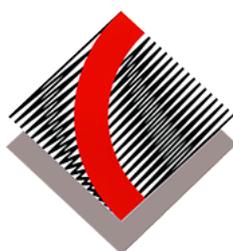


Cherrybrook Technology High School Annual Report



2018



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Introduction

The Annual Report for **2018** 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.

G. Johnson

Principal

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Message from the Principal

2018 has been an enormously successful year for this school. In January, our Head Teacher Mathematics, Mr Woo, was named as the Australian of the Year Local Hero; this was quickly followed by a wonderful High Achievers' assembly that saw 149 of our class of 2017 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. In the junior years our students in 7 & 9 completed NAPLAN and demonstrated that academically, they were way beyond the state and national average.

On the sporting front there were many highlights, including:

- * Scott Chapman – Gold Medal NSW All Schools (Javelin) and bronze medal at Australian All schools
- * Katie Devitt 17+ – CHS Gold Medal 100m
- * Rahul Desai– Nationals Gold Medal (Tennis) and CHS Gold Medal (Tennis)
- * Ryan Jones – CHS Silver Medal
- * Boys Tennis Knockout – CHS Silver Medal – Rahul Desai, Howie Yu, He Chuan Tee, Daniel Siminiuc
- * Sydney North Blue – Rahul Desai (Tennis), Thomas Pellow (Softball)
- * Thomas Pellow – Gold Medal at Nationals (U16s Baseball) and Toured the USA as a part of the U17s Australian Touring team and won Gold Medal.
- * Zone Champions 2018

We also had many other students who performed with distinction at CHS and NSW all schools swimming, athletics and cross-country carnivals and in a variety of other sports. In the area of performing arts we produced the outstanding MADD concert and had students participating in regional and state drama and dance festivals. In the field of technology we continue to learn and build on our successes and in 2019 we will be further developing our skills in CANVAS, our new learning management system. This will further rationalise our current technology and increase flexibility for students and staff alike. We also continued to promote our international programs with a marvellous multicultural day and once again a very resilient group of students, staff and parents walked the Kokoda track. Interestingly, this walk has the potential to develop into a very important link with the federal government contacting the school to gauge our interest in being part of a program aimed at improving teacher quality and student outcomes in PNG.

Again in 2018 our student leaders did a great job and amongst other things led some very positive fund raising programs. These initiatives contributed to student morale and a sense of school community as well as assisting those in unfortunate circumstances.

Without question though the most exciting event of 2018 was the opening and occupation of our new "J Block", our new Science facilities in "G Block" and our covered multi-purpose courts. The building design is modern, innovative and truly in keeping with the architectural spirit of the school.

I can't help but reflect on the success of Cherrybrook over the past 26 years and the wonderful learning environment we have built, not just our tremendous physical facilities but also the strong learning culture, which pervades all our classes and activities. The future at Cherrybrook Technology High School is certainly something to be optimistic about.

Message from the school community

2018 was another successful year for Cherrybrook Technology High School. Across academic, cultural and sporting spheres, the school continued to underpin the results that can be delivered by public education when there is a dedicated student cohort, ably supported by a committed academic and general staff, with a parent group and community that is keen for high quality education.

This does not happen by chance, and the P&C extends its thanks and congratulations to the principal, Gary Johnson, and his executive, academic and support teams. We are particularly delighted that Gary's position as principal was reaffirmed this year and the school will continue to have the benefit of his leadership for some while yet.

This year marked a significant development in the school's history as a result of the completion and occupancy of significant infrastructure improvements, which has delivered contemporary teaching facilities that also blend in remarkably well with the existing school infrastructure. The P&C played a very significant part in providing advice to the steering group, through the time and expertise of Mr Cuevas for which we are very thankful. We also contributed significant funds for the new basketball cover and landscaping following the building works completion. Parent contributions, canteen contributions, and various other activities with varying levels of success, have been accumulating over a number of years for an event like this. I'm happy to report that our P&C was ready when needed and our contribution to these works was an extraordinary several hundred thousand dollars. Thank you to current and past parents for your contributions, the basketball cover is a fantastic result for the school and our children, and it could not have been done without your support. These funds were paid in cash to the school in October, 2018.

The P&C again worked very closely and productively with the school, both in delivering services to the student body, and also playing a part in areas such as selection of candidates for vacant academic positions. It is worth noting that this is voluntary time that is given and I take the opportunity to thank every member of the P&C executive, and other members of the P&C who have contributed much in a very busy year. It's also a pleasure to thank our team of staff and volunteers who give generously of their time at the Canteen and also in providing refreshments for school events.

With the completion of the building program, which has been several years in conception, design, funding commitment and delivery, we are now ready to start thinking about the next big projects. These are likely to be in the areas of air conditioning and reinvigoration of the canteen facilities. I extend a welcome to parents to get involved early in the shaping up of these initiatives.

The main sources of funding for the P&C are through parent contributions and the canteen services that are provided for students. We have again, pleasingly, seen continued strong support in parent contributions which remain the single biggest source of funds.

As in previous years the P&C continues to support a number of activities:

* Canteen services which focus on healthy food made available during school hours as well as for various school functions; * Funds to support various interventions for groups of students in cultural and academic spheres, this includes support for students having difficulties in various learning areas, and cultural activities that support school values; * Prizes and support for school awards and presentation functions; * Significant funding for key learning areas to supplement academic activities; and * Provision of capital and minor equipment, significantly more spend is now being devoted in this area; just to name a few.

The P&C remains in strong financial health. Nevertheless, there is always more we can do and we welcome parents and other members of the community who are keen to join in.

Finally, a big thank you to Mr Johnson who has always made a point of working closely with the P&C and has unfailingly been available for advice and support, and above all else has such passion and optimism for the school's success.

School background

School vision statement

Cherrybrook Technology High School will embed dynamic and innovative education strategies which address the needs of students now and in the future.

We will provide a learning environment that both challenges and supports our students to pursue excellence and develop a lifelong passion for learning.

Our vision is to ensure the development of the whole child, ensuring academic success is possible whilst developing in our students an ability to be resilient, resourceful, and be critical and creative thinkers.

School context

Cherrybrook Technology High School (CTHS) was established in 1992 as a specialist technology high school. It is coeducational and comprehensive and enjoys strong support from the local community. The school is currently the largest public high school in New South Wales and has a student population of 1986, a teaching staff of 135 and a large administrative and support staff. CTHS offers a wide range of teaching and learning programs and students at the school consistently achieve outstanding results in external examinations. An important feature of the school is its administrative systems and welfare network that strives to support each child's progress through high school.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

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 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.

In the domain of **Learning**, our efforts have primarily focused on wellbeing, curriculum and learning. The strong performance of the school in creating and maintaining a positive and productive learning culture where academic success is valued amongst students and staff has continued to be a feature of our school. Increasingly, the wellbeing of both our staff and students has been a focus for us as we put programs in place to support their mental health.

Our major focus in the domain of **Teaching** has been on collaborative practice for staff members. Professional Development Plans continue to drive capacity building amongst staff. The use of technology for learning; the importance of data analysis, both RAP, SMART, and SCOUT to inform decision-making; and the growing of teaching practice through classroom observations, highlight a teaching culture that is changing student learning to one that best reflects learners of the future.

In the domain of **Leading**, our priorities have been to build on the good leadership and management practices and processes that exist at this school. Our school has a strong foundation of leadership capacity building across the school. The leadership team has been successful in leading the initiatives outlined; building the capabilities of staff to create a dynamic school learning culture.

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/sef-evidence-guide>

Strategic Direction 1

Student & Staff Wellbeing & Resilience

Purpose

To provide an environment for both staff and students where:

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

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

Overall summary of progress

2018 saw a wholesale change to the wellbeing initiatives on offer to students across the school. A great deal of work was undertaken by our welfare team to investigate the wellbeing initiatives in place at a range of schools held up as role models or best practice in this area. From this, a culling of our current wellbeing offerings occurred whereby each course was assessed for relevance and applicability for our students. In addition we were keen to address issues that were specific to our school in such a way that there was a logical progression from Year 7 all the way through to Year 12. Some programs have been refined, others removed and replaced by more appropriate options. The wellbeing initiatives in place now better reflect the issues we are currently seeing at Cherrybrook Technology High School. We feel the current mix is an improvement on what we had in place but we are always looking for better or different options and seeking student and staff feedback on the material and messages delivered to students to ensure we are best meeting their wellbeing needs.

