

2024 Annual Report

Cherrybrook Technology High School



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Introduction

The Annual Report for 2024 is provided to the community of Cherrybrook Technology High School as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

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Message from the principal

2024 has been a very successful year for this school. The year began with a wonderful High Achievers' assembly, during which 139 members of our class of 2023 returned to the school to be honoured for their outstanding achievements in making the HSC Honour Roll. Remarkably, for a comprehensive high school, this was just shy of half the students who presented for the HSC. Nicole Eastaway, a former Principal Representative, attended as our guest speaker. As an alumnus of the class of 2003 and the recipient of the highest ATAR that year, a remarkable 99.7, she delivered an engaging speech reflecting on her journey through the corporate world while balancing the responsibilities of parenthood. Most notably, she emphasised how her experience at CTHS equipped her to confront the challenges associated with high-profile business roles, particularly during COVID-19, where, as a corporate leader with Woolworths, she regularly met with key government leaders to discuss the critical issues of toilet paper shortages.

The future is certainly very bright for the class of 2023. Thirteen students achieved the top band in each of their courses of study, and five were among the top 20 students in the state in a course. Ninety-eight students scored an ATAR over 90, including six students with ATARs above 99. Four students had their major works selected for NESA exhibitions. Our HSC success was further acknowledged when Leah Holt was awarded the top Aboriginal achiever in the 2023 HSC by our Deputy Premier, The Honourable Prue Car.

In the junior years our students maintained impressive achievements, securing outstanding NAPLAN results that position us among the top two comprehensive high schools in NSW, a result widely publicised in the press. We also performed admirably in state-wide Science tests and mathematics competitions, with many students achieving very fine results.

In sport, we have had a very good year. Again, we were Ku-ring-gai Zone champions, finishing first in cross country, second in zone athletics, and third in swimming. CTHS also finished third overall in Sydney North, an outstanding achievement.

Individually, the school had some great success with eight students - Maria Gorval, Aeva Suplina, Danica Li, Leaneaka Bugeja, Aliza Ng, Valeria Boll, Hayley Schultz, and Abhiram Chennupati - all being selected in Combined High School squads. Meanwhile, Angus Wilson, Sophie Burnett, Nisini Rajapaksha Mudiyansele, Ivy Walker, Ishi Sehgal, and Sarah Koot progressed to the national level in their respective sports.

In team sports, the Boys Open Tennis team finished 4th in NSW, the Girls Open Softball ranked 7th in the state, and the Girls Open Baseball girls finished 3rd in the state.

In the area of performing arts, the school had twenty students nominated for inclusion in the HSC major works in Dance, Drama, Music, and Visual Arts, including five students who exhibited in ArtExpress, the annual exhibition of outstanding HSC projects.

The school's ensemble groups continued to grow, culminating in our recent MADD night. Film and video students were showcased at various festivals, and the Dance and Cheer teams competed at the state level and were awarded several gold medals. I would also be remiss if I did not mention the fabulous James Morrison Concert which was a truly

memorable event.

In the field of technology, the school continued to lead the way with our cutting-edge use of CANVAS and the progressive updating of our hardware across the school. The school is also working with the DoE and staff on Artificial Intelligence and its effective use in education. Our HSC technology students received a total of 13 nominations for exhibition in Shape.

Our international programs saw visits from Japanese schools and education authorities. The school also held our inaugural fundraiser for the Sogeri National High School of Excellence for our Papua New Guinean friends, and our annual trivia night raised vital funds for our sister school in Cambodia. Next year, we hope to begin planning for overseas student exchanges, something that has been absent since COVID.

Again, in 2024, our student leaders did a great job, leading some very positive student activities and major fundraising efforts. These initiatives contributed to student wellbeing and a sense of school community while assisting those in need.

As a school, we are very proud of the ongoing physical improvements that have been made. This year, we opened our new STEM block, a testament to our commitment to providing innovative learning environments. Thanks to the generous support of Bendigo Bank, we have also enhanced our resources with new equipment that will enrich our educational experience. Furthermore, we have made significant strides in upgrading the upper playground, although we recognise that more work is still needed to create an even better space for our students.

Central to the recent introduction of our School Behaviour Support and Management Plan has been our CTHS pillars denoting our principles of Respect, Responsibility, and Engagement. These core values embody the essence of the Cherrybrook Way and are essential to our vision for the CTHS Graduate. They remind us that it truly takes a village to nurture and guide our students, and the unwavering support from our parents and the community is integral to their success. Together, these ideals will shape our graduates and inspire them as they embark on their next chapter.

Reflecting on what 2024 has delivered to us, it certainly has been a time of significant educational change. Through all this change CTHS continues to shine as the school of choice in the local community. Why? Despite many believing that a selective school entry will guarantee success, CTHS offers every student the opportunity to be their best and to participate much more broadly than just as a candidate for the HSC. Our school is about supporting students in achieving their personal best, no matter what fuels their learning. It is about offering opportunities and equity for all, and we must continue providing opportunities for our students to reach their full potential.

A quick scan through the CTHS alumni highlights the school's diversity. Talents range from entrepreneurs, business people and actors to Olympians, academics and musicians. Through all this, we continue to strive to be at the forefront of Technology, achieve great academic results, and be recognised internationally as an exemplar of public education. There is certainly a lot to be proud of at Cherrybrook Technology High School.

Message from the school community

As a volunteer led organisation, the CTHS P&C Association relies upon the generosity of parents and members of the community volunteering their time to ensure the success of various facets of our operations.

Therefore, it is fitting to acknowledge all members of the P&C Executive, and our parent and community members who have contributed in various ways over the past year.

We commenced the year with staffing challenges in our canteen, but these were quickly overcome by employing a new canteen manager and additional canteen assistants. Collectively, our canteen staff and volunteers have worked exceptionally hard to ensure that our children were provided snacks and meals efficiently.

There were several new additions to our volunteer cohort during the year, who quickly and diligently rose to the occasion in the canteen!

We were able to secure a significant grant from the Bendigo Bank (Galston branch) which was used to purchase several pieces of equipment for the new STEM building. The equipment either replaced outdated ones or added to the resources available for our students. This provides enhanced opportunities for our students to be at the forefront of using the latest equipment for their studies. Some of these are 3D printers, laser cutters, and a CNC mill.

We have continued to contribute funds towards the school to plug shortfalls. Over \$150,000 was provided to the school during the year, which went towards enhancing Key Learning areas, the school bus lease and grounds maintenance.

Thank you to the school Executive and staff with whom we continued to work collaboratively.

We look forward to building on our successes over the past year and ensuring that our students continue to benefit from

our activities

Vidit Shankar

President

CTHS P & C Association



Mr Townsend, Principal, with Year 11 students who were finalists in the May Samali Award

School background

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 is 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 rapidly evolving global 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 wellbeing 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.



