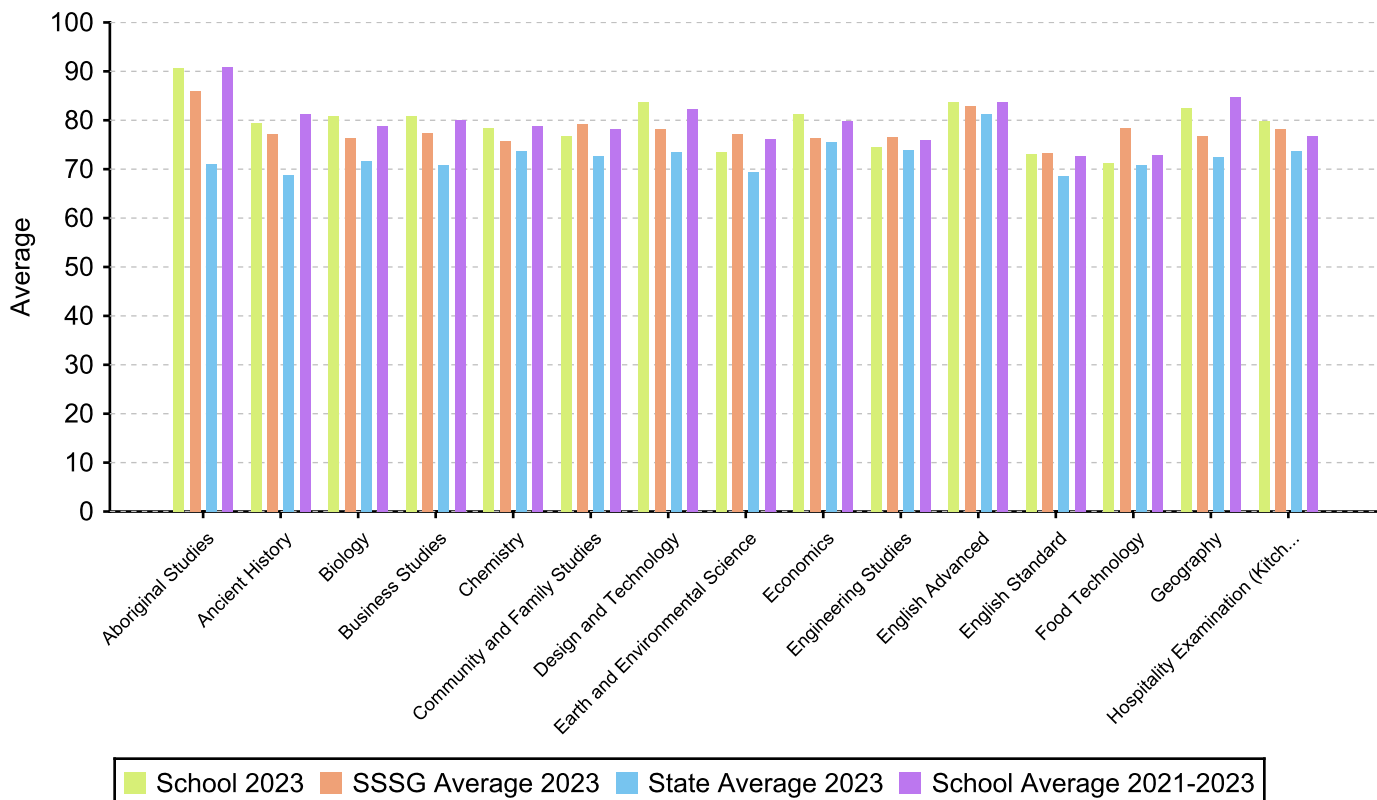


Rite of Passage group - Canyoning, Blue Mountains

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.



Subject	School 2023	SSSG	State	School Average 2021-2023
Aboriginal Studies	90.6	85.9	71.0	90.8
Ancient History	79.5	77.1	68.7	81.4
Biology	80.9	76.3	71.8	78.7
Business Studies	80.9	77.5	70.9	80.1
Chemistry	78.4	75.7	73.7	78.8
Community and Family Studies	76.7	79.2	72.7	78.1
Design and Technology	83.7	78.3	73.6	82.3
Earth and Environmental Science	73.6	77.2	69.4	76.1
Economics	81.3	76.4	75.5	79.9
Engineering Studies	74.6	76.6	73.9	76.0
English Advanced	83.8	82.9	81.2	83.7
English Standard	73.2	73.3	68.5	72.7
Food Technology	71.3	78.4	70.8	72.8
Geography	82.6	76.9	72.5	84.7
Hospitality Examination (Kitchen Operations and Cookery)	79.9	78.1	73.7	76.8
Industrial Technology	76.8	75.1	69.1	73.3
Information Processes and Technology	78.3	75.5	69.8	75.8
Investigating Science	81.4	82.7	73.4	82.8
Legal Studies	81.0	80.0	72.9	81.3
Mathematics Advanced	84.4	79.6	77.0	82.8
Mathematics Extension 1	84.5	78.3	78.7	82.7
Mathematics Extension 2	87.5	81.7	83.1	87.0
Mathematics Standard 2	77.5	76.2	68.7	75.8
Modern History	75.5	76.0	69.6	76.1
Personal Development, Health and Physical Education	78.4	76.7	71.0	77.2
Physics	81.1	75.9	74.4	79.8
Society and Culture	81.1	81.1	76.3	83.7
Software Design and Development	77.7	76.1	72.7	77.8
Visual Arts	86.1	84.6	79.8	85.3