2018 was a huge year on the construction front with the building program at CTHS finally coming to completion. As a result we have acquired a new double storey teaching block with 25 classrooms purpose built to reflect the needs of this school moving forward into the future. All classrooms are supported by the latest technology and ergonomic furniture that allows for flexible delivery of teaching. In addition to this, our G Block building was refurbished to become a Science hub with the addition of two new Science labs which have been sorely needed given the demand at this school. The P & C were very supportive in contributing to the funding for our newly refurbished double multi-purpose court, adjacent to the new teaching block, which has contributed greatly to the sporting facilities available to our PDHPE staff. From a staff perspective, they could not be happier with the new teaching spaces. There's nothing better for a statement that CTHS embraces 'quality teaching' than the addition of new and refurbished teaching spaces. To add to this we had a new double storey demountable installed at the school which have become the staffrooms for two big KLAs in English and Mathematics. This allowed for an easing of space in the main staffroom and a refurbishment of this whole area including new furniture and storage in a modern and attractive design which is much more inviting for staff when they are not in the classroom. Feedback from staff on this front has been very positive and as a wellbeing measure they have been very pleased with the results.

Staff changes over the last few years have necessitated a review of our student resilience program – Rock and Water. 2018 saw some changes to the holistic approach of delivery to one that was more targeted and much more concise. The aim is to undertake further changes to the delivery of this program into 2019 where we hope undertake much more targeting of specific students rather than whole year groups, with withdrawal groups addressing particular issues of individual students.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Maintain within 10% margin, the 'Average Difference from the State', Value Added data for HSC results in all subjects in the 'Large' category for all student groups– Lower, Middle and Higher	NIL	<ul style="list-style-type: none">* This was achieved in 2018* We are quite proud of our achievements in value adding for all student groups based on HSC results.* Ongoing evidence from SCOUT and RAP analysis of HSC results confirms the value in breaking down the results for each subject area and analysing where improvements can be made. This will be particularly important for some KLAs that have lost some key personnel of late and with that subject knowledge and experience.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Maintain within 10% margin, the 'Average Difference from the State', Value Added data for HSC results in all subjects in the 'Large' category for all student groups– Lower, Middle and Higher		<ul style="list-style-type: none"> * All staff are involved in this process and the ongoing adjustments to programs and teaching practice continue to deliver results.
An improvement in positive learning experiences as indicated by responses from the Tell Them From Me student survey.	NIL	<p>2018 Student TTFM data shows the following improvements:</p> <ul style="list-style-type: none"> * Advocacy at School – up 0.2 * Positive Teacher–Student Relations – up 0.2 * Expectations for Success – up 0.1 * Optimism High – up 1% * Most other measures remained constant and at comparatively high levels when compared with NSW pilot norms.
Student, Staff and Parent surveys indicate an improved state of wellbeing and satisfaction amongst both students and staff.	NIL	<ul style="list-style-type: none"> • Staff have indicated they are extremely appreciative of the new learning environments they have access to and the staffroom spaces have improved the working environment enormously. • Student feedback on new wellbeing initiatives indicates we are on the right track, however, we continue to fine tune the programs on offer based on their thoughtful considerations post course. • Parents indicated at our end of 2018 meeting they are equally keen to see student wellbeing as one of the key objectives for the school moving forward and are happy with progress to date.

Next Steps

Clearly there is still a need to have student and staff wellbeing as a strategic objective at CTHS. We continue to see ongoing mental health issues across the school, predominantly in the senior years but increasingly in Years 9 and 10 now. We will continue to look for new initiatives that meet our needs and address the issues some of our students face mostly during exam and assessment periods. Staff continue to feel the work load pressures associated with the job and in 2019 we will address this with Professional learning targeted at practical strategies that staff can use to address these pressures and improve their wellbeing. We will look to continue the extra day of counsellor support as this, of all strategies implemented, has been the most useful. The DET has released a new Anti-Bullying Policy that we will need to assess and make the necessary changes to update our existing Policy. Rock and Water, as an initiative that has been operating in the school for some years now to address student resilience, is in need of a review and adjustments will be made to better meet our needs in this area.



Strategic Direction 2

Teacher Capacity/ Student Learning

Purpose

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

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

Overall summary of progress

2018 saw the school move to a new Learning Management System. Moodle had reached the end of its workability and after an investigation into alternatives CANVAS appeared to be the preferred choice for many schools and Universities that we had spoken to. Representatives from CANVAS presented to the Executive staff at our annual Executive Conference in 2017 and given the capabilities of the software it was clear this was needed at CTHS. Given the scale of the change and need for staff to drive the implementation of courses within CANVAS this was always going to be a longer term project. A team of staff from across all KLAs was selected to be the advanced users and supporters of the software and early professional development was undertaken by this group to become the change agents for others to learn from. Much of the Staff Development time during 2018 has been given to all staff across the school to learn about the software and its capabilities and to develop meaningful and dynamic technologically rich courses for our students to engage with in the classroom and at home.

One of our focus areas to improve student learning has been to explore a Writing Program that would apply to the junior years (yrs 7–10). Our NAPLAN results show continued excellence in the numeracy domain in Year 7 and in particular Year 9. In Literacy, despite good results that are consistently above the State average over time, writing continues to be something we could always look to expand the skills of our students in. We engaged one of more experienced and recently retired English staff members to develop a program that would build on our previous efforts at addressing writing skills using PEEL (Point, Elaborate, Explain, Link). The program was presented to staff during Staff Development Days in Term 2 and 3. In addition to these staff were able to call upon the expertise of our presenter with programming that incorporated elements of the writing program, developing teaching strategies to address certain concerns or to undertake team teaching in the classroom with a focus on literacy. Pleasingly many staff took the opportunity that was afforded through this program.

Staff accreditation and specifically the Highly Accomplished and Lead opportunities that exist within the new staffing structure have not been wholeheartedly embraced by staff at CTHS. In an endeavour to support interested staff with seeking higher accreditation a small group was established to gain greater knowledge of the process and consider their options. Despite one staff member undertaking the Leadership Development Initiative (LDI) this has not led to them achieving higher accreditation. It would be fair to say that staff are currently finding their teaching workloads to be increasing over time and the requirements of undertaking such initiatives a significant burden that is difficult to justify from a financial sense. This would be something that needs to be looked at from a bigger picture level to address these concerns.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
All staff are actively using eTAMS and collecting hours for maintenance	NIL	After a significant time period where eTAMS was not in operation, towards the end of 2018 the technology finally became available for use for all staff. Staff have taken the opportunity to update their training to ensure the time spent on professional learning contributes towards their maintenance hours.
CANVAS analytics show courses published and student engagement levels with LMS to be positive	CANVAS costs: \$20,000 Professional learning: \$6,000	The uptake of staff on publishing courses on CANVAS has been better than expected. By the end of 2018, 666 courses had been published by 147 staff members. Clearly the type of usage of CANVAS across the staff varies as would be expected. Some have embraced it wholeheartedly

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
CANVAS analytics show courses published and student engagement levels with LMS to be positive		<p>with the use of discussions and assignments included. Others are still progressing, with files being uploaded for viewing by students only.</p> <p>Feedback from students on CANVAS and the activities they are engaging with has been very positive. The flexibility it has afforded them has also been well received. Parent feedback also supports the positive introduction of this LMS.</p>
Improvement in 'Writing' results for NAPLAN in Year 9 cohort	\$7,000 – employment of retired English teacher (one day per week)	Our writing results in NAPLAN for Year 7 and 9 continue to see us placed above the State average. However, there is still more work to do in this area for our Junior students as we try to better prepare them for the rigours of Senior School.
An improvement in student engagement as measured by observation of lessons and Tell Them From Me Survey results	NIL	<p>Tell Them From Me results show a very slight drop in engagement but negligible across a school of 2000 students. This is in stark contrast to what is seen in the classroom.</p> <p>Lesson observations across the school show a continued focus on their learning undertaken by our students. They have high aspirations and expectations for success and this is reflected in their engagement in the classroom.</p>
Majority of Year 10 candidature meeting minimal standards of literacy and numeracy	NIL	All of our Year 10 students met the minimum required standards in literacy and numeracy in 2018.

Next Steps

We will continue to work with our staff to professionally develop them in the use of CANVAS. Two 'Other Interest Groups' will be established to provide them with targeted support to expand their knowledge and use of the software into new areas that further engage our students with technology rich activities. Technology sessions will be made available to staff as a part of Staff Development Days to further improve their skills in this area.

A continued focus on writing skills for our students will be paramount. We will continue to build on the good foundations of writing that have been set up over the years. Those students who struggle most with writing will receive targeted support to improve their skills in this area in readiness for the minimum standards testing in Year 10.



Strategic Direction 3

Forging strong Cultural & Community links

Purpose

To strengthen effective engagement with members of the local community including families, Alumni, local media and business organisations by providing explicit information about the school, sharing the responsibility for providing a safe, supportive and respectful learning environment, and enabling flexible use of school facilities.

