

2020 Annual Report

Cherrybrook Technology High School



8592

Introduction

The Annual Report for 2020 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.

School contact details

Cherrybrook Technology High School

28-44 Purchase Rd

Cherrybrook, 2126

www.cherrybrok-h.schools.nsw.edu.au

cherrybrok-h.school@det.nsw.edu.au

9484 2144

Message from the principal

Despite the pandemic, which has dominated all our activities throughout the year, 2020 has been a very successful year for this school.

The year began with a wonderful High Achievers' assembly that saw 149 of our class of 2019 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.

And the future is certainly very bright for our class of 2019 with fourteen students achieving the top band in each of their courses of study. We also had 6 students who were among the top 20 students in the state in a course of study. 82 students scored an ATAR in excess of 90 with six scoring greater than 99.

In the junior years our students continued to achieve at a very high level, for example, our recent results in the state-wide Science valid test were absolutely outstanding.

In sport our students' opportunities for success were severely limited by the impact of the pandemic but we are hopeful that sport, as we know it, will be restored in 2021. In the area of performing arts our ensemble groups battled through a maze of changing rules and regulations which led to some very unusual rehearsals and very little opportunity for performance.

In the field of technology our learning curve took a massive upward sweep as we moved into remote learning. Fortunately, as a school we were well prepared with our CANVAS learning management system proving to be invaluable as we quickly adapted to online lessons.

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

Again in 2020 our student leaders did a great job and amongst other things led some very positive fund raising. These initiatives contributed to student morale and a sense of school community as well as assisting those in unfortunate circumstances.

I was acutely aware of the difficulties this year has presented for us, not only as a school, but also the difficulties it presented to so many of our families in so many ways, whether it be financially, coping with increased isolation, or simply the reduction in so many enjoyable things whether they involve sport, cultural events or travel activities.

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

Students have also been remarkably resilient, coping with the disappointment of a myriad of cancellations including camps, carnivals, excursions, sporting opportunities and our regular extra-curricula activities such as International day. In short school has been a far more serious place, so many of the fun activities which create great memories for students have been curtailed in 2020.

Despite this, students have remained happy, healthy, engaged positive young people who have applied themselves to whatever has been asked of them. I'm certain much of this positivity comes from our supportive parent body but it also comes from our incredibly hard-working staff.

I must say I have never been prouder of my staff than this year. No matter what challenge has been thrown at them they have coped, they've adapted and they, along with our students moved forward. At many times their workload was increased to the point where I wasn't sure they would be able to continue, instead they beavered away uncomplainingly - always with our students' best interests in mind.

Our students and indeed our entire community are very fortunate to have a team that is so dedicated, hardworking and loyal. I'm sure everyone, either here, or tuned in at home sincerely thank them for their efforts and join with me in wishing them an enjoyable and relaxing summer holiday.

We hope that in 2021 things will look much brighter. Whilst at times some of the restrictions and rules implemented by the government may have seemed bizarre, ultimately, we have to be very grateful that we as a nation are in such a positive position. Seemingly, there is a vaccination on the horizon, local cases of COVID remain all but non-existent and schools are gradually returning to activities and life as we knew it pre-pandemic. The future certainly looks positive!

Message from the school community

There is no doubt that 2020 was a difficult year for everyone. The challenges faced by schools, parents and students were significant and the fact that we all survived relatively unscathed compared to the rest of the world is largely due to the mutual cooperation and resilience of our society and its citizens. Despite 2020's challenges, life continued and the school yet again showed the results that can be achieved by public education when driven by the high expectations and dedication of parents, teachers and students alike. The P&C would like to extend its thanks to the principal, Gary Johnson, his executive, academic and support teams for their amazing work in a very challenging year. We hope 2021 will see a return to relative normality.

Like most other organisations during COVID, our P&C was significantly impacted by the pandemic. Term 2 was an effective shut-down of our canteen, traditional assemblies went online as did our P&C meetings. It was a challenging year for the P&C and I would like to thank every member of the P&C executive, and fantastic team of employees and volunteers who support the Canteen. It was a tough year for our staff going through a term 2 shutdown with no notice and then having to build the service back up without the usual volunteer support, all within an environment of continuing uncertainty. The Alumni Association continues to grow from strength to strength and continues to be a great source of inspirational speakers, links to the commercial world and mentoring for our students. We would like to offer our thanks to those alumni that take time out of their busy lives to help support and inspire our students and staff.

The P&C continues to work very closely and productively with the school, both in delivering support and services to students, as well playing our part in the selection of new executive staff. With COVID restrictions mostly behind us, the P&C are now thinking about the next big projects. One of these will be supporting a new covered area over the piazza which will make this area much more practical for all sorts of events. We are also looking at upgrading the canteen to increase the capacity for serving and modernise the interior to make it a more efficient space.