High School Musical cast members on stage
Cherrybrook Technology High School 8592 (2024)

Self-assessment and school achievement

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

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

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

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

For more information about the School Excellence Framework:

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

Self-assessment using the School Excellence Framework

Elements	2024 School Assessment
LEARNING: Learning Culture	Excelling
LEARNING: Wellbeing	Excelling
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 School Excellence Plan and the achievement of school improvement measures.

- Reading and Writing - Systems, Structures and Processes
- Numeracy

Resources allocated to this strategic direction

English language proficiency
Professional learning
Small group tuition (SGT)

Summary of progress

1. Reading and Writing

The school's focus for 2024 was on implementing literacy and writing programs to address areas of weakness identified from Check-in-Assessment and NAPLAN data. The literacy team were able to identify a significant deficiency for students in their ability to infer and extract information from texts. Year 8 English classes were identified as a key target group to trial and determine the validity of strategies to address this. The Literacy team undertook professional learning to deepen their knowledge of activities that could address this. Pre testing of a number of classes was undertaken to provide a data point by which we could evaluate the value of the strategies implemented. Teaching and learning strategies and activities were developed and implemented in this target group. The trial proved successful in confirming our approach and focus area.

A review of the whole school writing program was undertaken, recognising the need for a whole school approach that is flexible enough to cater for specific Key Learning Area writing requirements. Our historic use of PEEL as a structure for writing has become less valid across the school as many subjects have developed their own variations to suit their needs. This made a wholistic approach challenging for students given the lack of consistency across the school. The Writing team undertook a range of professional learning looking at different alternative approaches. Other school visits were undertaken to look at how they were addressing the issue. The Writing team provided whole school professional learning to garner staff opinions on writing in the school and where we needed as a school to improve.. The Writing Team assessed the different options available and the external program - the Writers Toolbox, was recommended as most appropriate for our needs. This was presented to the Executive team at our annual Executive Conference, where it was decided that we would implement this program in 2025.

Next year, the school will be adopting a new approach to Executive and whole-school professional learning, prioritising a more efficient use of our time while leveraging High Impact Professional Learning strategies to better meet our needs. Staff professional development will concentrate on initiatives related to reading and writing. The Literacy team will begin their collaboration with the English KLA but will also extend their support to all other KLAs. Meanwhile, the Writing team will focus specifically on Year 7 throughout the school, incorporating additional professional learning sessions provided by Writers Toolbox and utilising available software. By recognising the complementary nature of reading and writing, we aim to further enhance student outcomes across the board.

2. Numeracy

The Numeracy Team is still in its early stages of development. The Numeracy Team proactively sought guidance and professional learning for the Department Numeracy Team to ensure strong strategic planning is implemented. They have conducted an analysis of Check-In data to identify a solid focus area that can be addressed as they prepare for the start of the 2025 academic year. In 2025, Numeracy is one of the five key School Excellence Plan focus areas and a whole school approach to identified needs will be addressed. Staff will be encouraged to contribute to this.

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 School Excellence Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
<p>Improved reading outcomes Reading Growth</p> <p>An increase in Check-in Assessment mean scaled score for reading in Year 7, 8 and 9 for 2024 compared with 2023.</p>	<p>The Check-in Assessment mean scale score indicates the percentage of students in Years 7, 8 and 9 achieving growth in reading has increased by 4.3%</p>
<p>Improved numeracy outcomes Numeracy</p> <p>Establish a numeracy team that analyses data to develop a numeracy plan for implementation.</p>	<p>The Check-in Assessment mean scale score indicates the percentage of students in Years 7, 8 and 9 achieving growth in numeracy has increased by 2.2%</p>



Leah-Cherie Holt (third from left) - awardee at Nanga Mai Awards Ceremony, for her Outstanding Achievement in the HSC.

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 School Excellence Plan and the achievement of school improvement measures.

- Highly effective teaching practices

Resources allocated to this strategic direction

Professional learning

Low level adjustment for disability

Socio-economic background

English language proficiency

Summary of progress

Highly Effective Teaching Strategies

Using 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.

Continued development of more explicit teaching strategies to address learning needs in Stage 6 continued to be a focus in 2024. In addition, KLA teachers were looking at how this could cascade down into Stages 4 and 5, to better prepare our junior students for the demands and rigours of senior school. To maintain this, explicit teaching strategies was incorporated into all staff PDPs.

Throughout 2024, three staff groups engaged in professional learning in strategies for HSC success, collaborative practice across KLAs and reflecting on classroom practice to identify specific needs of students. This supported the external professional learning program on HSC strategies that was offered to all staff throughout the year. There were some challenges in relation to timing of professional learning sessions and implementing aspects within the class in a timely manner to allow feedback in later sessions.

The Teacher Mentor continued to work with each faculty to strengthen teaching and learning practices specific to the needs of their KLA. Regular meetings with beginning teachers were held and support offered in conjunction with the Mentoring Matters Program. A targeted group of beginning teachers undertook training in the Quality Teacher Rounds program through Newcastle University and participated in two rounds of the program. The focus of the program was to reflect and assess the teaching practices within their classrooms. This program will continue into 2025. By the end of 2024 a significant proportion of beginning teachers on our staff had submitted and achieved formal accreditation.

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 School Excellence Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
Pathways An increase in the proportion of students' HSC results in the top two achievement bands in 2024 to 59.5% compared to 2023 (59%)	59.6% of HSC students attained results in the top two bands demonstrating progress toward the lower bound target.



James Morrison and the CTHS Big band perform at school

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 School Excellence Plan and the achievement of school improvement measures.

- Attendance
- Wellbeing

Resources allocated to this strategic direction

Professional learning
Socio-economic background
Student Support Officer

Summary of progress

Attendance

In 2024, an Attendance team was established and a number of the school's processes have been reviewed and changes made to address the Department focus on improved attendance. These include: ongoing parental communication around the importance of regular attendance, 100% attendance certificates and a streamlining of processes undertaken in the front office. All of these have a focus on reducing the proportion of unplanned absences. In 2025, the school is looking to acknowledge students with 100% attendance in an appropriate and rewarding manner.

Wellbeing

During 2024 the RIOT program was merged into the Peer Support Program and delivered to all Year 7 students by the Year 10 Peer Support leaders. Students responded positively to the training and feedback from the Peer Support leaders indicating the change in delivery mode was a success. This approach to delivery will continue into 2025 with the new cohort of Year 7 students.