Overall summary of progress

The expansion of our Alumni group continues with the group now numbering close to 8,000 members. Pleasingly, this has allowed us to provide a range of opportunities for our current students to learn from our ex-students. Our Careers Mentoring Program for Year 11 students has been expanded to provide opportunities for around 50 students. This program provides our Year 11 students the opportunity to speak and work with a mentor in a career field of their choosing over six specific meetings. In addition to this, the students are given the opportunity to experience a day's work experience in the workplace of their mentor where hopefully they can gain a better insight into the workings of the industry and help them determine if this is the area of work they wish to explore further. Our Alumni are well represented as mentors in this group. Our Alumni are also strategically involved in a range of important ceremonies throughout the year where their keynote speeches have been well received by the audience in attendance. In 2018, we held a Captains and Vice Captains evening function which allowed many in this elite group to re-engage with friends from the past but also to hear more from the Alumni leaders on future plans for the group and garner interest from those present. The evening was well attended and extremely worthwhile as seen in feedback sought.

Our links with our Community of Schools continues and in 2018 we again engaged with our three main feeder schools. The focus this year was very much about a two way sharing of information between our Primary School and Secondary teachers. It also afforded the opportunity to discuss possible joint projects moving forward. Our Primary School colleagues are grappling with a new Science Syllabus that requires them to undertake scientific experiments and the labs at High School would make this much easier, safer and embolden the experience. BYOD programs across schools, mental health initiatives and essay writing were a number of other topics broached as part of the discussion. Feedback from all teachers involved was very positive once again.

We continue to maintain good relations with a number of key Universities throughout Sydney. With over 80% of our Year 12 students undertaking post-school university studies it remains important for us to maintain good ties with them. We took the opportunity to visit the new Nano Technology buildings recently opened at Sydney University last year and those in attendance were very impressed with the cutting edge use of technology and educational opportunities in this field that were possible. We sent a group of eager Science students to the 'Futures Science project' hosted by the Kings School where students work with Scientists on real world projects over a year where they undertake extensive scientific exploration and research on real life problems that scientists in private organisations and Universities are working their way through. The students research is then published in Science Journals for review.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increasing involvement in opportunities provided by our University partners to forge stronger links that will benefit post school options for our students.	NIL	Achieved. Will continue to look for additional opportunities as they come by.
Positive survey results from participants in projects that foster better links to local feeder Primary Schools with a view to better preparing Year 6 students for Year 7	Networking Day – \$3,000 for staff relief	This was very successful with the feedback from Primary School teachers being extremely positive
Increasing membership of Alumni group and involvement in school activities	NIL	Continues to grow with numbers now around 8,000 members.

Next Steps

We will continue to build on our strong community links in the following areas:

- Further expansion of the Alumni and options associated with this. We are looking to undertake a Careers evening with the support of our Alumni
- Continue links with Universities
- Careers Mentoring will continue with further focus on community involvement
- Engage with our parents to ensure more effective transitioning of our students between Stage 5 and the senior years – Stage 6. A particular focus will be ensuring appropriate subject choices and vocational pathways for students.



Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$8,830 Casual relief for development of PLPs Resources for students	Student progress continues to be monitored regularly and support provided on a whole range of levels, including tuition and post school vocational pathways advice and assistance.
English language proficiency	\$3000 Release time/casual costs. Photocopying. Practice task acquired. Membership of professional group.	EALD Survey successfully completed and submitted
Low level adjustment for disability	\$131,700	SLSO staff employed to meet learning needs of students with funding for disabilities and those identified as needing assistance.
Socio-economic background	\$54,800	Funding applied appropriately to these students to ensure they were able to access school programs available for them and their cohort.
Support for beginning teachers	\$41,750 Beginning Teacher Support Funding	Our Teacher Observation Mentoring Scheme was successful in terms of building a culture of learning through classroom observation. In 2018 we ran a whole day mentoring professional development session to build the mentoring relationships between the Beginning Teacher and their Mentor to encourage the professional conversations around their teaching and how it relates to the standards. This was evaluated very highly with all participants.



Student information

Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	1067	1065	1046	1087
Girls	943	895	889	894

Our school has an excellent reputation within the local community and this is reflected in consistently high enrolment numbers each year and in the number of enquiries for enrolment from outside the catchment area. In 2018 the school had a total enrolment of 1,981 students. This is slightly up on our 2017 numbers as demographic changes in the area start to reflect the increasing housing density within the local area in line with major transport infrastructure due to open in the near future. Approximately 59% of students are from language backgrounds other than English. The above table illustrates the total enrolment of the school for students by gender over a four year period. Enrolments show a trend of slightly more males than females enrolling at Cherrybrook Technology High School which is consistent with the greater number of male students in our partner public schools.

Student attendance profile

School				
Year	2015	2016	2017	2018
7	95.6	95.6	96	95.8
8	94.8	95	95.1	95
9	93.7	94.2	94	93.5
10	93.6	93.7	93.3	93.3
11	95.5	96.3	95.9	94.9
12	94.8	96.2	95.4	94.9
All Years	94.7	95.1	95	94.6
State DoE				
Year	2015	2016	2017	2018
7	92.7	92.8	92.7	91.8
8	90.6	90.5	90.5	89.3
9	89.3	89.1	89.1	87.7
10	87.7	87.6	87.3	86.1
11	88.2	88.2	88.2	86.6
12	89.9	90.1	90.1	89
All Years	89.7	89.7	89.6	88.4

Management of non-attendance

To maintain and restore regular school attendance, the school has established attendance monitoring practices and regular follow-up of unexplained absences. Parents are notified on the day of their child's absence via an SMS text messaging system and in writing if an explanation for the absence has not been received. Parents can respond via text message as to the reason for their child's absence. A range of strategies were implemented to resolve attendance issues with a focus on student welfare. These include: student and parent interviews via phone, letters or interviews, referral to the school Welfare Team and/or the Learning Support

team, referral to the school counsellor, or the development of a school based attendance improvement program. If these interventions prove unsuccessful, support from the Home School Liaison is requested and a formal Attendance Improvement Plan may be put in place. In 2018, as part of our school based attendance plans, students were provided with counselling and the opportunity to participate in outside programs to re-engage them with school and support their individual learning needs. These have included: Distance Education; Barclay Centre; Red Bank; and Rivendell. In 2018 the school continued to use the period by period roll check as part of the SENTRAL school administration package. This has provided valuable information which enabled the school to better support students who have whole and/or part day attendance issues. In addition to this, the school has developed a strategy to encourage parents' to follow appropriate departmental requirements and procedures in relation to travel during the school term. Through the school communication channels, our weekly Newsletter, the School website and the Parent Portal, parents now have access to the appropriate documentation to use on such occasions and are regularly reminded of their responsibility with regards to this.

Interactive Entertainment. Of the twenty two students, eight undertook VET framework courses leading to a Certificate III and four received a Certificate II. The remaining students achieved a Statement of Attainment. The following list shows the variety of courses that students from the CTHS cohort attended. These included: Automotive, Business Services, Design Fundamentals, Electro technology, Financial Services, Human Services Health Assistance, Information Technology, Retail Operations, Tourism and Events.

Year 12 students attaining HSC or equivalent vocational education qualification

One hundred percent of our students enrolled in Year 12 achieved the HSC standard.

Post-school destinations

Proportion of students moving into post-school education, training or employment	Year 10 %	Year 11 %	Year 12 %
Seeking Employment	2	1	2
Employment	1	1	2
TAFE entry	1	1	3
University Entry	0	0	83
Other	0	1	5
Unknown	0	1	5

A recent survey conducted by the Careers Advisers at CTHS on the destination of our HSC students from the 2018 cohort revealed approximately 83%, of those that responded, are currently enrolled in University, 3% are going to TAFE and the rest are involved in full time or part time work options. Approximately 88% of students are continuing to live in the local area, whilst the others are undertaking options including: moving to another regional centre, capital city, interstate or overseas.

Year 12 students undertaking vocational or trade training

In 2018, Cherrybrook Technology High School had seven school based traineeships in retail operations and electro technology. Twenty two Year 12 students studied a VET course at local TAFE Colleges and one student completed a VET course at the Academy of

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	3
Head Teacher(s)	20
Classroom Teacher(s)	95.9
Learning and Support Teacher(s)	0.7
Teacher Librarian	2
Teacher ESL	1.6
School Counsellor	1
School Administration and Support Staff	21.37
Other Positions	2

*Full Time Equivalent

The Australian Education Regulation, 2014 requires schools to report on Aboriginal composition of their workforce. We currently have no staff who identify as Aboriginal at Cherrybrook Technology High School.

Teacher qualifications

All teaching staff meet the professional requirements for teaching in NSW public schools.