We continue to see very strong support from our parent/carer community which enables us to provide targeted support for the school. As in previous years the P&C continues to support areas such as:

- * Canteen services with the new focus on healthy food;
- * Student cultural, academic and welfare support;
- * Support and/or sponsorship for school awards and presentation functions;
- * Catering at school events;
- * Significant funding for key learning areas to supplement academic activities;
- * Technology support;
- * Provision of capital and minor equipment;
- * Facilities improvement in the school;
- * Attendance at events and functions such as prize giving, orientation for new students, and cultural events;

Despite the impact of 2020, the P&C remains in strong financial position. Nevertheless, there is always more we can do, and we welcome parents and other members of the community who are keen to join in. The P&C will continue to work closely with the principal and staff to provide key support to the school.



Mr Johnson with members of the 2020 Sports Exec

School vision

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 2001, a teaching staff of 128 and a large administrative and support staff. CTHS offers a wide range of teaching and learning programs and students at the school consistently achieve outstanding results in external examinations. An important feature of the school is its administrative systems and welfare network that strives to support each child's progress through high school.



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 and participated in an external validation. 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. Every five years, our school undergoes an external validation process.

During the external validation process, an independent panel consisting of a Principal School Leadership and a peer principal considered our evidence and assessment of our school's progress against the School Excellence Framework.

Our self-assessment and the external validation 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	2020 School Assessment
LEARNING: Learning Culture	Excelling
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Excelling
LEARNING: Assessment	Excelling
LEARNING: Reporting	Excelling
LEARNING: Student performance measures	Excelling
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Excelling
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Excelling
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Excelling
LEADING: Management practices and processes	Excelling

Strategic Direction 1

Student & 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.

Improvement Measures

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

An improvement in positive learning experiences as indicated by responses from the Tell Them From Me student survey.

Student, Staff and Parent surveys indicate an improved state of wellbeing and satisfaction amongst both students and staff.

Overall summary of progress

LAST SECTION TO COMPLETE

2020 was a very difficult year to continue with changes to the wellbeing initiatives as a result of COVID restrictions and the learning from home/ lockdown period in the middle of the year. In the absence of the ability to access external providers and presenters that could come into the school grounds further revisions were made to the wellbeing matrix with a view to the future and to address students concerns post COVID. This included the creation of a student wellbeing CANVAS page to support students during COVID and beyond. The in-house barista program training provided leadership and empowerment skills for targeted students.

Given the extraordinary circumstances associated with the 'at home' lockdown learning during the COVID period, the wellbeing team took on the responsibility of regularly making contact with students who had been identified by teaching staff as 'at-risk' or needing support.

The learning support team ran Zoom meetings to provide additional support and resources for identified students who prior to lockdown received support.

Cherrybrook Technology High School now employs a Students Support Officer who works one to one with students providing support and strategies to promote wellbeing and resilience.

The DET Anti Bullying Policy was further integrated into Peer Support activities with Year 7 students. The Year 7 Camp provided the opportunity to address many of the initiatives around resilience and empowering students to be supportive of their peers as well as providing leadership skills for Year 11 students.

After careful consideration of a number of wellbeing and resilience initiatives the school has decided to move away from Rock and Water moving forward.

Progress towards achieving improvement measures

Process 1: Evaluate recent changes to student wellbeing initiatives made in 2018

Evaluation	Funds Expended (Resources)
Adjustments made to the wellbeing matrix essentially covered in-house by staffing.	Professional development of Student Support Officer \$4,000

Process 2: Implementation of Anti-Bullying Policy and associated actions

--	--

Progress towards achieving improvement measures

Evaluation	Funds Expended (Resources)
Revisions made to Peer Support Program to integrate Anti-Bullying Policy strategies all done in-house delivered as part of pre-camp program.	\$0

Process 3: Refine Rock & Water initiatives to develop a common understanding across the whole school community

Evaluation	Funds Expended (Resources)
Due to the decision to move away from Rock and Water - no activities were addressed on this front.	\$0



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.

Improvement Measures

Improved HSC results in 2019 HSC

CANVAS analytics show courses published and student engagement levels with LMS to be positive and students are accessing a range of modules online

Policies and procedures in KLAs are being administered appropriately and areas of deficiency are attended to

Student reports, assessment results and teacher feedback reflect students have selected subjects appropriately for their skill and aptitude

Overall summary of progress

The focus on explicit teaching and best practice in 2019 resonated well with staff and as such we continued on this path for 2020, building the capacity of our staff to drive improvements in student learning outcomes. This was made the overarching school goal in all staff PDP's and KLAs set out to focus on key issues that had been identified in the RAP analysis of 2020 HSC results

A range of professional learning activities were planned to further develop the skills of our staff in explicit teaching when COVID took hold in Australia. The move to 'at home learning' as a result of the lockdown totally changed the professional learning needs of staff. As a school we were suddenly faced with the urgent need to upskill our staff in the effective use of video conferencing platforms like Microsoft Teams, and Zoom.