A review of the 2023 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 thirteen students who achieved results, which led to each of them being recognised with all-rounders' awards, meaning they scored a band six or equivalent in each of their courses of study.

These students are Scarlet Anderson, Abigail Baker, Angela Chung, Grace Cleave, Chloe Familton, Leah-Cherie Holt, Naomi Kirkwood, Krishan Mohindara, Zaara Mummen, Anvay Rau, Logan Teng, Isabella Tsui and Yolanda Wang.

In addition to this, a number of students achieved a top place in at least one course of study, these are: Logan Teng - First in Japanese Beginners; Joshie Lee, Fifth in Japanese Beginners and Gemma Mills, second in Spanish Extension; and third in Spanish Continuers.

Apart from these very high flyers, we also had many students who achieved results placing them in the top band of achievers in one or more course. We had 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 greater than 99. There were 133 separate students who reached the top band of achievement in at least one course of study. In fact, we had a total of 329 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.

Our success rate per exam is quite extraordinary. In 2023, 349 students sat for a staggering 1937 HSC exams. On over 18% of those occasions, this 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 marvellous 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.



Year 12 2023 - High Achievers

Parent/caregiver, student, teacher satisfaction

Parent/Caregiver

Parents from our P&C participated in a SWOT analysis of the school at the end of 2023 in our quest to gauge satisfaction levels and suggestions for areas of improvement. Responses were numerous, with parents indicating many strengths and opportunities available at the school. Strengths included: the multitude of subject choices available to their children; the implementation of the Mobile Phone Ban; the extracurricular groups on offer; excellent academic results, in particular the HSC. With a diverse range of students - everyone is able to find their place; quality of teachers and staff support when issues arise.

Our P&C have made valuable community connections that have supported students of the school such as support for the mini bus lease. The parents have expressed there may be further potential to strengthen community connections. The value of our Alumni Network was also suggested as an opportunity that could lead to further advantages for their children in moving through the senior years and post-school. The Duke of Edinburgh Award was discussed at length, and parents expressed the need for better promotion and resources to encourage student uptake and completion of the program.

Areas for improvement were few in number but generally referred to the refurbishment of toilets, the absence of student lockers and a request for increased 'face to face time' for discussions with staff. Since the learning from home period (2020-2022), Parent/Teacher Interviews continued to be delivered in an online format as feedback indicated that it provided increased flexibility for parents and staff. As a school, we sensed an increasing personal disconnect between parents and the school starting to occur and this was highlighted as an area needing to be addressed. Our parent feedback is always greatly appreciated and will continue to guide our direction as a school moving forward.

Student

Annually the school participates in the Tell Them From Me Survey which has traditionally been completed by all students in Term 1. The results from the 2023 survey indicated a decrease in the Wellbeing Aggregate of 5.21%. This has been an area of focus in the school with various resources, programs and initiatives implemented in response to student need and feedback. In 2023, the 'Resilience in our Teenagers' program was delivered to Year 7. Feedback from students regarding the training they undertook in the program was very positive indicating they valued the concepts they learnt. Students also provided suggestions for improvement in the delivery of the program that will be considered for the future. The plan is to continue with this program in 2024 with an update to all Year 7 students who will have moved on to Year 8 and a renewed approach to the teaching of the program to the new Year 7 cohort moving in.

Teacher

A staff survey was conducted regarding returning some year groups to having their parent-teacher nights conducted in the MPC. in response to feedback from parents. The results of the survey indicated that staff valued face to face communications but also expressed the concern regarding the viability of conducting face to face interviews on such a large scale given the size of each year group. A balanced decision was made to address this situation while still making provision for parent teacher interviews for all. Subsequently, the school returned to a 'face-to-face' approach to parent-teacher meetings in the MPC in the key years of Years 7 and 12. It was felt that these year groups were such important junctures in a child's education, and one that would be better served face to face. Years 8-11 parent teacher interviews would continue to be undertaken online.



ANZAC Day representation

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

2023 was another successful year for the Aboriginal Education Team (AET), as we continue to support staff in embedding Aboriginal Histories and Cultures into the fabric of CTHS. A key focus for this year was to build greater cross KLA connections, seeking greater representation and input on Aboriginal Education from a range of faculties.