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	14

Professional learning and teacher accreditation

Significant amounts of professional learning was undertaken by Cherrybrook Technology High School staff in 2018. This amounted to \$102,000 with a focus on a number of initiatives as highlighted in the School Plan and those identified by staff within their Professional Development Plans. Professional learning was made available to all staff on a needs basis and the average expenditure per teacher for the school was approximately \$785. School Development Days in 2018 focused on key strategic objectives from the school plan, including: a purpose developed writing plan to address the writing skills of our students across the school; further time to support staff with the ongoing development of CANVAS courses; technology workshops to support staff with the Promethean Boards in our new classrooms and the use of Clickview across

the school; and supporting the learning of students with learning needs and those with autism. In addition to this, mandatory DET training courses were completed and time was allocated to KLA Head Teachers to address needs identified within the faculty around delivery of quality teaching, learning, programming and assessment. One of the successful aspects of our SDD Program in 2018 was the use of four afternoon sessions throughout the year as a substitution for the last two Staff Development Days in Term 4. This has enabled the flexible delivery of training at a time that is much more appropriate for staff. All staff attended and participated in the planned sessions of Staff Development professional learning undertaken throughout 2018. Teacher Accreditation – In 2018, we had four of our eleven beginning teachers gain their accreditation at the Proficient level. We have no teachers at Highly Accomplished or Lead status.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2018 to 31 December 2018.

	2018 Actual (\$)
Opening Balance	2,956,416
Revenue	20,623,581
Appropriation	18,036,198
Sale of Goods and Services	70,853
Grants and Contributions	2,466,986
Gain and Loss	0
Other Revenue	1,925
Investment Income	47,619
Expenses	-19,254,603
Recurrent Expenses	-19,254,603
Employee Related	-16,384,561
Operating Expenses	-2,870,042
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	1,368,978
Balance Carried Forward	4,325,394

The financial summary consists of school income broken down by funding source and is derived from the school Annual Financial Statement. 2018 saw the consolidation of the school's financial system move to LMBR. It continues to present new challenges for our SAM and our staff as they adjust to the system and its operations. Key points for the financial statement include:

- Voluntary school contributions – have maintained their solid return of approximately 65%
- High levels of revenue – 2018 has been dominated by the completion of the Building Program announced by the Department. The School, in conjunction and with the full support of the P & C, have taken the opportunity to invest in a range of building programs to support the addition of a new double storey block containing 25 classrooms; refurbishment of G Block including the addition of two new Science labs; and an all weather cover for the double Basketball courts that were realigned adjacent to the new building. Money was strategically put aside to support this work that will service many needs within our School.

- Significant expenditure on student curriculum materials, resources and technology. In 2018 the school invested a significant amount of money to secure use of a new Learning Management System called CANVAS to replace a range of other platforms currently in use. Staff have continued their preparations for the introduction of a range of new NESA approved senior syllabuses across four key learning areas, namely English, Mathematics, Science and HSIE(History). This has created a need to spend significant amounts of the budget on resourcing KLA's in readiness for this, including textbooks and other teaching resources.

The figures you can witness above are a true reflection of the state of affairs at Cherrybrook Technology High School. The school's finances are in good order and overseen by the Finance Committee, including the Principal and the SAM, regularly to ensure we meet stringent financial policy requirements and all transactions are transparent.

As the building program has come to an end there is a renewed focus on the need to address some other key Capital Works programs within the School. These , include: the construction of a covered structure over the Piazza, adjacent to the MPC, to allow better accommodation of students, parents and family members at major whole of school presentation events as the school shows further growth in student numbers; and planning for the Canteen facilities at the school with a view to expanding facilities to ensure we are better able to address the needs of our students and staff in this area.

Financial summary equity funding

The equity funding data is the main component of the 'Appropriation' section of the financial summary above.

	2018 Actual (\$)
Base Total	16,543,187
Base Per Capita	374,092
Base Location	0
Other Base	16,169,095
Equity Total	396,420
Equity Aboriginal	3,238
Equity Socio economic	21,657
Equity Language	198,180
Equity Disability	173,343
Targeted Total	145,772
Other Total	308,944
Grand Total	17,394,323

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

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

School performance

NAPLAN

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

From 2018 to 2020 NAPLAN is moving from a paper test to an online test. Individual schools are migrating to the online test, with some schools attempting NAPLAN on paper and others online.

Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should take into consideration the different test formats and are discouraged during these transition years.

Literacy – Year 7

Reading: 46% of Cherrybrook Technology High School students are in the top two bands, in comparison to 26.6% in DoE schools across New South Wales.

Spelling: 60.4% of Cherrybrook Technology High School students are in the top two bands, in comparison to 32.9% in DoE schools across New South Wales.

Writing: 29.6% of Cherrybrook Technology High School students are in the top two bands, in comparison to 16.4% in DoE schools across New South Wales.

Grammar and Punctuation: 46.7% of Cherrybrook Technology High School students are in the top two bands, in comparison to 16.4% in DoE schools across New South Wales.

Literacy – Year 9

Reading: 34% of Cherrybrook Technology High School students are in the top two bands, in comparison to 21.1% in DoE schools across New South Wales.

Spelling: 39% of Cherrybrook Technology High School students are in the top two bands, in comparison to 24.4% in DoE schools across New South Wales.

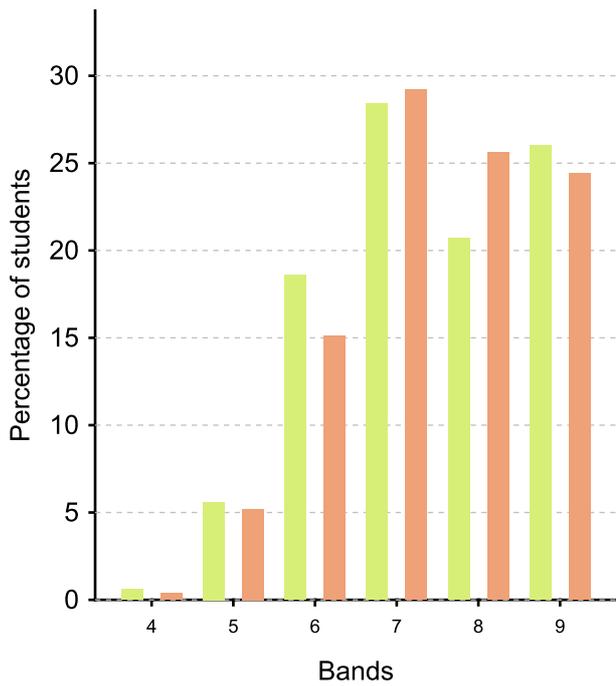
Writing: 18.5% of Cherrybrook Technology High School students are in the top two bands, in comparison to 12.6% in DoE schools across New South Wales.

Grammar and Punctuation: 39.4% of Cherrybrook Technology High School students are in the top two bands, in comparison to 23.3% in DoE schools across New South Wales.

These results confirm our actions in addressing 'writing' across the school with an appropriate 'whole school'

program in 2018 which we will continue to refresh with staff and students moving forward.

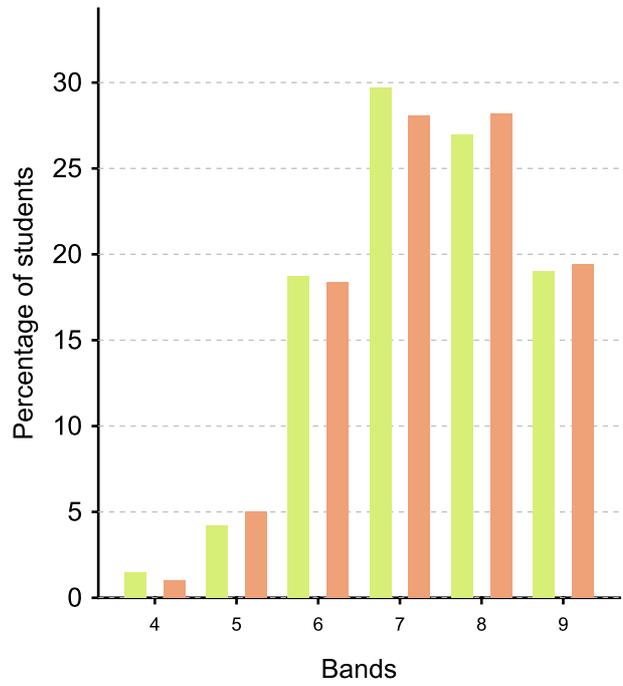
Percentage in bands:
Year 7 Grammar & Punctuation



Percentage in Bands
School Average 2016-2018

Band	4	5	6	7	8	9
Percentage of students	0.6	5.6	18.6	28.4	20.7	26.0
School avg 2016-2018	0.4	5.2	15.1	29.2	25.6	24.4