The introduction of the CANVAS Learning Management System into the school proved to be a real asset during this lockdown period and the professional learning we had done prior to 2020 in the use of CANVAS for staff made for a less traumatic experience for both staff and students during this time. If anything, the lockdown period further enhanced the skills of our staff in the use of CANVAS as they were now required to use this resource intensively to cope in the online learning environment at home. Professional learning was still important during this time but the focus was now on aspects of CANVAS revolving around assessment and submission of tasks to gauge learning such as: quizzes, assignments and exams. Feedback was sought from all stakeholders: parents, students and staff during this time to ascertain how people were coping with the situation, the workload expected and learning needs and changes were made to the delivery of lessons and further professional learning to respond to these identified needs. For the most part, staff and students coped extremely well with the situation as a result of the effective plans the school and all staff put in place.

On returning from lockdown the Executive team set about preparing for the DET External Validation assessment scheduled for late October, 2020. After an exhaustive process of gathering evidence, collating documents and writing a submission to support our self assessment against the School excellence Framework the External Validation day had arrived! Suffice to say, the External Validation Principal assessors were extremely pleased with what we had presented and wholeheartedly agreed with our judgements, but indicated we had been harsh in a few areas where they felt we were actually 'excelling' as opposed to 'sustaining and growing'. Those being in the Learning Domain - Assessment - Formative Assessment and in Student Performance Measures - NAPLAN.

We continued to make a concerted effort in 2020 to address an ongoing concern at the school, namely, students who choose subjects that don't suit their academic ability or interests. This was complicated by the fact we could not hold large parent attended events in the MPC and hence much of the delivery mode was via online video conferencing meetings. The results of these choices are seen in the senior years as students start to struggle in the face of school work that is often beyond them and in some cases of no interest. Students locked into a pattern of study where they are tracking poorly and are totally unmotivated by the experience can be a common issue for some. HT KLAs, in the subject areas of English, Mathematics and Science in particular, have worked hard with students in Year 10 to educate students on the workload and complexity of subjects in Year 11 and 12 and to inform them of their best options given their

progress in school thus far. This is an ongoing process and will no doubt need to be followed up again.

Progress towards achieving improvement measures

Process 1: Reinforce explicit teaching and showcase best practice

Evaluation	Funds Expended (Resources)
KLAs continued their focus on explicit teaching setting key goals for staff in each KLA to address as part of the faculty. Ongoing professional learning on this front had to be curtailed as a result of COVID and the restrictions on allowing presenters into the school. Teachers continued their fine efforts in the classroom and suffice to say we did see further improvement in our HSC results from the 2020 cohort.	\$0

Process 2: Continue to refine the operation of the CANVAS Learning Management System across the whole school

Evaluation	Funds Expended (Resources)
CANVAS proved to be an outstanding resource in 2020 when the mandatory lockdown hit and students and staff were forced to work from home. The early work we had done in this area proved invaluable and as such both students and staff coped reasonably well during this difficult period of schooling. Additional support and professional learning on using modules within CANVAS relating to quizzes and assignments assisted staff greatly in monitoring student completion of work and in setting formalised Half Yearly exams for the Year 12 students.	Inhouse professional learning for all staff. \$2000 - relief time for presenters to organise training material

Process 3: Prepare for External Validation in 2020

Evaluation	Funds Expended (Resources)
External Validation proved useful to us and affirmed our own thoughts as indicated in our self-assessment against the School Excellence Framework. If anything, we were a little harsh on ourselves as pointed out by the panel of External Principals who indicated we were performing in the 'Excelling' range in a couple of themes rather than our assessment of 'sustaining and growing' The exercise was intensive and exhausting to be honest. If anything, we have learnt from the experience and the approach we undertook on this our first occasion. We will certainly take on a more incremental approach to the collection of evidence for our next External Validation process.	\$3000 - relief for Senior Exec to plan approach to External Validation

Process 4: Transitioning students effectively between Stage 5 & 6 - with appropriate subject choices and vocational pathways

Evaluation	Funds Expended (Resources)
Whilst we did see some success in this area, it continues to be a topic that needs to be re-visited with every new cohort that comes through.	NIL



Leadership group visits Q & A taping
Cherrybrook Technology High School 8592 (2020)

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.

Improvement Measures

Increasing involvement in opportunities provided by our University partners to forge stronger links that will benefit post school options for our students.

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

Increasing membership of Alumni group and involvement in school activities

Overall summary of progress

The restrictions associated with COVID and the ability for the school to allow visitors to the school hampered our use of the Alumni group in 2020. We could not invite Alumni in to speak on major ceremonies, their involvement in the Year 11 Careers Mentoring program was limited to online activities only and no special events could be earmarked for gatherings throughout the year. Despite this, the Alumni committee continued to work behind the scenes looking at modernising their approach to engaging with ex-students to further grow membership of the group.

Our links with our Community of Schools continues, however, they are more of a biennial nature of late. COVID restrictions in 2020 meant we could not meet at a central venue, for our professional learning opportunity to learn from each other, as we have done in the past but we continue to stay in touch with staff at our major feeder schools for the benefit of all students.

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. The regular opportunities to have our partner Universities speak at Careers talks at lunchtimes to interested Year 12 students regarding what to expect at University and the options available to students had to also be put on hold due to the COVID restrictions associated with external visitors to the school. An emerging trend we are following is the increasing prevalence of students gaining a placement at university via Early Entry Schemes. Evidence would suggest this trend will only increase over time and looking forward we need to, as a school, look at our approach to supporting this further if it improves the post school education opportunities for our graduating Year 12 students.

