



2020 Annual Report

Chatswood High School



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Introduction

The Annual Report for 2020 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 2020 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. Chatswood High school is a complex education setting with the following components making up the school.

Due to the worldwide COVID-19 pandemic there were many fundamental changes to our operations throughout the year. Our educational delivery model fundamentally changed during Term 1 requiring teaching staff to pivot from a face to face model to an online model with a three day turnaround.

The COVID-19 response requirements had a negative impact on our co-curricular program, especially in the area of music with many students leaving the program. The tutors and band leaders worked tirelessly to implement innovative arrangements for individual lessons and ensemble performance.

The ability for the school to bring parents into the school for assemblies, celebrations, parent teacher interviews was also altered with many of these moving to an online format.

While this was happening the building project carried on, again in an online format. As part of the building project the Intensive English Centre moved from Chatswood High School to St Ives High School at the end of Term 3. The global pandemic had reduced the number of students in the IEC significantly which reduced the impact of the move from Chatswood High School.

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.

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 supplies funding to employ 6.0 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 it has ever been and when the Chatswood High School redevelopment has been completed it will have a capacity for 2000 students.

David Osland

Principal

School vision

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.

School context

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 enrollment 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.

Up until the end of Term 3 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 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 Entente Cordiale 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. The Framework is a statement of what is valued as excellence for NSW public schools, both now and into the future. The Framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

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

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

For more information about the School Excellence Framework: <https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability>

Self-assessment using the School Excellence Framework

Elements	2020 School Assessment
LEARNING: Learning Culture	Excelling
LEARNING: Wellbeing	Excelling
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Sustaining and Growing
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Sustaining and Growing
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

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 engagement, valuing school and sense of belonging.

The Instructional Leader initiative has led to a greater level of differentiation in programs, assessment tasks and lesson delivery.

There are an increased number of staff undertaking future focussed learning activities as part of their 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.

Overall summary of progress

Within three faculty areas there was a significant increase in the number of students achieving in the top two bands. This increase has been consistent over the past 3 years. Across the other faculties there is a mixture of growth and decline with this being dependent in some cases on small class groupings.

NAPLAN did not run in 2020 due to the global pandemic and the responses to the TTFM survey indicates a reduction in intellectual engagement in some years but in others there was an improvement which may indicate a preference towards online learning in some groups. The measures for valuing school and a positive sense of belonging varied again but were down due to the disjointed nature of the year.

There was an increase number of staff involved in planning for future focussed teaching and being engaged in professional learning in this area. The remote learning phase of our delivery increased the parental understanding of what was involved in our course and increased their understanding of what their sons and daughters were learning. Many parents struggled with assisting their sons and daughters academically while many others found this mode of learning quite refreshing.

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)
As part of the ongoing review of data from NAPLAN, HSC and VALID there is an overwhelming need to address student literacy needs from Year 7 onwards. The literacy initiative was negotiated and finalised with the assistance of Sally Humphrey, Senior Lecturer (English and Literacies Education ACU). Three faculties participated in the initial professional learning at the end of 2020.	Casual Teacher cover - \$8,000

Progress towards achieving improvement measures

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

Evaluation	Funds Expended (Resources)
In the last year of the three year Instructional Leader role there has been a measurable change in the way staff are embedding literacy and differentiation strategies into their programs. After working for the past three years with faculties and individuals there has been an identified shift towards collaborative practice between staff to continue the development of these initiatives.	Casual Teacher cover for workshops - \$10,000

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

Evaluation	Funds Expended (Resources)
Future focussed learning initiatives took the form of new course development with associated professional learning. The Media Power course allowed twelve staff to develop their understanding of future focussed learning and how it can transform learning delivery and increase engagement of students.	Casual Teaching staff cover - \$12,000

Next Steps

Continue to provide the first round of professional learning the area of literacy and grow the academic partnership with Sally Humphrey.

Transition into collaborative practice and Quality Teaching Rounds to ensure that all staff are participating in high impact professional learning.

Through high impact professional learning in collaborative practice in

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 leadership of intra-school and inter-school projects targeting staff growth and student improvement.

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

Strength based model used to develop leadership growth in staff.

Overall summary of progress

The impact of the global pandemic has severely impacted the success of this strategic direction. There was leadership growth seen from some members of the executive and classroom teachers who had significant skills in online learning while other members of staff were significantly supported. There was still a very strong focus on school culture especially in the area of wellbeing and engagement.

The level of intra-school activities was reduced while inter-school online activities increased throughout the year.

The leadership development program was put on hold throughout the year in response to the global pandemic.

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)
<p>The global pandemic resulted in different leadership roles being taken on by the executive staff across the school. The quick turnaround of teaching pedagogies at the end of Term 1 saw executive and non-executive staff take up leadership roles in staff training for online learning. Many staff to leadership roles in the area of google classroom and microsoft teams. These staff were instrumental in developing technical and educational theory approaches to an online environment.</p> <p>The instructional leadership shown by a wider variety of staff across the</p>	<p>Casual cover for staff to undertake professional learning - \$25,000</p> <p>Temporary engagement of three staff to cover expanded teaching roles - \$150,000</p>

Progress towards achieving improvement measures

school was evidence that there is untapped potential across all faculty areas.