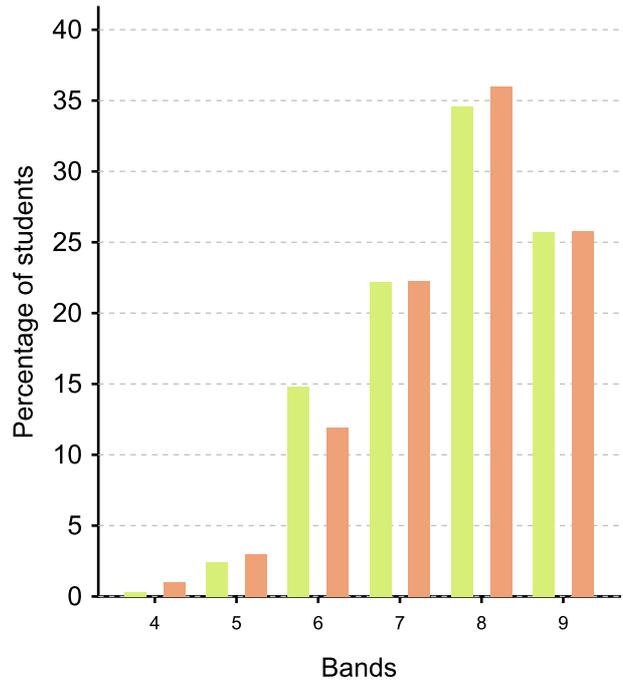
Percentage in bands:
Year 7 Reading



Percentage in Bands
School Average 2016-2018

Band	4	5	6	7	8	9
Percentage of students	1.5	4.2	18.7	29.7	27.0	19.0
School avg 2016-2018	1	5	18.4	28.1	28.2	19.4

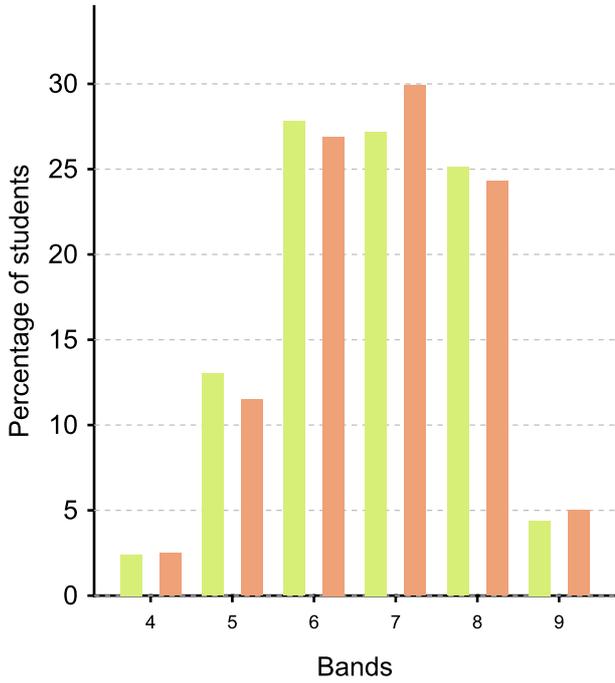
Percentage in bands:
Year 7 Spelling



Percentage in Bands
School Average 2016-2018

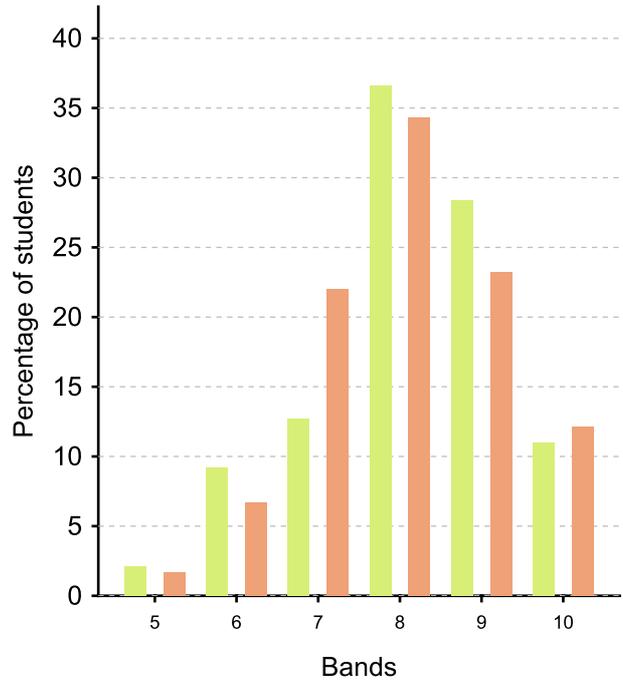
Band	4	5	6	7	8	9
Percentage of students	0.3	2.4	14.8	22.2	34.6	25.7
School avg 2016-2018	1	3	11.9	22.3	36	25.8

Percentage in bands:
Year 7 Writing



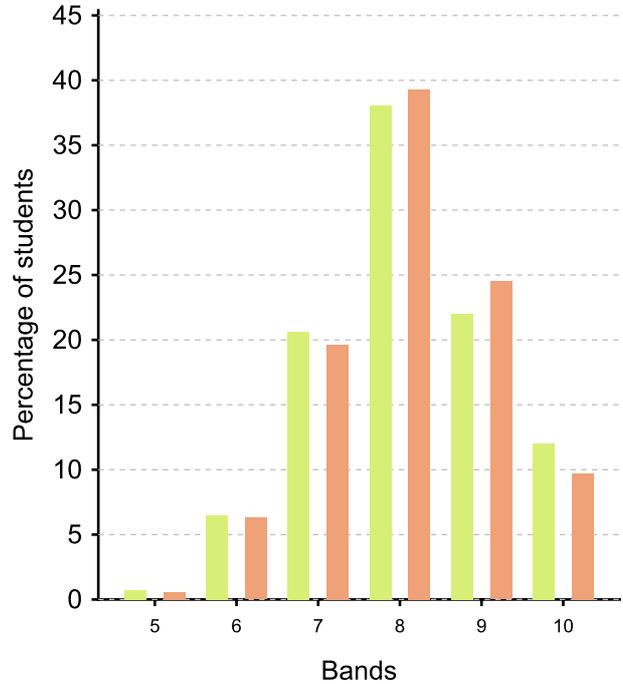
Band	4	5	6	7	8	9
Percentage of students	2.4	13.0	27.8	27.2	25.1	4.4
School avg 2016-2018	2.5	11.5	26.9	29.9	24.3	5

Percentage in bands:
Year 9 Grammar & Punctuation



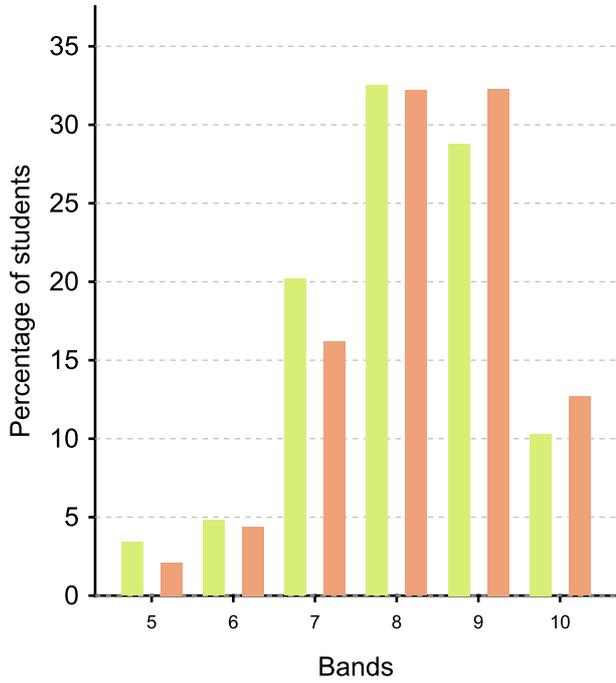
Band	5	6	7	8	9	10
Percentage of students	2.1	9.2	12.7	36.6	28.4	11.0
School avg 2016-2018	1.7	6.7	22	34.3	23.2	12.1

Percentage in bands:
Year 9 Reading



Band	5	6	7	8	9	10
Percentage of students	0.7	6.5	20.6	38.1	22.0	12.0
School avg 2016-2018	0.6	6.3	19.6	39.3	24.5	9.7

