Chatswood High School

2019 Annual Report

Chatswood High School
INSPIRING EXCELLENCE – ACHIEVING SUCCESS

8232

Introduction

The Annual Report for 2019 is provided to the community of Chatswood High School as an account of the school's operations and achievements throughout the year.

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

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Message from the principal

The Annual Report for **2019** is provided to the community of Chatswood High School as an account of the school's operations and achievements throughout the year.

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Chatswood High school is a complex education setting with the following components making up the school. The school has an Intensive English Centre (IEC) as part of the overall education provision onsite. This IEC supports students and their families who have recently arrived in Australia and have settled in the North Sydney area. The students enter the IEC so they can develop skills in reading writing and speaking English which will allow them to learn successfully in any one of the 25 high schools that is serviced by the centre. There is a strong focus on developing broader skills and understanding about Australian society. There are also a number of programs run by IEC staff that support the families adjusting to an unfamiliar culture and thereby supporting the successful transition for the students.

The school also has a successful Support Unit consisting of two classes for students diagnosed with mild intellectual disability, one class for students diagnosed with a moderate intellectual disability and one class for students diagnosed with autism. These classes have a teacher and at least one Student Learning and Support Officer (SLSO). Every student has an Individual Learning Program that has been developed by the teacher in consultation with parents, students and external support personnel. The classroom activities are supported by a large range of programs such as travel training and work experience. These programs are aimed at developing skills that will assist the students in the Support Unit to develop an appropriate level of independence. Within the school many of the students will participate in mainstream programs attending classes with students in their year.

The third major program running in the school is the Academically Selective stream running across Years 7–12. Students who enter this stream have been offered a place through the High Performing Students Unit within the NSW Department of Education. As part of the application process for this stream, students are required to sit the Selective School entrance examination during the prior year to their entry. Upon entry the students are placed in one of two classes comprising 60 students and remain in this class throughout their education journey from Years 7–10. Although the students in these classes remain together for all mandatory and core classes there are specific sporting, performing arts, co–curricular and wellbeing programs running to ensure that these students are embraced and nurtured throughout their time at the school.

The school also runs a Gifted and Talented class for local students who have not participated in the Selective Schools process. This program offers academic opportunities that mirror those found in the selective classes.

The fourth major program running in the school supports the 79% of students who come from a non–English speaking background. To support these students, who are spread across the school, the NSW Department of Education provides funding to employ 5.4 specialist English as Another Language or Dialect (EAL/D) teachers. These teachers either directly

teach classes or co–teach in classes where there are large numbers of students needing support.

The underlying belief of all staff is that all students will thrive academically if they feel safe and supported while in school. The staff use a positive schools framework which requires them to look for the positive attributes of each student and work with these, thereby building a positive self image for the students and building resilience. Within this framework behaviours or limiting approaches from students are diverted so that they do not impede the academic, social and emotional development of the individual.

The Chatswood High School redevelopment will see updated facilities and new buildings on the Centennial Avenue site, allowing further learning opportunities that will provide an educational experience recognised as best practice for our future world.

The community continues to show faith in the educational direction the school is taking with a continued increase in enrollments across the school. The school is currently the largest is has ever been and when the Chatswood Education Precinct redevelopment has been completed it will have a capacity for 2000 students.

David Osland

Principal

School background

Students at Chatswood High School will have success for today and be prepared for tomorrow. Our community provides opportunities for our students to build resilience, creativity and critical thinking skills in an educational environment that is underpinned by the core values of equity, integrity and respect.

Chatswood High School is a partially selective school located on Sydney's north shore. Students benefit and thrive from our diverse and differentiated curriculum designed to maximise every student's potential.

Chatswood High School has an enrolment of 1550 students, including 79% students from a non–English speaking background.

The high school has a number of components that make it a dynamic and complex educational institution. The Year 7–12 component of the High School is made up of a mainstream enrolment who are our local students. Entry into Year 7 can also be made through the High Performing Students Unit into the Academically Selective Stream. The third mode of entry into the school is through the Department of Education Access Program that allows entry into one of the classes in the Support Unit. There are four support classes for students with diagnosed with autism and intellectual disabilities.