Progress towards achieving improvement measures

Process 1: Engage with our Alumni to increase awareness of the aims of the group and gain greater participation from them in school events to mentor and support students.

Evaluation	Funds Expended (Resources)
COVID restrictions hampered many of the activities of the Alumni group in 2020 but behind the scenes exciting work is happening to further engage with ex-students and an announcement in 2021 will see bigger and better things for this group and how they engage with the school.	NIL

Process 2: Investigate further links with our University partners that will provide opportunities for our students to optimise their learning and deliver benefits for both the school and its community.

Evaluation	Funds Expended (Resources)
COVID restrictions meant a lot of activities on this front were cancelled or held online.	NIL

Progress towards achieving improvement measures

Process 3: Build stronger community of schools links with our feeder Primary schools.

Evaluation	Funds Expended (Resources)
COVID restrictions hampered opportunities to meet as a group but we continue to work with our partner feeder schools and assist one another for the benefit of all students.	NIL



Major Visual Arts Project

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$4, 055	<p>Student progress was monitored regularly, particularly post 'lockdown period' to provide support on a range of levels, including tuition and post school vocational pathways advice and assistance.</p> <p>Note: COVID restrictions and mandatory lockdown made it difficult to apply funding for these students.</p>
English language proficiency	\$29, 000	We exhausted the RAM budget for the support of students in this area. Other equity funds were sourced to support English Language Proficiency.
Low level adjustment for disability	\$131, 500	Our experienced team of School Learning Support Officers (SLSOs) provide learning support to students both inside and outside of the classroom. Within the classroom our SLSOs work with teachers to provide individualised learning for students with disabilities, as well as providing support to the class as a whole. Our SLSOs also work with students in a number of learning enrichment programs, including our reading programs and social skills programs, to help students develop skills and independence that will carry them through their education.
Socio-economic background	\$3, 000	<p>Funding applied appropriately to these students to ensure they were able to access school programs available for them and their cohort.</p> <p>Note: COVID and associated lockdown period made it difficult to apply funding for these students in 2020.</p>
Support for beginning teachers	\$42,000	Our Teacher Observation Mentoring Scheme has continued to build on the effectiveness of self reflection through videoing of lessons and observing others through classroom observation. This was supported by ongoing weekly after school meetings in Term 1 in key areas of classroom practice to assist beginning teachers with developing their pedagogical approach. In 2020 we ran two whole day mentoring professional development sessions 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. Throughout the year ongoing mentoring relationships were developed using the Australian professional Standards for Teachers, goals setting and classroom observation and feedback. This was evaluated very highly with all participants.



Year 11 student in School Spectacular Talent Development Group meets Michael Buble

Student information

Student enrolment profile

Students	Enrolments			
	2017	2018	2019	2020
Boys	1046	1087	1111	1144
Girls	889	894	893	868

Student attendance profile

School				
Year	2017	2018	2019	2020
7	96	95.8	95.4	97.6
8	95.1	95	93.8	96.4
9	94	93.5	93.7	95.4
10	93.3	93.3	92.4	95.9
11	95.9	94.9	93.7	96.4
12	95.4	94.9	94.4	96.2
All Years	95	94.6	93.9	96.3
State DoE				
Year	2017	2018	2019	2020
7	92.7	91.8	91.2	92.1
8	90.5	89.3	88.6	90.1
9	89.1	87.7	87.2	89
10	87.3	86.1	85.5	87.7
11	88.2	86.6	86.6	88.2
12	90.1	89	88.6	90.4
All Years	89.6	88.4	88	89.6

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

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 2020 the school had a total enrolment of 2,012 students. This is slightly up on our 2019 numbers. 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.

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	5
Employment	1	1	8
TAFE entry	1	1	4
University Entry	0	0	81
Other	0	1	1
Unknown	0	1	1

A recent survey conducted by the Careers Advisers at CTHS on the destination of our HSC students from the 2020 cohort revealed approximately 81%, of those that responded, are currently enrolled in University, 7% are going to TAFE and the rest are involved in full time or part time work options. Approximately 92% 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

10.89% of Year 12 students at Cherrybrook Technology High School undertook vocational education and training in 2020.

Year 12 students attaining HSC or equivalent vocational education qualification

98.1% of all Year 12 students at Cherrybrook Technology High School expected to complete Year 12 in 2020 received a Higher School Certificate or equivalent vocational education and training qualification.

Year 12 Post School Destinations

There were 268 students from the 2020 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 Sydney and University of New South Wales was similar to previous years. Similarly, the increasing trend of students applying for universities outside of Metropolitan Sydney as well other tertiary education providers has continued in 2020. A small number of students also received offers from interstate universities and included University of Queensland, University of Tasmania and the Australian National University.