During 2024 a range of targeted wellbeing programs were devised and structured to meet the needs of each cohort. These included: Consent labs - for Years 7-11, to encourage more healthy relationships 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', and Year 10 Life Ready programs - BATYR resilience programs, and KYDS, just to name a few. Student feedback to these programs was very positive and appropriate programs will be delivered in 2025. The reintroduction of Study Skills programs for Years 7 and 9 occurred after a review. This will be expanded to include Years 8 and 10 in 2025.

A number of other relevant programs will be initiated in 2025 to address growing concerns. Cyber safety being a key focus in conjunction with parent education seminars. The school will look to undertake another Wellbeing forum with students to garner the latest thoughts on the wellbeing front.

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 School Excellence Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
Attendance Implement an attendance plan that strengthens processes and improves communication with all stakeholders to improve student attendance.	The number of students attending greater than 90% of the time or more has increased to 72.8% indicating progress towards our target.



Representative Dance, Scorpions and Redback
Cheer groups at competition

Funding sources	Impact achieved this year
<p>Refugee Student Support</p> <p>\$961.37</p>	<p>Refugee student support funding is provided to support students from refugee backgrounds who have been enrolled in an Australian school for less than three years.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the School Excellence Plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • release time to engage staff in targeted professional learning • intensive English language and learning support to increase educational outcomes for students <p>The allocation of this funding has resulted in the following impact: Significantly enhanced language acquisition and comprehension for students in the EAL/D class, leading to improved learning outcomes and greater confidence in their abilities</p> <p>After evaluation, the next steps to support our students will be: Regular monitoring of progress and necessary support provided as needed..</p>
<p>Integration funding support</p> <p>\$179,744.00</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 Excellence Plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • 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: Students with high support needs receive tailored LAsT and SLSO assistance, enhancing their learning experience. SLSOs are engaged in professional learning to further develop their skills in effectively supporting these students, leading to successful interventions that empower students to thrive in a mainstream setting</p> <p>After evaluation, the next steps to support our students will be: 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>
<p>Socio-economic background</p> <p>\$29,505.03</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 Excellence Plan including:</p> <ul style="list-style-type: none"> • Highly effective teaching practices • Attendance <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 • Targeted professional learning to support student learning

<p>Socio-economic background</p> <p>\$29,505.03</p>	<p>The allocation of this funding has resulted in the following impact: Access to essential resources has fostered equitable engagement for all students within the school, ensuring that every learner can fully participate and succeed in their educational journey.</p> <p>After evaluation, the next steps to support our students will be: To monitor for future financial needs Reach out to known families as some are often too proud to ask for assistance</p>
<p>Aboriginal background</p> <p>\$2,202.14</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 Excellence Plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • community consultation and engagement to support the development of cultural competency • staffing release to support development and implementation of Personalised Learning Pathways • Professional development of staff by regional AEO staff in key policies <p>The allocation of this funding has resulted in the following impact: The school has developed a clear educational plan for its three ATSI students moving forward, which includes identifying their support needs and exploring tutoring services to assist them. There is an ongoing connection with family, community, and Aboriginal individuals and groups, such as the ACLO and AECG, which forges tighter bonds and links. Additionally, support is provided for students to attend culturally appropriate excursions, as well as for submissions to external organisations like the GO Foundation to access available scholarships.</p> <p>After evaluation, the next steps to support our students will be: We will continue to monitor progress and engage in conversations to determine if additional support is needed. Additionally, we will maintain connections with community groups. Furthermore, we will address specific KLA needs to assist with outcomes for targeted students.</p>
<p>English language proficiency</p> <p>\$268,695.63</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 Excellence Plan including:</p> <ul style="list-style-type: none"> • Highly effective teaching practices • Reading and Writing - Systems, Structures and Processes <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 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: The school has employed two permanent part-time SLSOs to assist EAL/D students facing language difficulties. For senior students, this support includes dedicated lessons, while for junior students, it equates to language support and co-teaching alongside their classroom teacher. Additionally, staff receive support in devising effective strategies and resources to assist</p>

<p>English language proficiency</p> <p>\$268,695.63</p>	<p>in teaching students with EAL/D needs in mainstream classes, including the use of translations, differentiation, and scaffolding.</p> <p>After evaluation, the next steps to support our students will be: We will continue to monitor and provide assistance where required. Additionally, we will allocate additional staffing to implement co-teaching programs that offer intensive support for all students from EAL/D backgrounds.</p>
<p>Low level adjustment for disability</p> <p>\$155,475.52</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 Excellence Plan including:</p> <ul style="list-style-type: none"> • Highly effective teaching practices <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 Literacy and Numeracy Programs for identified students with needs <p>The allocation of this funding has resulted in the following impact: The school provides SLSO support for classroom teachers, ensuring they have the resources needed to meet diverse learning needs. LaST and SLSO support is focused on modifying and differentiating lessons to accommodate students with specific learning requirements. Although our LaST teacher transferred to another school midway through the year, which limited our ability to secure another, we have still observed improvements in the engagement and learning outcomes of students with particular learning needs.</p> <p>After evaluation, the next steps to support our students will be: We will continue to monitor students' progress to ensure that their learning needs are being met. Additionally, we will assess referrals to identify any needs for extra support.</p>
<p>Professional learning</p> <p>\$157,697.59</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 procedures at Cherrybrook Technology High School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the School Excellence Plan including:</p> <ul style="list-style-type: none"> • Wellbeing • Highly effective teaching practices • Reading and Writing - Systems, Structures and Processes <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: Staff were given the opportunity to engage in meaningful professional learning aimed at enhancing their skills and strategies in the classroom. Their professional development plan (PDP) goals were supported through access to relevant professional learning resources. Additionally, the school introduced a whole-of-school resilience program to address the wellbeing</p>

Professional learning \$157,697.59	needs of our students, fostering a supportive environment for their growth and development. After evaluation, the next steps to support our students will be: We will monitor staff needs to effectively address our focus on explicit teaching.
Student Support Officer \$103,930.00	These funds have been used to support improved outcomes and the achievements of staff and students at Cherrybrook Technology High School Funds have been targeted to provide additional support to students enabling initiatives in the School Excellence Plan including: <ul style="list-style-type: none"> • Attendance Overview of activities partially or fully funded with this Staffing - Other include: <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. The allocation of this funding has resulted in the following impact: The provision of a Student Support Officer fosters a safe and positive environment for students, promoting respectful relationships among peers and staff. Strategies are disseminated to parents to support their children in both social and academic endeavours. Additionally, the school serves as an important point of contact for students who are in need of additional support, ensuring their wellbeing and success. After evaluation, the next steps to support our students will be: To continue to maintain existing programs and develop others where a need arises for students
Small group tuition (SGT) \$16,279.00	These funds have been used to support improved outcomes and the achievements of staff and students at Cherrybrook Technology High School Funds have been targeted to provide additional support to students enabling initiatives in the School Excellence Plan including: <ul style="list-style-type: none"> • Reading and Writing - Systems, Structures and Processes Overview of activities partially or fully funded with this targeted funding include: <ul style="list-style-type: none"> • Using SLSO support to deliver small group tuition • Providing targeted and explicit instruction for student groups in Literacy and Numeracy • Further development of resources The allocation of this funding has resulted in the following impact: The school provides targeted support for identified students who need assistance with literacy and numeracy, ensuring they receive the help necessary to improve their skills and achieve their academic goals. After evaluation, the next steps to support our students will be: Adjustments to the existing reading program after an evaluation indicated it needed to be modified to better cater for our students' needs.