The high school also has an onsite Intensive English Centre that operates as a specialist setting for students who have recently entered Australia and do not have the level of English in writing, reading, listening and speaking that would make their immediate entry into their local high school successful. The IEC student enrolment fluctuates throughout the year but has reached a maximum of 340 students in 2017. Current enrolment is 171 students.

The school runs very successful music programs and welfare programs to build civic responsibility. Parents are active participants in their children's learning resulting in a true partnership between the school and the family. This co–curricular program is one of many programs running in the school with the next largest being the before and after school sport program that is partially funded by the P&C.

The school works closely with our network of primary schools through the North Harbour Learning Community (NHLC) to develop links between schools and teachers, and with the North Shore 5 (NS5) network of high schools to develop learning opportunities for staff and students. The school is also a member of the North Shore Entente Cordiale and participates with all three alliances to develop student outcomes through shared professional learning, shared course delivery and other learning experiences.

The Chatswood High School redevelopment project will see work start on a major refurbishment, new buildings and relocation of the Chatswood Intensive English Centre. The NSW Department of Education is developing the precinct to meet the needs of students through innovative learning environments and professional learning for the teaching staff that will see future focussed learning as the predominant driver of educational delivery.

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	2019 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Excelling
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Excelling
LEARNING: Student performance measures	Sustaining and Growing
TEACHING: Effective classroom practice	Excelling
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Excelling
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Excelling
LEADING: Management practices and processes	Excelling

Strategic Direction 1

Every learner achieving their maximum potential

Purpose

To continue to foster a safe learning environment that develops responsible, reflective learners who are nurtured, challenged and extended to achieve to the best of their ability.

Improvement Measures

Improvement Measures
There is a measurable increase each year in the percentage of students achieving a Band 5/6 in the HSC.
There is an increased number of students achieving Band 8 or above in both Literacy and Numeracy in NAPLAN Year 9.
There is an increase in positive responses to specific survey questions in TTFM relating to intellectual engagment, valuing school and sense of belonging.
There are an increased number of staff undertaking future focussed learning activities as part of their lesson delivery.
The Instructional Leader intiative has led to a greater level of differentiation in programs, assessment tasks and lesson delivery.
There is a greater level of feedback and reflection being used to inform learning and delivery of courses.
There is an increased level of understanding by the parents about how to support their sons and daughters academically.

Progress towards achieving improvement measures

Process 1: Continued development and use of data analysis such as SMART, RAP and Valid to inform teaching and learning programs

Evaluation	Funds Expended (Resources)
Staff feedback was positive. From that literacy initiatives were developed for implementation in 2020.	SDD time was used.

Process 2: Explicit Literacy and differentiation strategies embedded into teaching and learning programs.

Evaluation	Funds Expended (Resources)
the Instructional Leader role working at a Deputy Principal level was able to deliver updated skills into four faculties across the school. The Instructional Leader has also delivered Professional Learning to all staff in the area of differentiation across the school to meet the needs of our academically selective students through to our students with identified learning difficulties.	SDD, Instructional Leader leading PL

Process 3: Engage staff in future–focused learning practices.

Evaluation	Funds Expended (Resources)
The future focussed learning initiatives allow the staff to develop a broader skill set and take this back into their own faculty. Staff not involved in team teaching also have the ability to develop these skills through team teaching with members of the EAL/D faculty.	

Next Steps

Focus on Literacy, Quality Teaching Rounds and Future focussed learning in 2020.

Chatswood High School 8232 (2019)

Strategic Direction 2

Leadership for improvement across the community

Purpose

To lead the school community to develop, articulate and commit to a shared educational vision based on quality teaching and learning in a collaborative leadership culture that will drive improvement for every student, every teacher, every leader.

Improvement Measures

Increased student leadership and student voice opportunities across the school.

Senior executive undertake AITSL School Leader Self Assessment Tool

Improvements as measured in the Tell Them From Me survey instrument in the following areas:

Inclusive School

Leadership

Collaboration

Increase in staff participation in and leadship of intra–school and inter–school projects targeting staff growth and student improvement.

Strength based model used to develop leadership growth in staff.

School culture interrogated and understood leading to individual agency being increased for staff, students and the community.