Number of Offers by University

(Highest to Lowest)

Institution - No. of Offers

Macquarie University 84

UNSW 60

Uni of Sydney 41

Uni of Tech Sydney 31

WSU 19

Aust Catholic Uni 14

Uni of Newcastle 6

Uni of Wollongong 3

SAE 2

Uni of New England 1

Southern Cross Uni 1

Charles Sturt Uni 1

Torrens University 1

ICMS 1

Uni of Queensland 1

UTAS 1

ANU 1

Industry Areas of Courses applied for

The table 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)

Industry Area - No. of Offers

Business / Accounting 30

Engineering 27

Science 26

Medicine / Dental / Health 21

Arts - Communication/English/History 18

Design / IT 14

Education 9

CAPA 9

Social / Welfare / Psychology 8

Architecture / Building 8

Law 7

Defence / Police 2



Year 12 Drama

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	3
Head Teacher(s)	20
Classroom Teacher(s)	98
Learning and Support Teacher(s)	0.7
Teacher Librarian	2
Teacher ESL	1.2
School Counsellor	1
School Administration and Support Staff	21.77
Other Positions	2

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2020, 3.7% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

Workforce ATSI

Staff type	Benchmark ¹	2020 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	6.30%
Teachers	3.30%	2.80%

Note 1 - The NSW Public Sector Aboriginal Employment Strategy 2014-17 introduced an aspirational target of 1.8% by 2021 for each of the sector's salary bands. If the aspirational target of 1.8% is achieved in salary bands not currently at or above 1.8%, the cumulative representation of Aboriginal employees in the sector is expected to reach 3.3%.

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

Teacher qualifications

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

Professional learning and teacher accreditation

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

In 2020, an additional School Development Day was included at the start of Term 2 to assist school leaders, teachers

and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

Due to COVID and associated restrictions around social distancing many professional learning opportunities were cancelled or moved to online presentations. As a result professional learning undertaken by Cherrybrook Technology High School staff in 2020 was somewhat reduced on previous years. Expenditure amounted to \$69, 248 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 \$550.

School Development Days in 2020 began with a focus on key strategic objectives from the school plan, including: addressing changes to the whole school wellbeing initiatives; further time to support staff with the ongoing development of CANVAS courses; and presentations to staff on the upcoming External Validation process and school approach. When COVID forced us into mandatory lockdown and students undertook 'learning from home' staff requested additional professional learning in the use of video conferencing software - Zoom and Microsoft Teams. Additional support and training was offered to staff in the use of CANVAS to assist them in monitoring student completion of work using CANVAS - looking specifically at quizzes and assignments as forms of assessments.

In addition to this, online 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.

All staff attended and participated in the planned sessions of Staff Development professional learning undertaken throughout 2020. Teacher Accreditation - In 2020, we had 6 of our 15 beginning teachers gain their accreditation at the Proficient level. We have no teachers at Highly Accomplished or Lead status.



Young Author in the making

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2020 to 31 December 2020. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2020 Actual (\$)
Opening Balance	5,111,221
Revenue	20,597,874
Appropriation	19,184,449
Sale of Goods and Services	48,862
Grants and contributions	1,342,183
Investment income	15,056
Other revenue	7,325
Expenses	-20,291,730
Employee related	-17,839,493
Operating expenses	-2,452,236
Surplus / deficit for the year	306,145
Closing Balance	5,417,366

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

*Voluntary school contributions - as at August, 2020, these were down on previous years sitting around 51%. Given the situation with the onset of COVID and the effect of mandatory lockdowns on families and parents' employment and job security in general, the school chose to take a hands off approach to voluntary school contributions.. Whilst revenue was reduced due to the effects of COVID, expenditure overall was also down.

*Revenue - 2020 has been a year of financial consolidation as we continue the move to the next stage of our key Capital Works Program. The School, in conjunction and with the full support of the P & C, have taken the opportunity to undertake further investment in the School's infrastructure with the construction of a covered structure over the Piazza, adjacent to the MPC, to allow better accommodation of students, parents and family members at major whole of school presentation events. This will be a critical addition to the school to cater for the student population more effectively.

The school held off its investigating into the acquisition/lease of a minibus in 2020 due to COVID restrictions and the reduced need to transport students out of school for external events and excursions. The intention is to start this process off again in 2021. Such an addition will provide much needed flexibility for the transport of our sporting teams and smaller senior classes to organised events. In order for this to occur a bus bay/storage area will need to be built to house the minibus whilst not in use. Planning for a change to the Canteen facilities at the school continued with a view to expanding facilities to ensure we are better able to address the needs of our students and staff in this area. Money has been strategically put aside to support this work and will service many additional needs within our School.

*Expenditure on student curriculum materials, resources and technology continued but not to the same level as previous years. At the beginning of the three year School Plan, 2018 the school invested a significant amount of money to secure use of a new Learning Management System - CANVAS. With the success of its introduction we are continuing our use of the CANVAS software in 2020 which represents a significant ongoing financial investment. CANVAS proved to be incredibly useful for students and staff alike during the mandatory lockdown 'learning at home' period. To support our staff in the use of CANVAS we have signed up to use the TurnItIn software to assist with the identification of student plagiarism with the submission of online work becoming an expanding component of work expected from students as part of a blended learning program.