Year 9 students at Camp

Student information

Student enrolment profile

Students	Enrolments			
	2021	2022	2023	2024
Boys	1131	1140	1166	1119
Girls	872	905	924	938

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 2024, the school had a total enrolment of 2,057 students, representing a slight decrease on 2023 numbers but on a par for previous years. Approximately 77% 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	2021	2022	2023	2024
7	95.8	90.5	94.4	94.0
8	94.6	90.6	92.1	92.9
9	94.3	89.0	92.3	92.0
10	92.4	88.9	89.6	91.5
11	93.7	89.2	92.2	92.1
12	93.7	89.9	92.5	93.4
All Years	94.0	89.7	92.2	92.6
State DoE				
Year	2021	2022	2023	2024
7	89.7	85.5	87.9	87.2
8	86.7	82.1	84.6	83.7
9	84.9	80.5	82.8	82.1
10	83.3	78.9	81.1	80.4
11	83.6	80.0	81.7	81.6
12	87.0	83.9	86.0	85.5
All Years	85.9	81.7	83.9	83.3

Attendance

Attendance data is based on Semester 1. Data is suppressed at grade-level if there were 5 or less students at the school in the specific grade. Schools with 5 or less total enrolments will have all their attendance data suppressed.

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 2023/2024, 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 was 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	1
University Entry	0	0	92
Other	0	1	4
Unknown	0	1	1

There were 297 students from the 2024 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 2023 with Macquarie University maintaining the top of the league ladder on this front. The small increasing trend of students applying for universities outside of Metropolitan Sydney as well as other smaller tertiary education providers has continued in 2024. There has been a steady trend in the number of students applying and receiving offers for diploma level courses at tertiary institutions as a pathway into the relevant bachelors degree program.

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) Business /Commerce; Science (including Veterinary Science); Engineering; Information Technology; Medicine/Dental/Health; Education; Social/Welfare/Psychology; Architecture/Building; Law; Arts including Literature Studies, Politics and History; Communication, Media and Marketing; and Design

Year 12 students undertaking vocational or trade training

5.45% of Year 12 students at Cherrybrook Technology High School undertook vocational education and training in 2024.

Year 12 students attaining HSC or equivalent vocational education qualification

99.1% of all Year 12 students at Cherrybrook Technology High School expected to complete Year 12 in 2024 received a Higher School Certificate or equivalent vocational education and training qualification.



One of our talented Year 12 students, Kaitlyn O'Donovan (first on left) and her HSC major work (People's Choice Award winner)

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	3
Head Teacher(s)	21
Classroom Teacher(s)	99.8
Learning and Support Teacher(s)	0.8
Teacher Librarian	2
Teacher EAL/D	1.6
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, prioritised permanent employment for Aboriginal and Torres Strait Islander teachers, scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2024, 2.3% of the department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

Workforce ATSI

Staff type	Benchmark ¹	2024 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	3.30%
Teachers	3.30%	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 six 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 2024, with a mixture of online offerings and face to face presentations returning to the mix. What has slightly improved 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. Expenditure on professional learning amounted to \$140,244 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 various KLAs and staff attending HSC High Leverage Strategy sessions, a key initiative of the Department and the school. The school ran sessions for four groups of staff, representing a range of KLA groups during 2024. The school was very lucky to have a staff member who was seconded into the Department's High Leverage Strategy unit for two years. Her experience has proved invaluable in upskilling many of our staff in this strategy.

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. Professional learning was made available to all staff on a needs basis and the average expenditure per teacher for the school was approximately \$1,070. School Development Days in 2024 began with a presentation of our School Behaviour support and management plan to staff to engage them in the intricacies of the plan, followed by a NESAs presentation on developing quality Stage 6 assessments.. A key focus of every new year is a thorough analysis of the previous year's HSC results using RAP and SCOUT data, and this was no different in Term 1, 2024. In Term 2, the school undertook the mandatory Curriculum Implementation modules provided by the Department. In Term 3 the school's Staff Development included presentations on Artificial Intelligence with presentations from Max Forbes, English Teacher, Brisbane Boys' College, looking at the Transformative Role of AI in the Classroom and how to engage with it in a meaningful and educational way. James Laird from the Ponds High School presented to staff on Using Generative AI in Education, specifically showcasing the Department's EduChat program. Our Twilight sessions saw staff engage with a series of workshops ranging from AI and effective prompting, NESAs changes to assessment, CANVAS course design/best practice and an introductory look at the Writers Toolbox and discussion about a new writing program for the whole school in 2025. Across all staff development sessions time was provided to KLA groups to continue to address curriculum planning needs. In addition to this, all online mandatory DoE training courses were completed throughout the year in readiness for a new approach to be implemented by the Department - an Annual Competency Check in 2025. Time was also 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 2024. Teacher Accreditation - In 2024, the school had ten beginning teachers gain their accreditation at the Proficient level. The school has no teachers at Highly Accomplished or Lead status.



Professional Teachers Council Award winners - Wendy Sheppard and Nicholas Fernandez (both front)

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2024 to 31 December 2024. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with department policy requirements.

	2024 Actual (\$)
Opening Balance	5,585,846.00
Revenue	25,477,017.16
Appropriation	22,692,294.46
Sale of Goods and Services	13,157.34
Grants and contributions	2,508,993.31
Investment income	251,123.55
Other revenue	11,448.50
Expenses	-25,462,264.06
Employee related	-22,547,255.22
Operating expenses	-2,915,008.84
Surplus / deficit for the year	14,753.10
Closing Balance	5,600,599.10

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.