Progress towards achieving improvement measures

Process 1:   Increasing staff leadership density
- Develop Instructional Leadership capacity in current executive team
- Develop educational leadership across NSW DoE school in the IEC
- Use the VIA character strength to develop senior executive
- Use the AITSL Leadership tools to develop senior executive
-

Evaluation	Funds Expended (Resources)
Across faculties there have been clearly defined roles that have provided individuals within the faculty to take leadership within the faculty. they have been required to prepare and lead faculty business and initiatives. this has applied to every member of every faculty.	

Process 2:   Building student voice
- Increase leadership opportunities and profile for students
- Increase student voice initiatives for students
- Develop and implement mentoring scheme for senior students.

Evaluation	Funds Expended (Resources)
The two arms of student leadership across the school have combined and are developing clear programs that are complimentary. a new member of the teaching staff has been appointed to the role of student leadership coordinator. The student leadership coordinator is attending SRC and Prefect meetings to assist with the development and implementation of their programs.	

Progress towards achieving improvement measures

Process 3:   Chatswood Education Precinct leadership
  • Future Focussed Learning
  • School design and planning

Evaluation	Funds Expended (Resources)
There have been two sessions with the architects and educational Consultant working with the Architects to design the buildings. These involved Students, KLA Head Teachers, Deputy Principals and the Principal. There were two sessions with Peter Lippman throughout the year to identify how teaching spaces that will not have their dimensions changed can in fact be changed to reflect movement patterns, and interaction styles with students.	

Process 4:   Working across schools
  • Teaching staff participate in the NS–EC Aspiring Leaders program
  • Teaching Staff participate in the NS–EC beginning teacher program
  • Teaching staff participate in the NS–EC Project Leadership Project.

Evaluation	Funds Expended (Resources)
All beginning teachers take part in this induction program that is run across the seven schools that make up the North Sydney Entente Cordiale. The beginning teachers are supported by experienced staff usually at an executive level. The aspiring leader project has provided staff with access to experts across the NS–EC. They undertake professional learning that is aligned to the leadership credential but differentiated for the level that the candidate is aspiring to.	$12,000 has been used to support teachers aspiring to be leaders. **Funding Sources:** • Support for beginning teachers ($13000.00)

Next Steps

Continue to work with the educational consultant, the architect and SLEC to prepare for the redevelopment of Chatswood High School.

Develop coaching skills for the executive of the school.

Continue with refinement of the Student Leadership opportunities.

Continue to support and promote the NS–EC Beginning Teacher, Aspiring Leader and Project Leadership programs.

Strategic Direction 3

Student and Staff Wellbeing

Purpose

To create and cultivate a positive school culture which supports the holistic wellbeing of the school community through the delivery of programs which promote positive growth mindsets, as well as providing social and emotional support for students, staff and parents.

Improvement Measures

Increase in students reported positive attitudes towards their personal potential and meaningful relationships in TTFM survey.

Higher levels of optimism and self–worth among students obtained from The Resilience Report.

Demonstrated improvement in female students' connection to school community as a result of implementation of Girls' Wellbeing Program.

Increased parental involvement demonstrated through number of parents/carers participating in school wellbeing events.

Improved staff knowledge and understanding of Wellbeing processes at CHS.

Progress towards achieving improvement measures

Process 1: Supporting Students

Implement wellbeing initiatives such as:
• teacher–student mentoring
• targeted girls' wellbeing program
• the Resilience Doughnut.
Develop clear and efficient communication processes in response to student wellbeing concerns.

Train staff in Resilience Doughnut to promote solutions–focused interactions with students.

Evaluation	Funds Expended (Resources)
Decision to continue with some wellbeing programs into 2020 (Tomorrow Man/Woman, Respectful Relationships), to try	Meeting time with P&C president.

Process 2: Supporting Staff

Provide professional learning opportunities for staff related to teacher wellbeing.

Coach staff members to become facilitators for the Resilience Doughnut workshops.

Documentation of Student Wellbeing Team practice and procedures.

Evaluation	Funds Expended (Resources)
Celebration of staff work throughout the year, recognition of retiring staff.	Catering.

Process 3: Supporting Community

School and P&C collaborate to provide regular guest speakers and information sessions for students and parents/carers.

Ensure regular opportunities for community inclusion at school through collaboration on cultural events.