The school continues to support KLA's financially with appropriate resources, 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.

Financial summary - Equity loadings

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

	2020 Approved SBA (\$)
Targeted Total	137,927
Equity Total	394,871
Equity - Aboriginal	4,784
Equity - Socio-economic	24,309
Equity - Language	178,849
Equity - Disability	186,929
Base Total	17,618,930
Base - Per Capita	481,778
Base - Location	0
Base - Other	17,137,153
Other Total	732,943
Grand Total	18,884,672

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.



Year 12 Visual Arts Major Project

School performance - NAPLAN

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

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

2020 NAPLAN

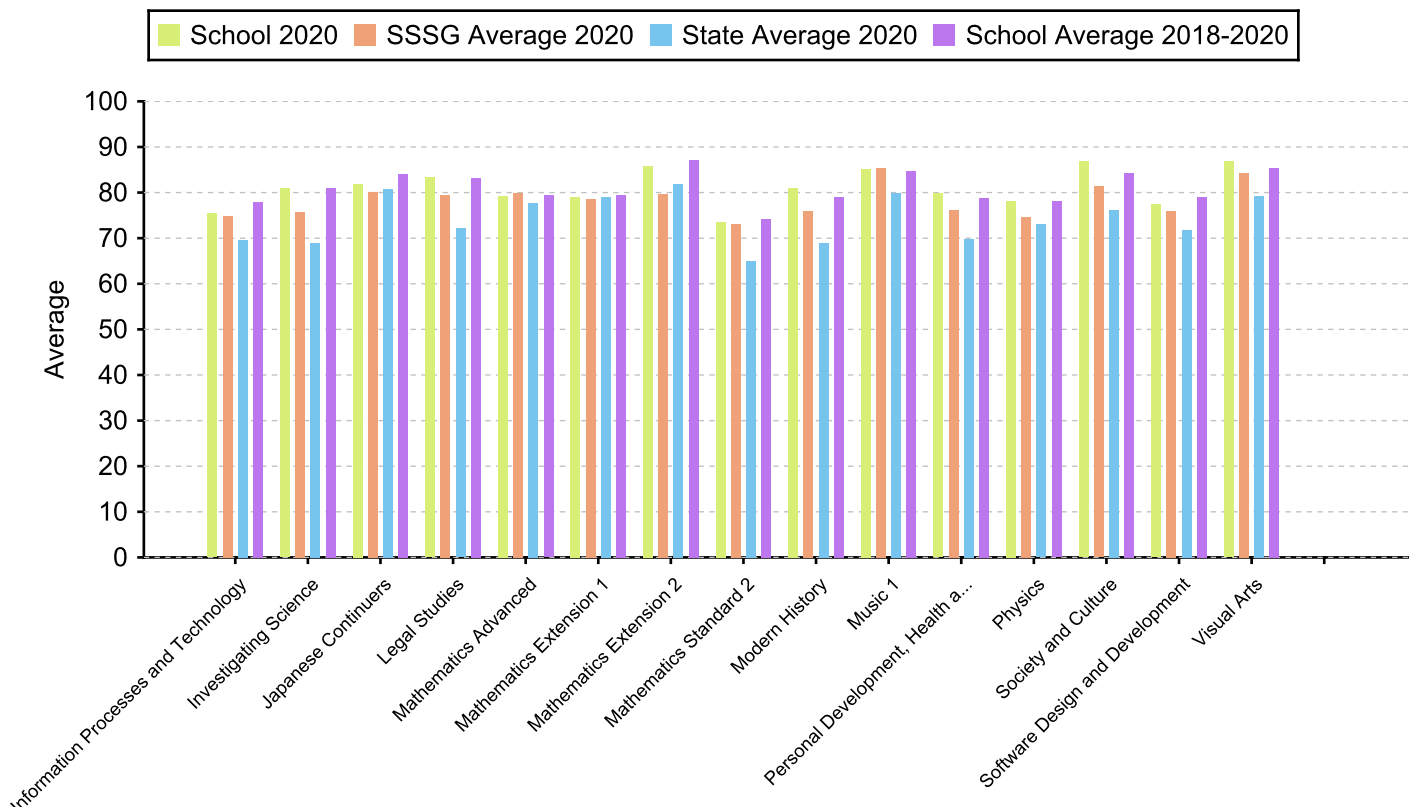
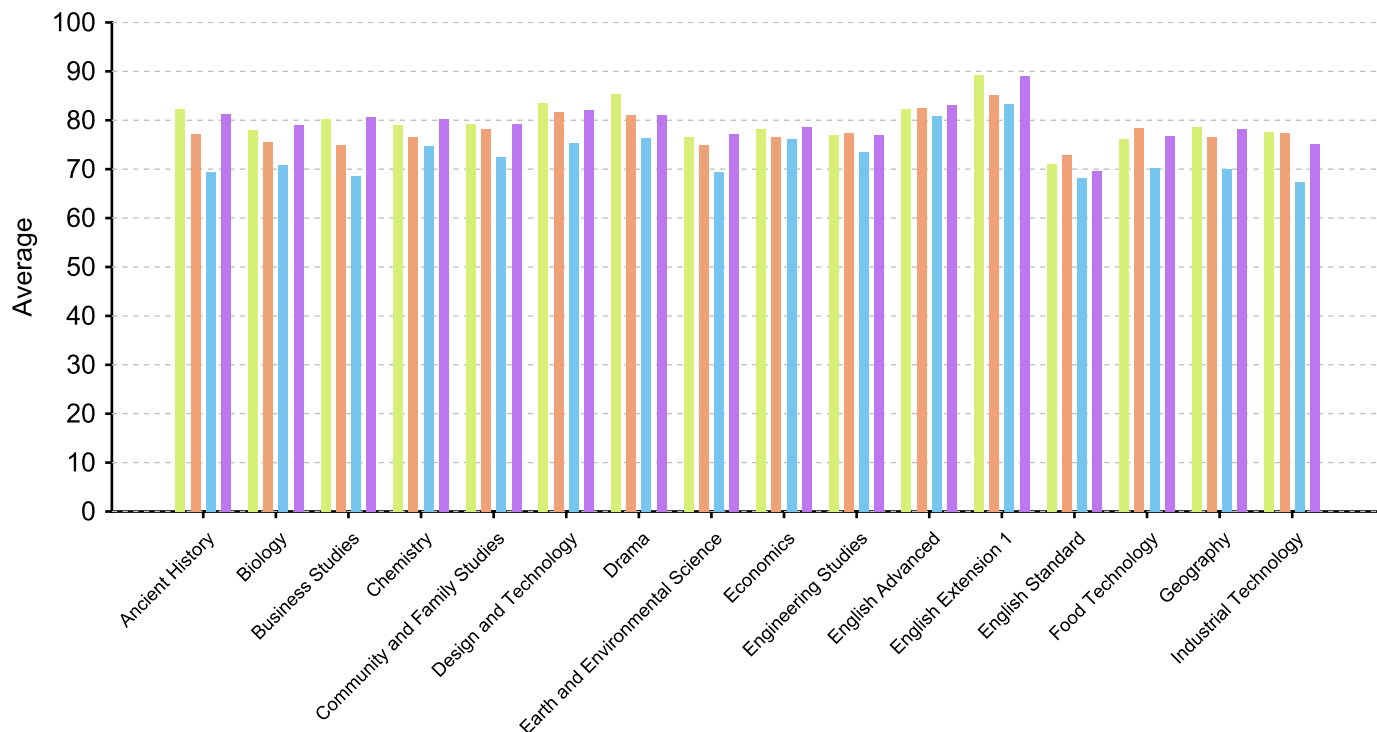
As agreed by the Education Council, the National Assessment Program (or NAPLAN) did not proceed in 2020 due to the COVID-19 pandemic. This was to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