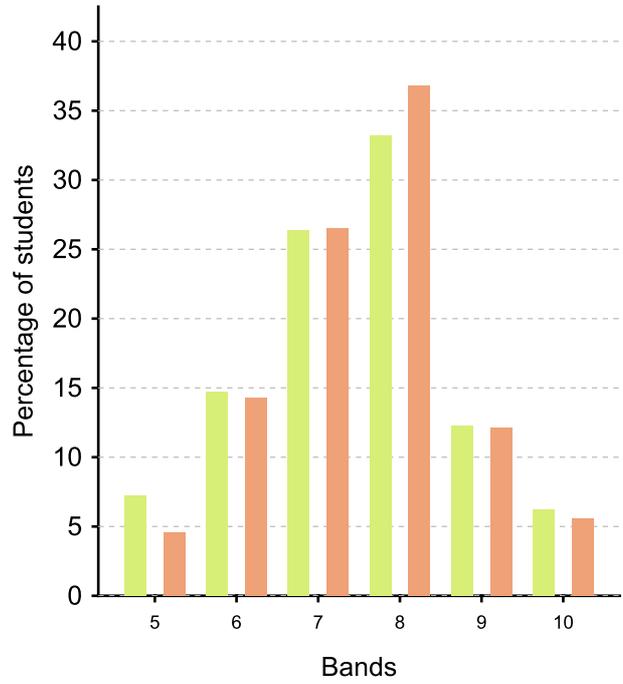
Percentage in bands:
Year 9 Spelling



Percentage in Bands
School Average 2016-2018

Band	5	6	7	8	9	10
Percentage of students	3.4	4.8	20.2	32.5	28.8	10.3
School avg 2016-2018	2.1	4.4	16.2	32.2	32.3	12.7

Percentage in bands:
Year 9 Writing



Percentage in Bands
School Average 2016-2018

Band	5	6	7	8	9	10
Percentage of students	7.2	14.7	26.4	33.2	12.3	6.2
School avg 2016-2018	4.6	14.3	26.5	36.8	12.1	5.6

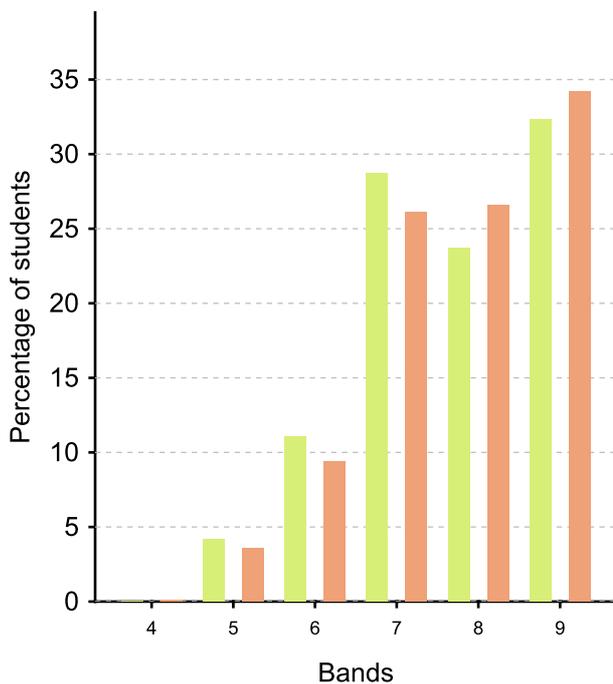
Numeracy –

Year 7: 56% of Cherrybrook Technology High School students are in the top two bands, in comparison to 27.4% in DoE schools across New South Wales.

Year 9: 56.4% of Cherrybrook Technology High School students are in the top two bands, in comparison to 26.2% in DoE schools across New South Wales.

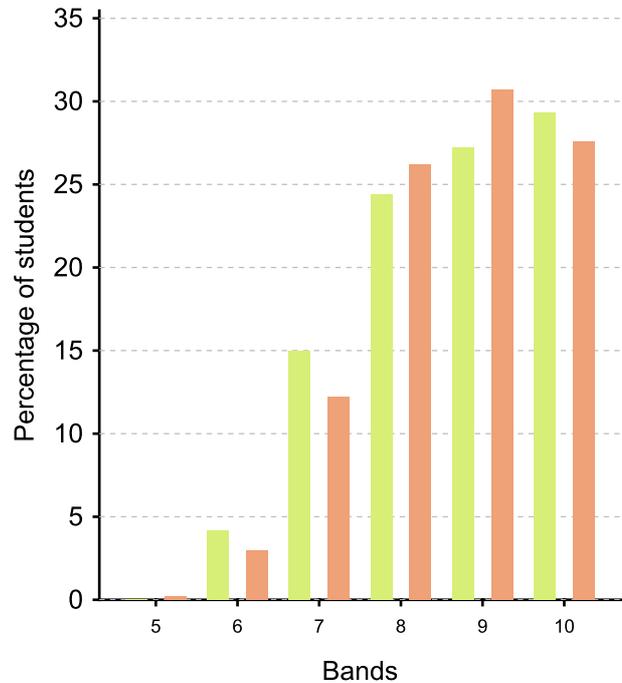
These results confirm the work we, as a school, do with our students in the junior school is adding real and impressive value added results in the area of numeracy.

**Percentage in bands:
Year 7 Numeracy**



Band	4	5	6	7	8	9
Percentage of students	0.0	4.2	11.1	28.7	23.7	32.3
School avg 2016-2018	0.1	3.6	9.4	26.1	26.6	34.2

**Percentage in bands:
Year 9 Numeracy**



Band	5	6	7	8	9	10
Percentage of students	0.0	4.2	15.0	24.4	27.2	29.3
School avg 2016-2018	0.2	3.0	12.2	26.2	30.7	27.6

The My School website provides detailed information and data for national literacy and numeracy testing. Go to <http://www.myschool.edu.au> to access the school data.

In 2018 our students continued to perform at a high level in the NAPLAN exams.

The NAPLAN area we identified as needing attention in 2018 was writing and this continues to be the case moving forward.

This is a focus area within our 2018–2020 school plan and in 2018 we undertook a number of Professional Development sessions with staff on a Whole School Writing Plan that builds on the success of a previous writing strategy – PEEL. We will continue to focus on this next year to better prepare our junior students for the writing demands in the senior years ahead.

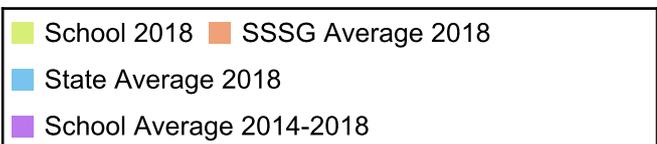
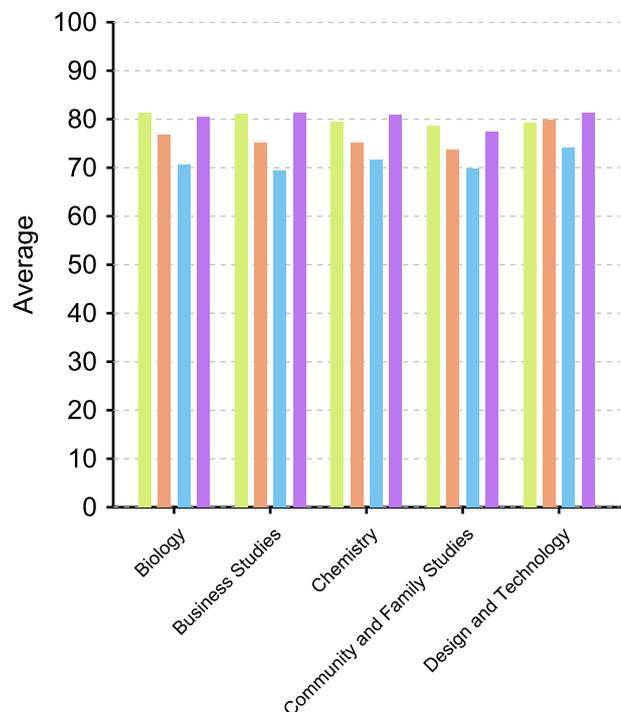
We have no additional State reporting requirements.