2024 continued to be a year of financial consolidation given the Department's reductions to school budgets and the need to be financially prudent. The construction of M Block was completed by the end of 2023 and the building was officially opened for use by staff and students for the start of 2024 year. A significant proportion of funding was used in fitting out the purpose built STEM rooms with cutting edge technology relevant to subjects being taught within them. The School was ably assisted in this endeavour through the P & C and the generous donation of funds from Bendigo Bank, Galston branch. In 2024, staff were provided time to engage with the new curriculum documents being released to schools, at school cost. One of the initiatives that continues to be well received by staff, is the provision of exam invigilators, which the school continued with in 2024. This provides staff additional time to engage in the process of new curriculum implementation during a critical time where time pressures add to additional strain on teaching staff. Despite the considerable cost of this initiative to the school, it is felt that it represents good value for money. 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. The School's 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. In addition to this, funding for Beginning Teachers was applied to our mentoring matters program, beginning teacher observations of other staff and involvement in the Quality Teaching Rounds program. Pleasingly, the large LCD screen being erected in the Piazza has been completed and in 2024 it proved useful in decimating information during large year group assemblies and major ceremonies in the MPC. 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. Improvements to the top playground were undertaken in 2024, with retaining work, new stairs, soft fall and seating installed - improving the amenity for students in an area that is suffering from much foot traffic. Six new cold water bubblers were installed for student use around the school and these have been well received, particularly on hot days. Finally, to support the implementation of the School's new Behaviour Support and Management Plan at the end of 2024 - signage was installed across the entire school, playground areas and in every classroom to support our three pillars of Respect, Responsibility and Engagement - a cornerstone of what we stand for as a school.

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 Business Manager, to ensure the school meets stringent financial policy requirements and all transactions are

transparent.



M Block Opening

Financial summary - Equity loadings

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

	2024 SBAR Adjustments (\$)
Targeted Total	198,327
Equity Total	455,878
Equity - Aboriginal	2,202
Equity - Socio-economic	29,505
Equity - Language	268,696
Equity - Disability	155,476
Base Total	20,405,088
Base - Per Capita	359,037
Base - Location	0
Base - Other	20,046,051
Other Total	1,263,974
Grand Total	22,323,268

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.



Bendigo Bank Board members providing support for M Block STEM equipment

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.

School statement - Literacy and Numeracy

The School's results in NAPLAN 7 and NAPLAN 9 when viewed against like schools (SSSG) and the State continue to look very impressive.

Looking at these results as a Value Added measure, between:

- Years 7 - 9: we are, Delivering
- Years 9 - 12: we are, Delivering

Looking at cohort proficiency across key domains:

NAPLAN 7

Reading

2023 - Developing: 6.8%, Strong: 52.8%, Exceeding: 49.8%

2024 - Developing: 6.8%, Strong: 52.8%, Exceeding: 49.8%

Writing

2023 - Developing: 16.1%, Strong: 56.5%, Exceeding: 26.3%

2024 - Developing: 8.5%, Strong: 54.4%, Exceeding: 36.5%

Numeracy

2023 - Developing: 7.4%, Strong: 51%, Exceeding: 40.5%

2024 - Developing: 3.2%, Strong: 48.6%, Exceeding: 47.6%

NAPLAN 9

Reading

2023 - Developing: 12.8%, Strong: 51.7%, Exceeding: 35%

2024 - Developing: 10.8%, Strong: 53.2%, Exceeding: 33%

Writing

2023 - Developing: 16.5%, Strong: 47.4%, Exceeding: 33.9%

2024 - Developing: 11.8%, Strong: 51.7%, Exceeding: 35%

Numeracy

2023 - Developing: 6.7%, Strong: 54.3%, Exceeding: 30.4%

2024 - Developing: 6.2%, Strong: 62.9%, Exceeding: 29.1%

A focus of professional learning, to be undertaken by all teaching staff in 2025, will be on building these above foundational skills in our students.