Evaluation	Funds Expended (Resources)

Progress towards achieving improvement measures	
Decisions made to continue with certain programs into 2020 (Tomorrow Man/Woman, Respectful Relationships), run some programs every two years (Madonna King: Being 14), bring in new programs (Art of Smart).	Meeting time. Successful funding grant achieved by P&C $21, 000 for 2020 program. Successful in gaining Paul Dillon to present in 2020 on Drugs and Alcohol for Years 10, 11 and 12, staff and parents.

Next Steps

Continue to refine Wellbeing Programs delivered in partnership with the parent body.

Prepare succession planning to meet possible and known staff movements throughout 2020.

Key Initiatives	Resources (annual)	Impact achieved this year
English language proficiency	**Funding Sources:** • English language proficiency ($640 296.00)	The provision of these specialist teachers has enabled support for our students to be provided through team teaching, resource development and professional learning for the broader teaching staff. As reported in the ESL survey students are moving to a higher level as a result of this initiative.
Low level adjustment for disability	**Funding Sources:** • Low level adjustment for disability ($286 442.00)	This has resulted in improved engagement for the students identified through the learning and support team referral process. There have been improved academic, social and emotional outcomes for these students. This funding is also used to support students with significant disabilities to engage in mainstream classes and is also used to support the staff teaching these students. This has resulted is the full integration into mainstream for students with significant disabilities and has allowed staff to develop appropriate adjustments for these students.
Socio–economic background	$53,182 **Funding Sources:** • Socio–economic background ($53 182.00)	Student who would not have had access to program are able to access the full range of academic and co–curricular programs. Students who do not have access to their own laptop are able to use a school supplied device so their is an equitable access to all academic programs.
Support for beginning teachers	**Funding Sources:** • Support for beginning teachers ($96 851.00)	These initiatives have allowed beginning teachers to work collaboratively with their supervisor, the Instructional Leader and there more experienced peers resulting in ongoing professional learning enhancing the learning outcomes for students across the school.
Targeted student support for refugees and new arrivals	**Funding Sources:** • Targeted student support for refugees and new arrivals ($0.00)	This program does not run in the school.

Student information

Student enrolment profile

Students	Enrolments			
	2016	**2017**	**2018**	**2019**
Boys	945	999	988	1018
Girls	493	505	525	556

Student attendance profile

School				
Year	**2016**	**2017**	**2018**	**2019**
6			99.8	98.8
7	96.9	97.3	96.4	95.8
8	94.7	95.4	95.2	93.4
9	94.5	94.8	95	94.3
10	90.9	94.5	93.6	92.8
11	94.5	93.9	92.1	91.5
12	96.3	95.1	90.4	91
All Years	94.5	95.2	94	93.4
State DoE				
Year	**2016**	**2017**	**2018**	**2019**
6			92.5	92.1
7	92.8	92.7	91.8	91.2
8	90.5	90.5	89.3	88.6
9	89.1	89.1	87.7	87.2
10	87.6	87.3	86.1	85.5
11	88.2	88.2	86.6	86.6
12	90.1	90.1	89	88.6
All Years	89.7	89.6	89.2	88.8

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	0	7	4
Employment	5	5	4
TAFE entry	5	5	7
University Entry	0	0	78
Other	0	0	5
Unknown	0	0	2

Year 12 students undertaking vocational or trade training

10.82% of Year 12 students at Chatswood High School undertook vocational education and training in 2019.

Year 12 students attaining HSC or equivalent vocational education qualification

97.8% of all Year 12 students at Chatswood High School expected to complete Year 12 in 2019 received a Higher School Certificate or equivalent vocational education and training qualification.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	3
Head Teacher(s)	15
Classroom Teacher(s)	70
Learning and Support Teacher(s)	0.8
Teacher Librarian	1.4
Teacher ESL	5.4
School Counsellor	2
School Administration and Support Staff	25.47
Other Positions	23.6

*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, scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2019, 3.9% of the Department's workforce identify as Aboriginal people.

Workforce ATSI

Staff type	Benchmark[1]	2019 Aboriginal and/or Torres Strait Islander representation[2]
School Support	3.30%	7.20%
Teachers	3.30%	2.90%

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.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2019 to 31 December 2019. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2019 **Actual** ($)
Opening Balance	1,642,661
Revenue	20,381,859
Appropriation	18,048,397
Sale of Goods and Services	190,592
Grants and contributions	1,570,643
Investment income	23,938
Other revenue	548,289
Expenses	-18,701,467
Employee related	-16,352,496
Operating expenses	-2,348,971
Surplus / deficit for the year	1,680,392

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.