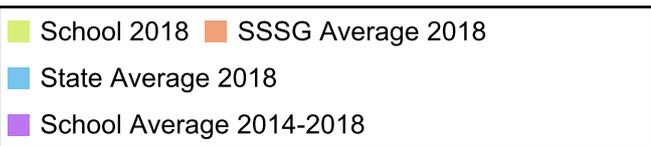
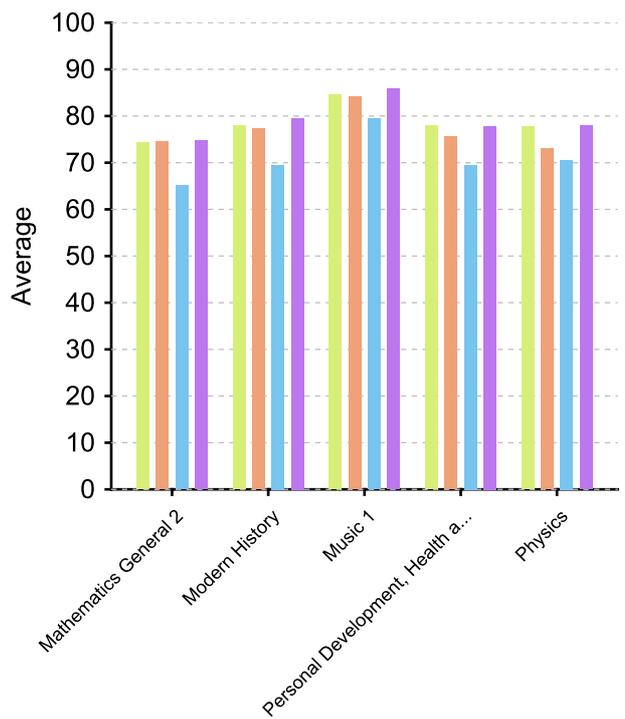
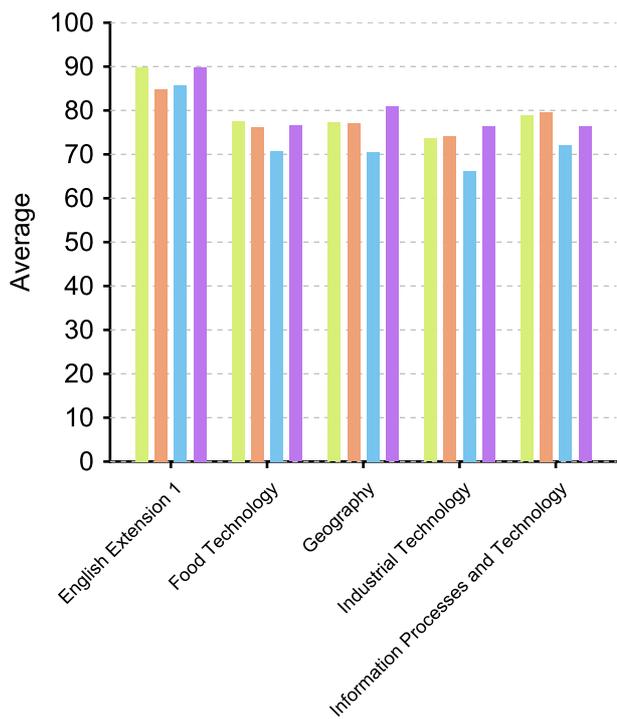
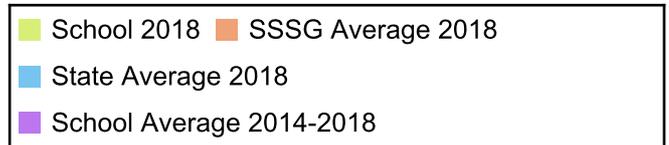
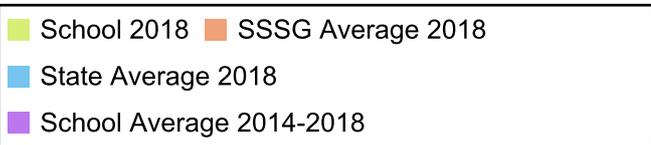
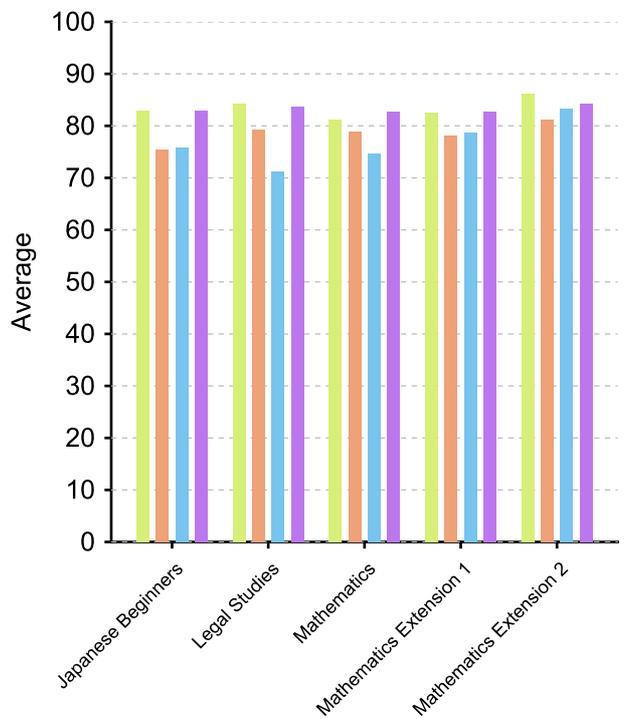
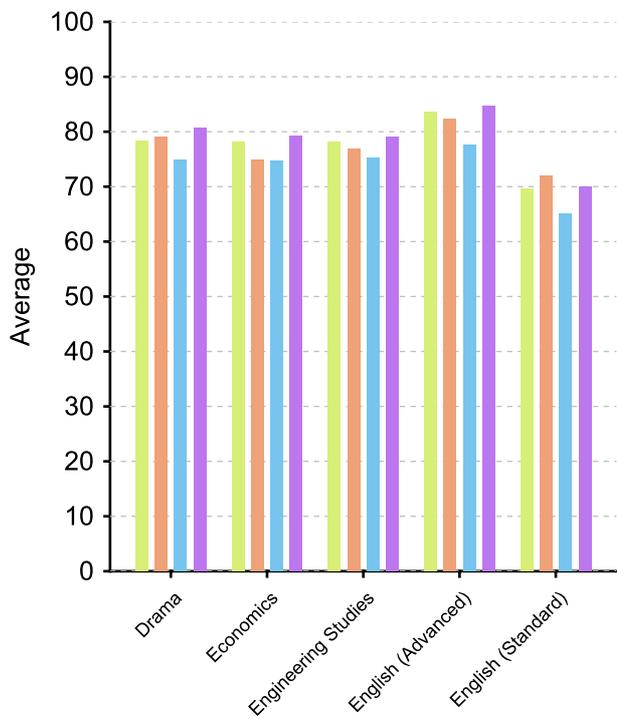


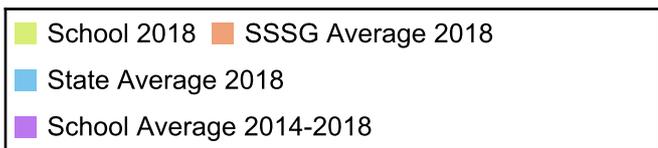
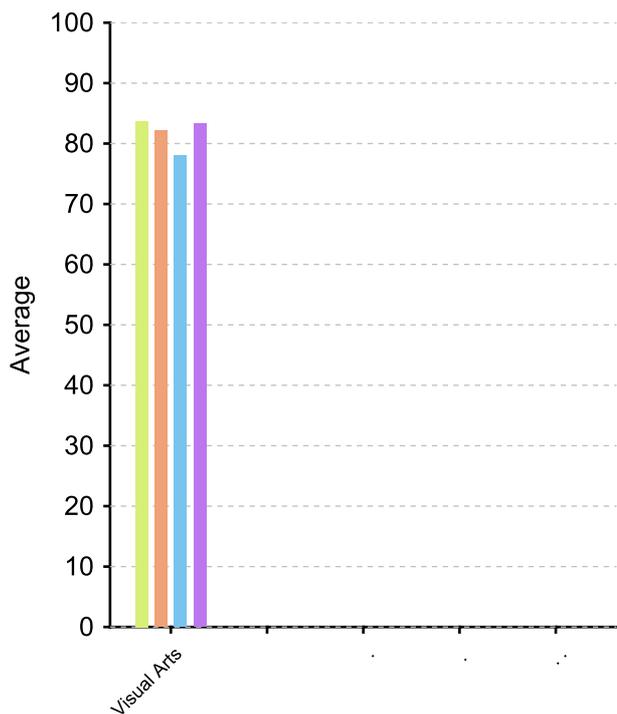
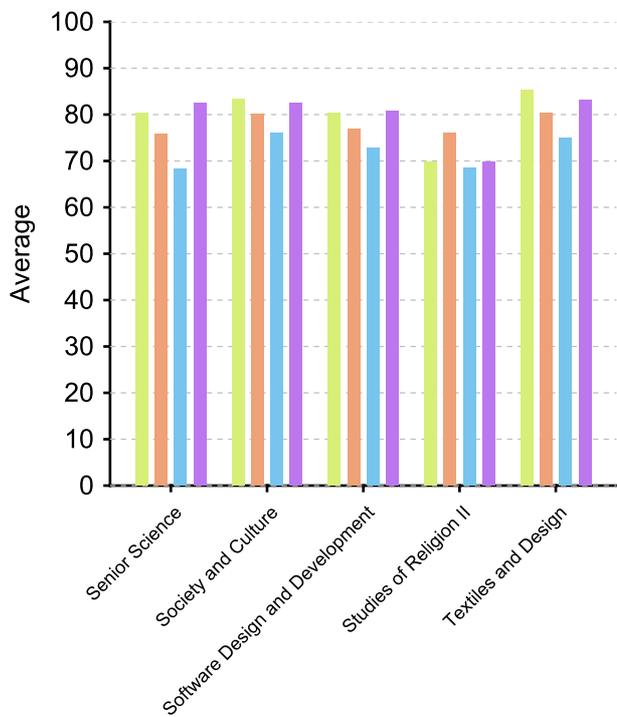
Higher School Certificate (HSC)