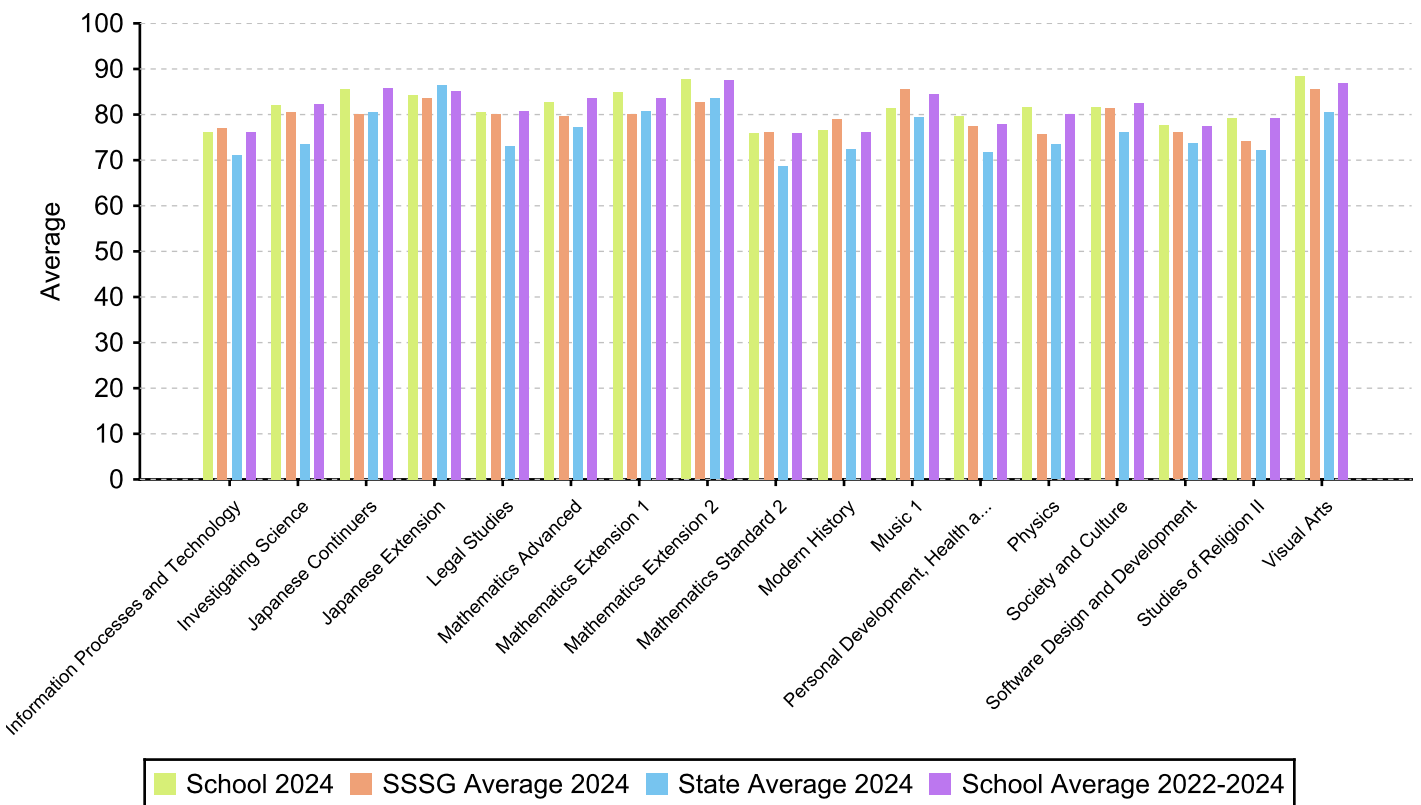
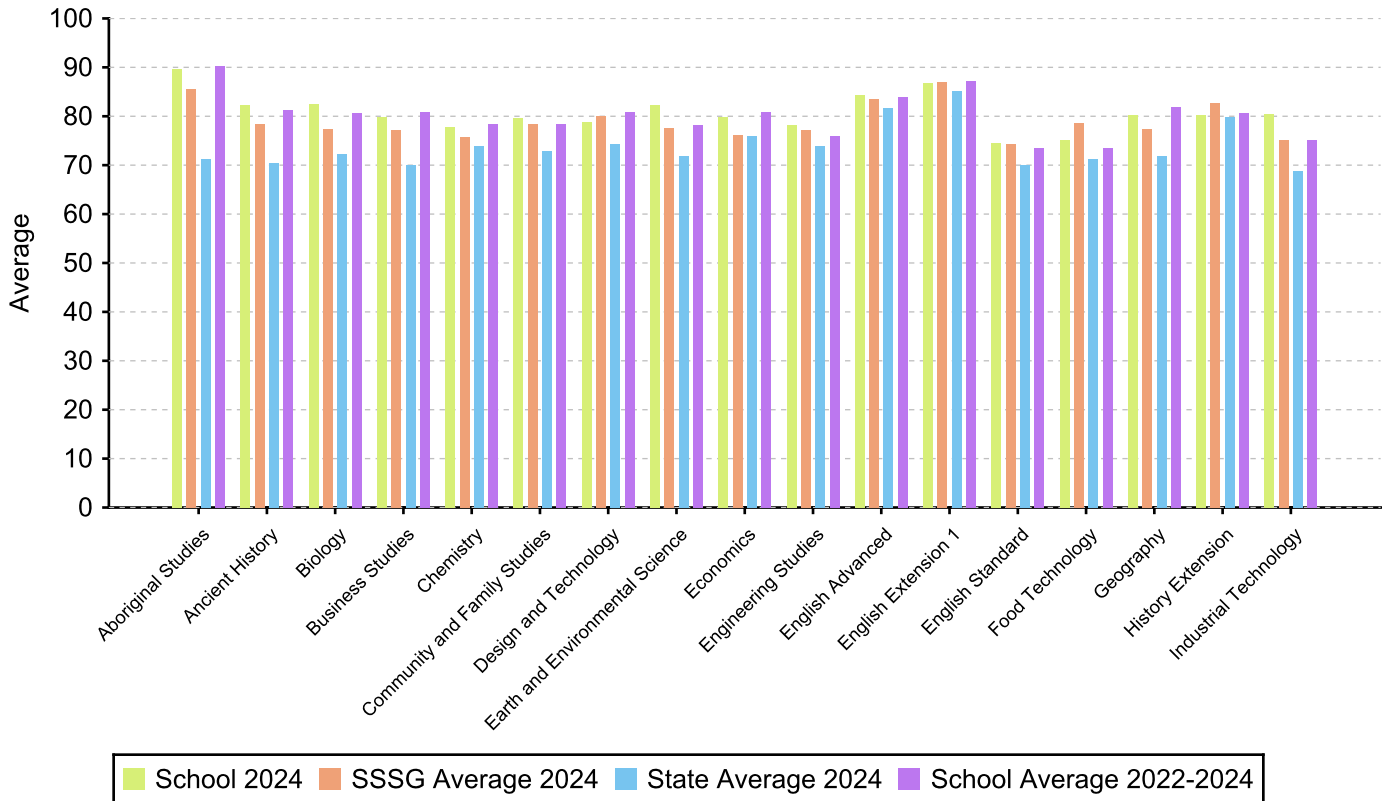


CTHS Game Changer team

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 2024	SSSG	State	School Average 2022-2024
Aboriginal Studies	89.6	85.5	71.3	90.3
Ancient History	82.4	78.3	70.4	81.3
Biology	82.6	77.5	72.2	80.6
Business Studies	79.9	77.2	70.1	80.9
Chemistry	77.9	75.7	73.9	78.3
Community and Family Studies	79.6	78.4	72.9	78.4
Design and Technology	78.8	80.1	74.4	80.9
Earth and Environmental Science	82.4	77.6	71.9	78.2
Economics	79.9	76.3	76.0	80.9
Engineering Studies	78.3	77.2	73.9	76.0
English Advanced	84.4	83.5	81.7	84.0
English Extension 1	86.8	87.1	85.3	87.3
English Standard	74.6	74.4	70.1	73.4
Food Technology	75.2	78.6	71.3	73.6
Geography	80.3	77.5	71.8	81.8
History Extension	80.3	82.7	79.9	80.6
Industrial Technology	80.4	75.1	68.8	75.2
Information Processes and Technology	76.2	77.0	71.1	76.3
Investigating Science	82.1	80.6	73.5	82.2
Japanese Continuers	85.7	80.2	80.5	85.8
Japanese Extension	84.2	83.7	86.5	85.1
Legal Studies	80.5	80.1	73.0	80.8
Mathematics Advanced	82.7	79.8	77.3	83.7
Mathematics Extension 1	85.0	80.0	80.9	83.7
Mathematics Extension 2	87.7	82.7	83.5	87.5
Mathematics Standard 2	76.0	76.1	68.8	76.1
Modern History	76.7	79.1	72.4	76.3
Music 1	81.4	85.5	79.5	84.6
Personal Development, Health and Physical Education	79.6	77.6	71.8	78.0
Physics	81.6	75.7	73.4	80.1
Society and Culture	81.7	81.5	76.3	82.5
Software Design and Development	77.7	76.1	73.7	77.5
Studies of Religion II	79.2	74.2	72.2	79.2
Visual Arts	88.5	85.6	80.6	87.0

A review of the 2024 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. CTHS 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.

And success is what this group has achieved. Chief among the many excellent performers are the eighteen students who achieved results, which led to each being recognised with all-arounder awards, meaning they scored a band six or equivalent in each course of study. Incidentally, this is the second-best result in CTHS history. And finally, CTHS students who scored top places in the state for a course of study are: June Lee- 1st in Biology, Natalie Howell 16th in Biology and 4 in Earth and Environmental Science, Ella Au - 4th in EALD English, Harry Fisher - 7th in Industrial Technology and Rachel Quah - 14th in Biology and 19th in Advanced English.