Financial summary - Equity loadings

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

	2019 **Approved SBA** ($)
Targeted Total	1,132,252
Equity Total	864,685
Equity - Aboriginal	2,656
Equity - Socio-economic	53,182
Equity - Language	640,294
Equity - Disability	168,553
Base Total	11,711,322
Base - Per Capita	377,885
Base - Location	0
Base - Other	11,333,437
Other Total	3,865,554
Grand Total	17,573,814

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

School performance - NAPLAN

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

From 2018 to 2021 NAPLAN is moving from a paper test to an online test. Individual schools are transitioning to the online test, with some schools participating in 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 be treated with care.
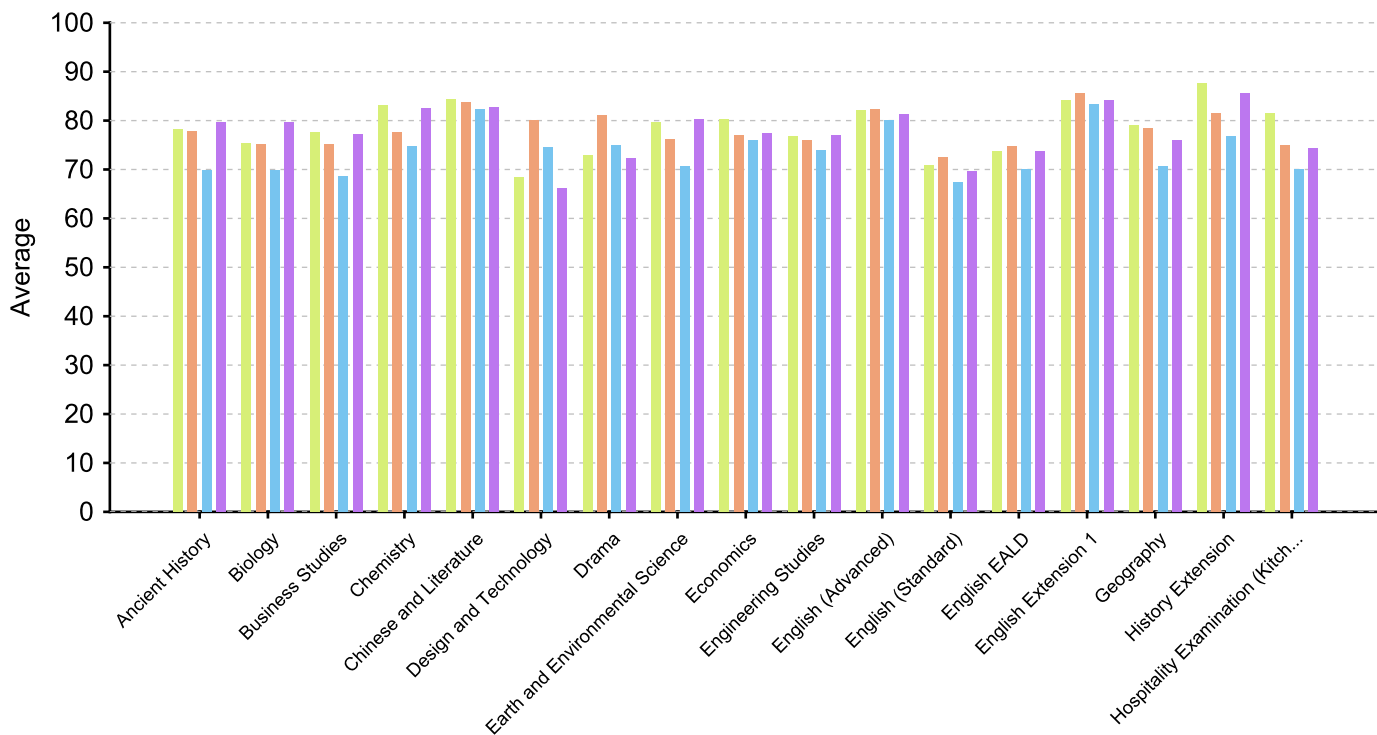
NAPLAN Online