The Education Council also agreed to defer the full transition to NAPLAN Online from 2021 to 2022 and the continuation of current NAPLAN governance arrangements through 2021.

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 2020	SSSG	State	School Average 2018-2020
Ancient History	82.4	77.1	69.4	81.3
Biology	78.1	75.6	70.8	79.1
Business Studies	80.2	75.0	68.6	80.6
Chemistry	79.1	76.6	74.8	80.3
Community and Family Studies	79.3	78.3	72.4	79.2
Design and Technology	83.6	81.6	75.4	82.0
Drama	85.4	81.0	76.4	81.0
Earth and Environmental Science	76.5	74.9	69.5	77.1
Economics	78.2	76.7	76.1	78.7
Engineering Studies	76.9	77.5	73.6	76.9
English Advanced	82.4	82.5	80.8	83.1
English Extension 1	89.2	85.2	83.4	89.1
English Standard	71.1	72.9	68.1	69.6
Food Technology	76.1	78.5	70.2	76.8
Geography	78.7	76.6	70.1	78.3
Industrial Technology	77.6	77.4	67.5	75.2
Information Processes and Technology	75.4	75.0	69.6	77.9
Investigating Science	80.9	75.7	69.0	81.0
Japanese Continuers	81.9	80.1	80.8	84.1
Legal Studies	83.3	79.4	72.1	83.1
Mathematics Advanced	79.3	79.9	77.7	79.3
Mathematics Extension 1	79.0	78.7	79.1	79.5
Mathematics Extension 2	85.9	79.7	81.8	87.1
Mathematics Standard 2	73.5	73.2	64.9	74.2
Modern History	81.0	76.0	68.9	79.1
Music 1	85.2	85.4	79.8	84.8
Personal Development, Health and Physical Education	79.8	76.2	69.9	78.8
Physics	78.1	74.6	73.0	78.0
Society and Culture	86.8	81.3	76.2	84.2
Software Design and Development	77.4	75.9	71.8	79.0
Visual Arts	86.8	84.3	79.2	85.3

A review of the 2020 HSC reveal many outstanding results. Seventeen 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 three students who achieved a top ten place in at least one course of study, these are: Andrew Malcolm, who achieved first in the State in Mathematics Standard 2; Natasha Gregg, tenth in Investigating Science; and Sienna Marshall second in Design and Technology. Finally a number of our students HSC Major Works were nominated for major exhibitions by NESA including, ARTEXPRESS; InTech; and Shape 2020. An analysis of students' ATARs, which the school has been able to gather, revealed at least five students scored ATARs

greater than 99 and approximately 90 students scored ATARs greater than 90. In total 129 students from the class of 2020 were recognised on NESA's Honour Roll for a total of 306 credits. In 2021, it is planned that the Senior Executive will lead an extensive analysis of the 2020 results for all students across all subjects, using the RAP package. 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.