- The three NAIDOC Teach Meets saw representatives from HSIE, Science, CAPA, Maths, TAS and PDHPE.
- Whole school PL offered by Aboriginal Education Strategic Delivery Officer Kristy Pugliano and her team from the DOE Nirimba Education Office. Kristy presented two courses of three hours each on Aboriginal Education Policy and Aboriginal Histories and Cultures, providing staff who attended all sessions six hours of registered PD.
- The AET meetings were held twice a term with representatives from HSIE, TAS, Maths and PDHPE consistently attending.

The school also aimed to continue to develop our links to the local community, creating a culture of inclusion and welcome within the school and drawing on the knowledge and wisdom of local community members.

- The school maintained its link with the Hornsby AECG (Aboriginal Education Con Group), with at least one CTHS representative attending and reporting on school activities at every meeting in 2023.
- Guringai elder Uncle Laurie Bimson visited the school as part of our NAIDOC celebrations, performing a smoking ceremony during the NAIDOC assemblies.
- Uncles from the Kinchela Boys Home visited the school with their mobile education centre during the NAIDOC celebrations, meeting with HSC Drama and Aboriginal Studies classes, as well as with all of Stage 5. A very big thank you to John Purchase Public School for the use of their Cola to facilitate this.
- Developments have continued with the construction of a Yarning Circle. Assets have control of the project and is now working with members of the AET to finalise the plan and costing. The AET also submitted an application for a NSW State Government Community Building Partnerships grant for \$43910 to cover the costs.

More broadly, it feels that there has been a general increase in student engagement and awareness. The school has seen student support through:

- NAIDOC fundraising for the Healing Foundation through the selling of Krispy Kremes and mufti day, facilitated by the wonderful SRC.
- Participation and volunteering to assist with HSC Aboriginal Studies Major Projects.
- Student initiatives such as the proposal to introduce additional names in local language for the sports houses.
- While not an initiative of the AET, the 2024 Year 12 jersey design uses artwork by local artist Jannine Richardson, a Wiradjuri/Ngunnawal woman, and this speaks to the growing acceptance and appreciation of First Nations cultures in the life of CTHS.

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

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

Multicultural Education Policy

Teachers 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

The school continues to reflect the cultural and linguistic diversity of Australia with approximately 75% 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.

Cherrybrook Technology High School aim to re-establish international relations (which was interrupted by COVID) with our sister schools, especially re-establishing our connection with the sister school in Japan-Nagoya Commercial High. Overseas study trips are on the agenda to be considered, when the cost per student is more achievable.

International and Multicultural Education initiatives took place in 2023. An International Day assembly was held for all students celebrating our diversity and a series of stalls were set up to provide students opportunities to participate in international sports or games. Students not only enjoyed participating in the array of activities, they also developed awareness to different cultural games. In addition, CTHS welcomed seventeen students and two teachers from Henan Zhenzhou Middle School for a school life experience in Australia. The students have been buddied up with our Year 9 and 10 students and attended classes. From chatting with the Chinese students and teachers, this has been an unforgettable and special experience for all involved.

The school also welcomed two Japanese assistants from Japanese universities respectively from Nagoya and Tokyo. The assistants helped our Japanese learners over eight 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. In addition, **Chinese language students received assistance from Cherrybrook community members, ?? (will give the name to you later)** and an alumni from the year 2021, Miss Wang.

CTHS continues to support our sister school, the Smiling Hearts Association Cambodia (SHAC) through it's annual Trivia Night and donations. Located in SiemReap, Cambodia, SHAC is an entirely charity supported school that has been providing an education to Cambodian children since 2010. SHAC helps with the education of children in Cambodia and heavily relies on donations to succeed with their teaching. Solely on ticket sales and donations, the school was able to raise \$1,726 for SHAC, which was warmly received. The School is looking forward to raising even more from the Trivia Night event in 2024.

Other School Programs (optional)

In March, we had three staff members: Brett Clements, Thushani Srignanaguru and Josephine Iacona, travelled to Port Moresby, PNG for the last meeting of the PASS Program - PNGAus Partnership Secondary Schools Initiative. A five year federally funded program, the school was proud to be one of the twelve Australian schools selected to be a part of this wonderful opportunity. The last meeting was scheduled to work on and establish professional learning communities of like minded staff from both PNG and Australia, that could exist and continue the sharing of good ideas, beyond the five year program for the benefit of both PNG and Australian schools and their staff and students. The school continues to maintain its link with our sister school in PNG, Sogeri National School of Excellence. A range of resources, were sent over last year as a donation to them and we are looking forward to running further initiatives in 2024.



PNGAus PASS Program - Sister School: Sogeri National School of Excellence