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. As schools transition to NAPLAN online, the band distribution of results is not directly comparable to band averages from previous years. While the 10 band distribution available to schools who completed NAPLAN online is a more accurate reflection of student performance, caution should be taken when considering results relative to what was formerly a six band distribution. As the full transition of NAPLAN online continues, the most appropriate way to communicate results for NAPLAN online is by scaled scores and scaled growth. This is the reporting format agreed by state and territory education ministers, and is reflected on the myschool website.
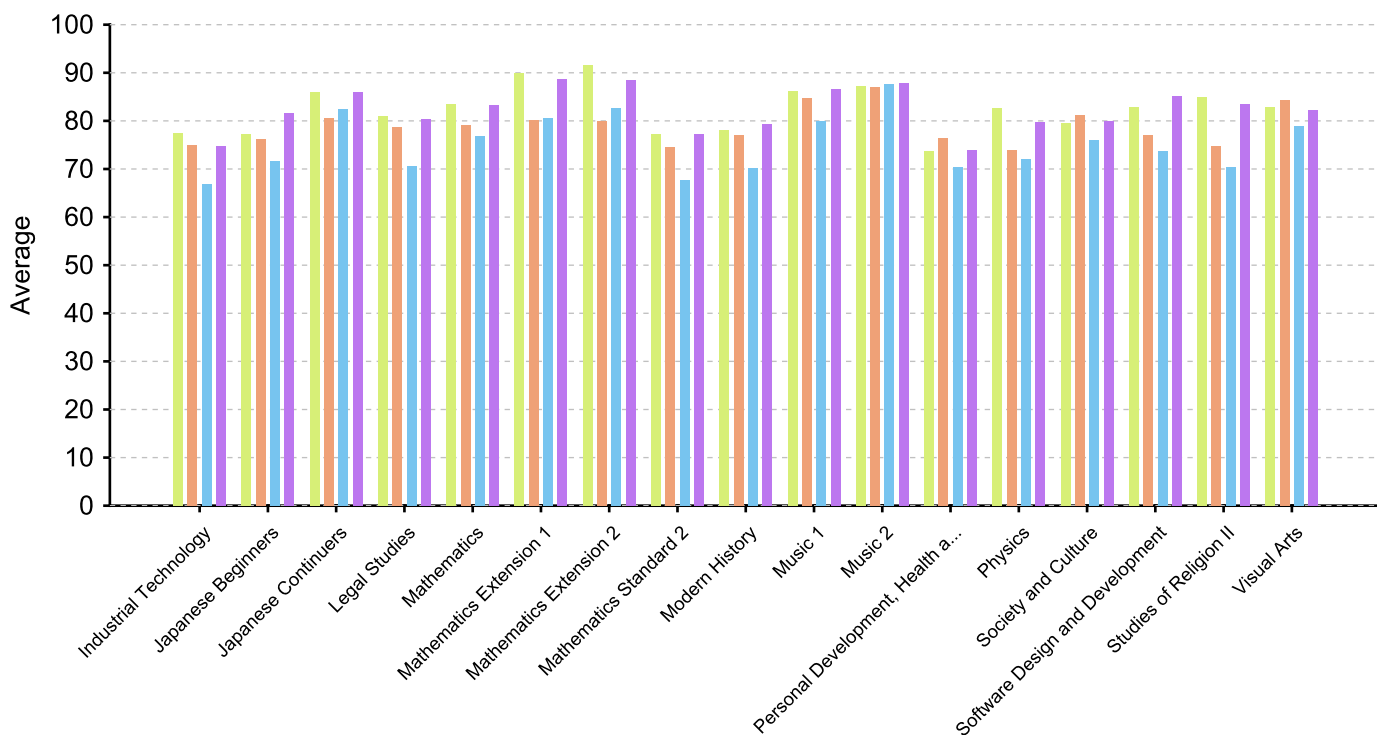
School performance - HSC