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

A review of the 2018 HSC reveal many outstanding results. Ten of our students were recognised on the All Rounders list for their excellent performance. These students each scored a band six (or the highest band available) in each of their courses of study. We also had four students who achieved a top twenty place in the state in three separate courses of study. These subjects included: Biology; Textiles and Design; and two results in Aboriginal Studies. Finally a number of our students HSC Major Works were nominated for major exhibitions by NESA including, ARTEXPRESS; InTech; and Shape 2018. An analysis of students' ATARs, which the school has been able to gather, revealed at least seven students scored ATARs greater than 99 and approximately 100 students scored ATARs greater than 90. In total 148 students from the class of 2018 were recognised on NESA's Honour Roll for a total of 331 credits. In 2019, it is planned that the Senior Executive will lead an extensive analysis of the 2018 results for all students across all subjects, using the SMART and RAP packages. This will include identifying particular modules, units and questions where student performance was stronger or weaker, relative to the state and internal groups. This analysis in the past has resulted in further refinement of HSC teaching programs across a range of Key Learning Areas.







Business Studies	81.2	75.2	69.3	81.4
Chemistry	79.5	75.1	71.8	80.8
Community and Family Studies	78.6	73.8	69.9	77.4
Design and Technology	79.3	80.0	74.2	81.4
Drama	78.4	79.0	74.8	80.6
Economics	78.1	74.9	74.7	79.3
Engineering Studies	78.2	77.0	75.3	79.0
English (Advanced)	83.6	82.4	77.5	84.8
English (Standard)	69.7	71.9	65.0	70.0
English Extension 1	89.8	84.8	85.8	89.8
Food Technology	77.6	76.2	70.7	76.6
Geography	77.2	77.0	70.6	80.9
Industrial Technology	73.6	74.2	66.2	76.5
Information Processes and Technology	78.8	79.7	72.0	76.3
Japanese Beginners	82.9	75.4	75.8	82.9
Legal Studies	84.2	79.3	71.2	83.8
Mathematics	81.3	78.9	74.8	82.7
Mathematics Extension 1	82.5	78.2	78.7	82.7
Mathematics Extension 2	86.2	81.2	83.3	84.3
Mathematics General 2	74.3	74.5	65.1	74.7
Modern History	77.9	77.3	69.5	79.5
Music 1	84.6	84.1	79.5	85.9
Personal Development, Health and Physical Education	77.9	75.6	69.5	77.8
Physics	77.7	73.1	70.6	77.9
Senior Science	80.4	75.9	68.2	82.4
Society and Culture	83.4	80.0	76.1	82.4
Software Design and Development	80.4	77.0	72.9	80.7

Subject	School 2018	SSSG	State	School Average 2014-2018
Biology	81.4	76.8	70.7	80.6

Studies of Religion II	69.8	76.0	68.5	69.8
Textiles and Design	85.2	80.3	74.9	83.1
Visual Arts	83.7	82.2	78.0	83.3

One of the things that Cherrybrook Technology High School is most proud of is the way it adds academic value to students across the entire academic spectrum including: low, middle and high ability students. One of our strengths is the ability of the school community to work together to consistently allow students to improve by Year 12, regardless of their initial ability. Value added data continues to show we are excelling when compared to all schools.

Parent/caregiver, student, teacher satisfaction

In 2018, opinions were sought from parents, students and teachers about the school. The results are as follows:

Staff were very supportive, understanding and flexible in their dealing with the completion of the building program in 2018. The changes for staff, both in the classroom and in the staff quarters was immense and involved considerable consultation and feedback. The opinions of staff were considered carefully throughout the entire building program including the final fit out of furniture and technology facilities on offer within classrooms and staffrooms. This addressed a key strategic objective in our School Plan to focus on staff wellbeing. Suffice to say that the new classrooms have not only improved the aesthetics of the school but also given teachers quality learning environments that include state of the art technology and flexibility in how the learning spaces are used. The new staffrooms have been warmly accepted by staff who have appreciated the lengths the school has gone to address these important aspects of teaching.

Parent/ caregiver: Parents from our SRC participated in a SWOT analysis of the school at the end of 2018 in our quest to gauge satisfaction levels and suggestions for areas of improvement required. Responses were numerous with parents indicating many strengths and opportunities available at the school, including: the academic, cultural and sporting successes of the school, dedicated teaching staff and community satisfaction with the school.. Weaknesses included: the need for ongoing succession planning and logistical matters regarding the online payment of fees and excursion money. Our parent feedback is always greatly appreciated and will continue to guide our direction as a school moving forward.

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

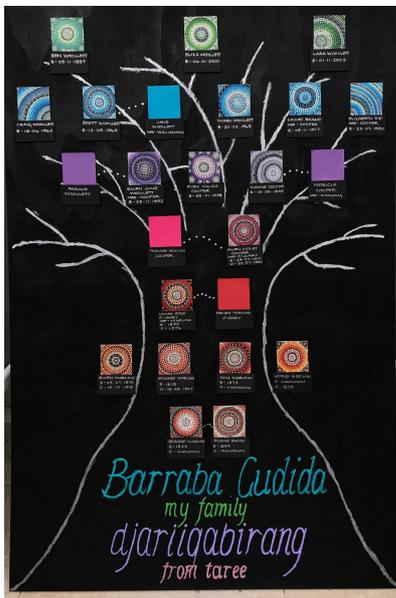


Policy requirements

Aboriginal education

Cherrybrook Technology High School continues to celebrate the strength and vibrancy of Aboriginal and Torres Strait Island peoples' cultures and remains committed to Aboriginal education as core business for all staff. This philosophy is inherent in our whole school efforts to increase the knowledge and understanding of the histories, cultures and experiences of the First Peoples of Australia. The school actively supports Aboriginal cultural education for all staff, promotes education about Aboriginal peoples and cultures for all students, and provides targeted assistance to Aboriginal and Torres Strait Islander students to ensure they achieve their potential in every aspect of their education. Cherrybrook Technology High School continued this whole school focus in 2018 in a variety of important ways. NAIDOC Week was celebrated with a student-directed assembly attended by all years with the theme "Because of her, we can!" – celebrating the invaluable contributions that Aboriginal and Torres Strait Islander women have made – and continue to make – to our communities, our families, our rich history and to our nation.

The school community also acknowledged National Close the Gap Day, drawing attention to the challenges experienced in key areas such as health and education for Aboriginal and Torres Strait Islander peoples in Australia. Acknowledgement of these significant dates and celebrations contributes significantly to understanding and reconciliation and form an essential part of our commitment to cultural understanding. Personalised Learning Plans are developed for our Aboriginal and Torres Strait Islander students, identifying goals and supporting students to achieve learning outcomes across the key learning areas and in planning post-school pathways. Where appropriate RAM funds are utilised to provide tuition and support to Aboriginal and Torres Strait Islander students in the key areas of literacy and numeracy. Cherrybrook Technology High School student successes in Aboriginal Studies in the HSC continued in 2018 and the whole school commitment to Aboriginal education has resulted in our Stage 6 course continuing to go from strength to strength, offering important academic research experience and cultural education to an increasing number of students in our popular accelerated model which enables flexibility in study patterns toward the HSC.



Multicultural and anti-racism education

On what is fast becoming one of the highlights of the school year, this year's International Day was enjoyed by all on Tuesday, 28 August 2018. During the day, students attended one of two fabulous assemblies chaired by our International SRC Representatives. The assemblies featured some tremendous performances from our students each showcasing a different cultural background. There were performances from our Indian dancers, our Irish dancers and a variety of Japanese and Korean musical performances, all of which had the audience spellbound.

In August, we received students from our sister school in Japan, Nagoya Commercial High School, for one week of Australian cultural immersion while staying with our students from the Year 9 and 10 Chinese language classes. The return visit by our students will be taking place in April 2019 and the necessary organisation has begun. There will be 20 students and three teachers visiting Japan for 2 weeks during the April school holidays.

In addition to school visits, in an effort to provide the students studying in the French course more speaking opportunities, we were fortunate to involve three French speaking community members in our language program this year. The time given to our students of French by Mrs Creusot, Mrs Natos-Parilla and Miss Green has been productive in boosting students' learning outcomes and very much appreciated.

2018 also saw the continued interaction between Japanese students in our sister school and the CTHS students studying the Japanese course via video conference and a Christmas cards/New year's card exchange.

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.