Apart from these very high flyers, many students achieved results, placing them in the top band of achievers in one or more courses. We had 97 students who scored ATARs above 90; this means nearly a third of the school's HSC candidates scored an ATAR above 90, including ten students with ATARs greater than 99. To put this into context, this places those ten students in the top 1,000 of 71,000 eligible for the HSC.

One hundred and thirty-five of the Year 12 cohort reached the top band of achievement in at least one course of study. In fact, the School had a total of 349 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.

The school's success rate per exam is quite extraordinary. In 2024, 338 students sat for a staggering 1854 HSC exams. On 19% of those occasions, a student scored a Band 6 - close to one in 5 exams converted to a Band 6. The state average was 5.0%, including all the selective and high-ranking non-government schools. A spectacular effort!



Young Women in Public Affairs Award winner - Jenny Yan

Parent/caregiver, student, teacher satisfaction

Parent/Caregiver

In response to feedback from our parent body in the P & C general meetings in 2024 we undertook change in the arrangements for Parent/Teacher meetings. Prior to this, the school had solely moved to an online model of delivery for our Parent/Teacher nights. Feedback from these was positive indicating the approach provided more flexibility for both staff and parents to meet at a time that suited them both. Over time though, the school sensed there was a growing disconnect between it and the parent body, and in 2024 took the initiative to move Year 12 and Year 7 Parent/Teacher meetings back on site in the MPC face to face. Both year groups are critical points in education:

- Year 12, to emphasise progress and areas for improvement as they make their final push to the HSC;
- Year 7, a huge transition point for students as they settle into high school life and changes in approaches to learning and socialising with a new group of students.

Feedback was incredibly positive, with the Year 12 parents in particular commenting on how much they enjoyed the opportunity to be on site.

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 2024 survey indicated an improvement in the measures specifically relating to the wellbeing of our students. Expectations for success has improved by 7% to a value of 88%; Sense of belonging has risen by 6% to a healthy 73%; and Advocacy at school has climbed 3% to 57%. 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 2024, the 'Resilience in our Teenagers' program was delivered to Year 7 by Peer Support leaders. Feedback from students regarding the training they undertook in the program was very positive indicating they valued the concepts they learnt. A range of other whole school presentations on key areas related to student behaviour and wellbeing also continued in key areas identified as a priority for our school.

Teacher

One of the School's major focus areas in 2024 has been the professional learning of staff, building on the work of the Department led High Leverage Strategies team across the state. As a school, we were lucky that one of the key players of this team, was a CTHS staff member. As the Department wound back funding for this initiative at a state level, the school looked to take the learnings and strategies from this to build on the capacity of our staff to drive improvements in HSC results at a school level. Four small cohorts of staff were put through the intensive training, working in a cross curricular approach in discussions, to allow meaningful discussions and learnings from different perspectives. The feedback from staff on the value of training was extremely positive.

- 98% of participants stated they strongly agreed that the program encouraged them to: think about their classroom practice; and consider how they could use the HSC strategies to support students' growth.
- 94% develop lessons with the discriminating factor and HSC strategies in mind
- 94% implemented the lessons developed through the program
- 90% developed lessons responsive to evidence from the classroom.

The program has provided strong support for all teachers involved and has led to purposeful thinking regarding student evidence and teaching practice. We are looking to run more professional learning sessions in 2025 to engage more staff in this initiative.



Annual Showcase event

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

2024 was another successful year for the Aboriginal Education Team, as the group sought to consolidate links with the local community and build on the professional learning that was undertaken in 2023. This year, the school sought to align our key areas of focus with the Culturally Nourishing Schooling Project which included: (1) Learning from Country, (2) Professional Learning, (3) Curriculum and Pedagogy, and (4) Relationship with Community.

Learning from Country

This recognises the importance of learning on and from Country, in a specific place. Students and teachers are provided with opportunities to connect with leaders and community on Country, sharing knowledges and increasing the knowledge of shared histories, the strength, diversity, ownership and richness of Aboriginal cultures and [ensuring that] Custodianship of Country [is] respected, valued and promoted (Aboriginal Education Policy, 1.1.5).

- As a school, the school continued to support the Year 7 HSIE excursion with all students learning from Country, with Gibberagong Environmental Education Centre, at either West Head in Ku-ring-gai National Park or Muogamarra Nature Reserve.
- Developments have continued with the construction of a Yarning Circle. Unfortunately, the School was unsuccessful in the grant application, but the project has gone out to tender, with a chosen contractor intending to start construction early 2025.

Professional Learning

Through workshops and professional learning conversations, teachers are given opportunities to research, read articles, discuss pedagogy and curriculum choices to ensure that Aboriginal and Torres Strait Islander students receive fair, equitable, culturally inclusive and significant educational opportunities (Aboriginal Education Policy, 1.1.8).

- In Semester 2, the school ran the Aboriginal Pedagogies PL course offered by Aboriginal Education Strategic Delivery Officer Janene Macpherson and her team from the DOE Nirimba Education Office. Janene led a group of teachers from HSIE, TAS, Science, Maths and English through the course which provided 7 hours of NESA accredited PL.
- The three NAIDOC Teach Meets saw representatives from HSIE, Science, CAPA, Maths, TAS and PDHPE.
- The AET meetings were held twice a term with representatives from HSIE, TAS, Maths and PDHPE consistently attending.

Curriculum and Pedagogy

Teachers, leaders and community members work together to plan and structure learning to suit the specific context of each KLA. Staff support each other through resource sharing, reflecting on teaching and learning practices and observations, to assist in each to use quality teaching and assessment practices and resources that are culturally inclusive (Aboriginal Education Policy 1.6.4).

- The Aboriginal Pedagogies PL course provided an opportunity for teachers across KLAs to share resources and develop cultural safe and inclusive teaching practices.
- Our NAIDOC celebrations was another highly successful week with a range of activities across the school that was well attended and supported by students and staff.

This included:

- Assemblies run by the Year 10 Aboriginal Studies class
- Stage 5 Incursion with Koori Murri organised by Mai Nguyen. A very big thank you to John Purchase Public School

for the use of their Hall to facilitate this.

- Mufti Day organised by Tania Thomas and the SRC
- Weaving workshop organised by Wendy Sheppard
- Collective artwork facilitated by Zahra Stace
- The NAIDOC Teach Meets facilitated in the resource sharing and gathering across faculties throughout this celebration.
- Continued development of the Stage 6 Aboriginal Studies course with the largest Preliminary class we have had undertaking the course in 2024. This is a class that is now quite an institution within the school and that continues to find support from staff and community in their work, particularly around the HSC Major Project. The Preliminary class also undertook two highly successful camps, one to Gibberagong EEC and the annual research trip to Canberra.
- Student initiatives such as the proposal to introduce additional names in local language for the sports houses.