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 2019	SSSG	State	School Average 2015-2019
Ancient History	78.2	77.8	69.9	79.7
Biology	75.3	75.2	69.9	79.6
Business Studies	77.5	75.2	68.6	77.1
Chemistry	83.2	77.5	74.7	82.4
Chinese and Literature	84.3	83.7	82.3	82.7
Design and Technology	68.4	80.1	74.5	66.2
Drama	72.8	81.0	75.0	72.3
Earth and Environmental Science	79.6	76.2	70.6	80.2
Economics	80.3	76.9	75.9	77.3
Engineering Studies	76.8	75.9	73.9	76.9
English (Advanced)	82.0	82.4	80.0	81.3
English (Standard)	70.9	72.4	67.3	69.6
English EALD	73.8	74.8	70.0	73.8
English Extension 1	84.2	85.6	83.4	84.2
Geography	79.0	78.4	70.6	75.9
History Extension	87.7	81.4	76.8	85.6
Hospitality Examination (Kitchen Operations and Cookery)	81.5	74.9	70.0	74.2
Industrial Technology	77.4	75.1	66.8	74.8
Japanese Beginners	77.2	76.3	71.6	81.6
Japanese Continuers	85.9	80.6	82.5	85.9
Legal Studies	81.0	78.7	70.6	80.3
Mathematics	83.5	79.2	76.9	83.2
Mathematics Extension 1	89.9	80.2	80.6	88.6
Mathematics Extension 2	91.6	79.9	82.7	88.4
Mathematics Standard 2	77.3	74.6	67.7	77.3
Modern History	78.0	77.1	70.2	79.4
Music 1	86.2	84.7	79.9	86.6
Music 2	87.3	87.1	87.5	87.9
Personal Development, Health and Physical Education	73.6	76.4	70.5	74.0
Physics	82.7	73.8	72.1	79.7
Society and Culture	79.5	81.2	75.9	79.9
Software Design and Development	82.8	77.1	73.8	85.1
Studies of Religion II	84.9	74.7	70.4	83.5
Visual Arts	82.8	84.2	78.8	82.2

Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek the opinions of parents, students and teachers about the school. In 2019, Chatswood High School sought the opinions of parent/caregiver, students and teachers using the Tell Them from Me (TTFM) surveys. Parent/caregiver judged that Chatswood High School created a safe learning environment and simultaneously equally valued that the school supports positive behaviour. These together were impacting positively on the school supporting student learning. Two student surveys were conducted in 2019. These both demonstrated results and reinforced that the students were highly engaged due to above state average quality instruction, attendance, teacher– student relations, learning climate and expectations for success. Teachers stated that the strongest drivers for successful student learning demonstrated in the school were its learning culture of setting high expectations for student learning, providing written feedback and monitoring the progress of individual students. Additionally the establishment of clear expectations for classroom behaviour, understanding the learning needs and being inclusive of students with special learning needs was judged as most valued.

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.

Through the introduction of the Australian Curriculum there are now many opportunities to embed Aboriginal education into the daily lives of the students at Chatswood High School. Across the school understanding of Aboriginal and Torres Strait Islander peoples' history and current place in contemporary Australia are part of the teaching and learning programs. Teaching staff have taken the initiative to embed aboriginal and Torres Strait Islander history into their teaching programs in English, Science, History, Geography, Visual Arts, Music, Drama, PDHPE and TAS. there have also been a number of successful entries into the Australian Reconciliation competition in the written and visual art form.

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.

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.

Chatswood High School has a very diverse cultural base with 62 languages other than English being spoken in the homes of our students. this diverse cultural base is celebrated every year for the rich diversity it brings to the school. the onsite Intensive English Centre (IEC) build the rich cultural base of the school with students attending the centre when they first arrive in Australia without the English Language skills needed to successfully operate in a classroom where English is used as the language of instruction. There have been opportunities for the students attending the Intensive English Centre to work, play and compete against students in the high school.

the International Liaison Captains (student leaders) from the high school developed and led friendship initiatives with the students in the IEC. This initiative saw high school students develop and implement programs to build language skills, programs to build cultural understanding and programs to help the students feel comfortable in the society they will be entering.

In 2019 members of the language staff have used the introductory language units in Year 7 to build intercultural understanding. Intercultural understanding is also a part of the national curriculum and therefore is embedded in our teaching and learning programs. The Confucius Classroom also continues to build intercultural understanding across the school for all members of our community. The school's student leadership team have identified school spirit as their theme for 2019. The School Captains, International Liaison Captains, Welfare Captains, Sport Captains SRC Captains and Creative and Performing Arts all led activities across the school that educated the community and built a greater sense of cohesiveness and understanding.