HSC Major Works - Industrial Tech Timber

Parent/caregiver, student, teacher satisfaction

In 2020, opinions were sought from parents, students and teachers about the school. The results are as follows:

Staff were very keen to provide their thoughts and suggestions on their professional learning needs when COVID forced schools to close and we were thrown into a period of 'at home learning' as part of the mandatory lockdown period. Given the nature of lesson delivery during this period there was an ongoing need to further develop the skills of staff in using video conferencing software and modules in CANVAS critical in assessing students' completion of work and understanding. The use of quizzes and assignments in CANVAS proved useful for this but many staff needed a refresher in setting this up for their classes. Complicating this aspect of teaching was the fact Year 12 were midway into a formal assessment period and social distancing restrictions meant students would need to complete the last of their exams online.

Parent/ caregiver: Parents were also surveyed during the COVID lockdown period to assess how their children were coping with the 'at home learning' period. We had 226 respondents to the survey indicating a very high level of satisfaction with the CTHS approach to 'online learning from home'. Parents provided some excellent suggestions for improvement revolving around the need to adjust the work load expectations of assigned work to their children. Many were finding they were working longer hours on completion of set work than what they would normally do when attending school in person.

Students: Students undertook their own 'learning from home' feedback survey during the lockdown period. We had 536 respondents to the survey who were quite frank in their assessment of how they were coping during this difficult period of learning. The survey, amongst other strategies, assisted us in targeting students who needed further assistance due to not coping during the lockdown period. We had a range of support mechanisms in place to support identified students ranging from counsellor intervention, Year Advisor online and phone check-ins and Wellbeing team assistance. The most commented topic of conversation was the workload expectations that teachers were expecting of them. Adjustment was clearly needed on behalf of all staff, who had over-estimated the work required to complete using an online environment approach. For the most part our students coped well in this period of learning and primarily commented that they were missing their friends and strangely enough the interaction they have with teachers in the classroom.



Stage 4 Sports Competition

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.

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 2020 in a variety of important ways. NAIDOC Week was celebrated with a student-directed assembly attended by all year groups. Year 7 - 10 classes explored the theme 'Always was, always will be' with a range of activities that focussed on the connection to country aboriginal peoples have. This included both local community and national perspective.

Acknowledgement of significant dates and celebrations contributes significantly to understanding and reconciliation and form an essential part of our commitment to cultural understanding. Personalised Learning Plans (PLP's) 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 2020 and the whole school commitment to Aboriginal education has resulted in our Stage 6 course continuing to go from strength to strength, offering important academic research experience and cultural education to an increasing number of students in our popular accelerated model which enables flexibility in study patterns toward the HSC.

Cherrybrook Technology High School has continued to work with community, including parents, the Aboriginal Education and Engagement Officer and the Aboriginal Community Liaison Officer in negotiation of school projects, marking student work and development of student PLP's. This is a direction the school is endeavouring to develop further in alignment with the new Partnership Agreement with the AECG.

Anti-Racism Policy

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

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

Multicultural Education Policy

Teachers address the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. Principals are 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.

Sadly, due to COVID restrictions, we were unable to hold our annual International Day assembly which is traditionally a highlight for students and staff alike. All study trips to International sister schools were put on hold indefinitely.

Year 10 and 11 students in the Japanese course took the opportunity to write Christmas cards and send them together with an Australian souvenir to their buddies in Nagoya commercial high school in Japan.

Students in the Year 12 Japanese language class spoke to their buddies in Nagoya high school via Microsoft Teams and Zoom to complete educational projects on syllabus topics such as: school, home, neighbourhood and leisure activities

We were very lucky to have the services of two local community members, one a parent and the other an Alumni member, who volunteered to assist students in the teaching of French courses in early 2020 (prior to restrictions taking hold)

Other School Programs (optional)

PNG Aus Connect Partnership - the partnership with our sister school in PNG - Sogeri National High School, remains strong but COVID restrictions severely hampered the program in 2020. The planned visit by Australian schools and the return visit from PNG staff and students was cancelled due to the closing of international borders. Programs continued to run online but sharing resources has proved difficult and the opportunity to view overseas school's and learn from people face to face about their educational situation has been lost. We continue to support our friends in PNG and hope they stay safe against the ravages of COVID.

We did receive confirmation they had received the personal hygiene packs we had put together and sent over for student boarders at the school. From all reports they were very much appreciated.



Personal hygiene packs arrived in PNG for student use