Relationship with Community

Through continued communication, relationships between teachers, students and community members have been strengthened. As information is shared about initiatives and opportunities within the school and in the broader community, teachers and students are encouraged to engage the NSW AECG and Aboriginal communities as partners in Aboriginal education (Aboriginal Education Policy, 1.3.3).

- The AET has been well attended and we are indebted to the ongoing support and input of CTHS parent, Simone Holt, into that group.
- The School continues to develop links with our parent body, particularly through the Personalised Learning Pathways process.
- The School maintained our link with the Hornsby AECG, with at least one CTHS representative attending and reporting on school activities at every meeting in 2024.
- While not an initiative of the AET, the 2025 Year 12 jersey design again uses artwork by Aboriginal artists and this speaks to the growing acceptance and appreciation of First Nations cultures in the life of CTHS.

Moving into 2025, there are a number of areas that the Aboriginal Education Team would like to consolidate and further develop including:

- Continuing to strengthen the cross KLA engagement, with representation from all KLAs at the AET throughout the year and attendance of KLAs outside of HSIE at the AECG.
- Greater communication with parents and the wider community about the initiatives across the school and opportunities for involvement. This is particularly important for any families in our community not currently identifying.
- More acknowledgement and commemoration of significant days beyond NAIDOC week including Sorry Day and National Reconciliation Week. While we are not seeking to make these days as big as our NAIDOC celebrations, these are important events to mark through Network, Daily News, and assemblies.

The Aboriginal Education Team would like to extend a huge and heartfelt thanks to several community members whose encouragement and assistance we are indebted to. This includes Simone-Cherie Holt, Lea Harlow and Dave Lardner. We would also like to extend this thanks to Tania Thomas and the SRC for their fundraising efforts, Mai Nguyen for her persistence in organisation of the Stage 5 NAIDOC IncurSION, Wendy Sheppard and Zahra Stace for their assistance running workshops during NAIDOC, and the Preliminary Aboriginal Studies class for their meaningful assembly and all staff who assisted during our NAIDOC celebrations. We have also appreciated the ongoing support of the CTHS Senior Executive.

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

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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

EALD Education

The School continues to reflect the cultural and linguistic diversity of Australia with over 75% of our students having a language background other than English (LBOTE). Whilst the majority of our non-English-speaking background students are either born or have grown up in Australia, the more recently arrived EALD students comprise approximately 25% of the school population and receive support from two specialist teachers across all KLA areas. Out of the 2057 students enrolled in CTHS during 2024, 1548 were identified as LBOTE and 263 were EALD students. Support for EALD students consists of two targeted EAL/D classes in Year 7 and 8 - based on EAL/D progressions (Emerging, developing, consolidating and time spent in Australia). Bilingual SLSOs are employed to support students' language development. In addition, the EAL/D Specialist teacher provides guidance to KLAs & individual teachers, and assists in differentiation of resources as needed by classroom teachers. At the same time, the EAL/D Specialist teacher may team teach alongside classroom teacher to support students' language development. Furthermore, EAL/D Specialist teacher can also provide one on 1 support to students in class or outside of class time.

Sister Schools

Cherrybrook Technology High School has been working to re-establish international relations (which were interrupted by Covid) with our sister schools overseas. Pleasingly, we have re-connected with our sister school in France (Lycee Emille de Breteuil) and the school is investigating the possibility of an overseas study tour to France with the French sister school. The school is also planning for a study trip with Japan in the future.

International visits to CTHS

A number of International and Multicultural Education initiatives took place in 2024. An International Day assembly was held for all students celebrating our diversity. In addition, CTHS welcomed twenty students and two teachers from Beijing, for a school life experience in Australia. The students were buddied up with Year 9 - 11 students (from Chinese classes) and attended these students classes whilst at school. Discussions with the Chinese students and teachers during the tour indicated this had been an unforgettable and special experience for all involved.

Japanese Assistants

The School also welcomed two Japanese assistants from Japanese universities in Tokyo and Osaka. 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, French language students received assistance from a Cherrybrook community member - Mrs Creusot, whose children recently graduated from CTHS. Students are very fortunate and appreciative to have the assistance and support from the community members.

Multicultural Assembly

In Term 3, the school held its annual International Day, a vibrant celebration of multiculturalism, identity and awareness through fun activities and performances at CTHS. The day began with an International Day assembly, which kicked off with a lively parade of flags, traditional dance performances, and an interview with Cristina, a Year 11 International Exchange student from Mexico. The theme for the assembly was "Unity in Diversity," emphasising how our individual differences bring us closer together as a school community. By sharing, learning, and understanding each other's diverse perspectives and cultures, we enrich our school community. The school was a sea of colour with an abundance of traditional clothes worn by both students and staff. Celebrations like this demonstrate that our greatest strength lies in our ability to unite through our differences, embracing the vibrant patchwork of cultural diversity that makes CTHS unique.

Other school programs (optional)

Sogeri National School of Excellence

In Term 4, a CTHS fundraising event was held for our sister school in PNG - Sogeri National School of Excellence. A huge turnout of approximately 130 staff, students and community members had the pleasure of enjoying a wonderful

night of entertainment. The audience were treated to some wonderful speeches from our guests of honour, Pauline Suvi, Head Teacher Science and Head of STEM education at Sogeri, and Anna Antonijevic, a key presenter in the PNGAus Secondary Schools Initiative - the very program the School had been involved in over the previous five years. Mr Michael Vella, ex-NRL player and CTHS parent, entertained us with stories about the value of sport and his experiences playing NRL, and a recording of some of the current PNG Kumuls team sending their best wishes for the night was well received.

The CTHS Big Band kept the gathered crowd entertained with many musical items throughout the night and the CTHS Cheer team and Jazz Dance Representative ensemble group also presented some excellent choreographed numbers. The caterer for the event, Jaya's Kitchen, provided all in attendance with scrumptious meals and dessert offerings. The silent auction of prints donated by CTHS Visual Arts students raised a healthy dollar value towards the cause. And the trivia-based questions and games kept the audience baying for more as the night progressed.

The night had a wonderful feel and knowing that the \$9,000 raised was going to our sister school in PNG to help provide them with sporting equipment was a wholesome experience. This will help them to better engage their students during vacation times as many travel from all around the country to study at Sogeri, and board on site for most of the year.

Smiling Hearts Association Cambodia (SHAC) Sister School in Cambodia

CTHS continues to support our sister school, the Smiling Hearts Association Cambodia (SHAC) through it's annual TriviaNight 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 \$1,600 for SHAC, which was warmly received. The School is looking forward to raising even more from the TriviaNight event in 2025.



Year 12 Jersey design, incorporating Aboriginal motif