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)
<p>The opportunities for student leadership throughout the global pandemic were reviewed when school were directed not change their rules regarding gatherings across years. There was a significant presence online from the student leaders but this was not as effective as in previous years when students held multiple activities across the year.</p> <p>The result of this change in activity has left the students with a reduced feeling of engagement with the school and with the social justice causes promoted by the student leaders.</p>	

Process 3: Chatswood Education Precinct leadership

- Future Focussed Learning
- School design and planning

Evaluation	Funds Expended (Resources)
<p>All faculties participated in workshops with the project design team to develop an understanding of the redevelopment and to have an authentic voice in the project development. These Project User Group (PUGS) meetings were held over three separate sessions and were especially focussed on the faculties being housed in Building R. The level of detail for these faculties was much more focussed on the finished product with colour schemes, furniture and fixtures being decided.</p>	<p>Casual Cover for staff to attend planning workshops - \$15,000</p>

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)
<p>All beginning teachers took part in the NS-EC Beginning Teacher Program that runs across the seven member schools of the North Sydney Entente Cordiale. The beginning teachers are supported through professional learning delivered by staff from all schools. There were a mixture of Zoom and face to face meetings throughout the year.</p> <p>Chatswood High School had seven members of staff participating in the aspiring leadership program which again was based around professional learning delivered through a mixture of zoom and face to face by senior staff from across the seven schools.</p> <p>Chatswood High School had one member of staff participate in the project leadership with a significant piece of research being presented at the conclusion of this project in the area of assessment of students with a disability.</p>	<p>\$5,000 was spent to support teachers attending the aspiring leaders and project leadership programs.</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Support for beginning teachers (\$16000.00)

Next Steps

Introduce Quality Teaching Rounds for all teaching staff.

Support Collaborative Practice between staff through the development of Professional Learning Communities supported

by timetabled periods.

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.

Overall summary of progress

The global pandemic reduced the opportunities for students to participate in wellbeing activities although many still ran in an online mode.

Parental involvement in wellbeing activities increased due to the use of Zoom although the number of events was reduced.

The overall impact of the global pandemic was significant from a wellbeing point of view with significant concerns about the use of technology and the impact of students reduced engagement with the school through co-curricular programs.

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)
<p>The Yr 12 mentoring project continued throughout 2020 with a high level of success indicated by staff and students.</p> <p>The targeted programs for male and female students still ran in an online mode as did the Paul Dillon session for students and parents. This was particularly well received by the community.</p>	<p>\$26,000 was donated by the P&C to allow these programs to run.</p>

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.

Progress towards achieving improvement measures

Process 2: Documentation of Student Wellbeing Team practice and procedures.

Evaluation	Funds Expended (Resources)
There was only one session run in a face to face mode for teacher wellbeing in 2020 prior to the COVID-19 regulations being in place. Many staff enrolled into online courses that assisted with their own sense of self efficacy which delivered stronger wellbeing outcomes.	Funding Sources: <ul style="list-style-type: none">• Professional learning (\$25000.00)

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)
The ability to draw the community into the school was severely restricted in 2020 which resulted in a reduction of community engagement through regular events. The music program undertook a series of online concerts and there was an increase in parental attendance at P&C meetings through the use of Zoom. The P&C joint planning and funding model for the wellbeing program continued to be successful with most of the activities running through Zoom.	

Next Steps

Continue to develop the joint funding and planning of the wellbeing program.

Develop further programs to address the intellectual engagement of the students.

Key Initiatives	Resources (annual)	Impact achieved this year
<p>English language proficiency</p>	<p>6.4 FTE EAL/D teachers were employed in 2020</p> <p>A Head Teacher EAL/D was engaged in 2020</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> English language proficiency (\$678 181.00) 	<p>All funds from this equity loading were exhausted in 2020.</p> <p>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.</p> <p>As reported in the ESL survey students are moving to a higher level as a result of this initiative.</p>
<p>Low level adjustment for disability</p>	<p>LaST 0.8 FTE</p> <p>SLSO 5.0 FTE</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> Low level adjustment for disability (\$178 110.00) 	<p>The funds in this area were fully expended. The employment of a LaST (0.8FTE) and SLSOs required supplementary funds to be used from the school's 6300 account.</p> <p>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.</p> <p>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.</p> <p>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.</p>
<p>Socio-economic background</p>	<p>Funding Sources:</p> <ul style="list-style-type: none"> Socio-economic background (\$40 589.00) 	<p>Student who would not have had access to programs are able to access the full range of academic and co-curricular programs through the support of this equity loading.</p> <p>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. As part of the COVID-19 response 50 laptops were purchased to support students with their online learning.</p>
<p>Support for beginning teachers</p>	<p>Funding Sources:</p> <ul style="list-style-type: none"> Support for beginning teachers (\$93 651.00) 	<p>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.</p> <p>Beginning teachers have a reduced load of 4 periods in their first year and 2 periods in their second year. Their supervisor/mentor is also provided with an allowance on their timetable to facilitate ongoing mentoring and coaching.</p>
<p>Targeted student support for refugees and new arrivals</p>		<p>This program did not run in 2020.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2017	2018	2019	2020
Boys	999	988	1018	974
Girls	505	525	556	588

Student attendance profile

School				
Year	2017	2018	2019	2020
6		99.8	98.8	93.7
7	97.3	96.4	95.8	95.9
8	95.4	95.2	93.4	94
9	94.8	95	94.3	93.2
10	94.5	93.6	92.8	93
11	93.9	92.1	91.5	92.2
12	95.1	90.4	91	92.8
All Years	95.2	94	93.4	93.6
State DoE				
Year	2017	2018	2019	2020
6		92.5	92.1	91.8
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	89.2	88.8	90

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.

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	1	6	4
Employment	4	6	4
TAFE entry	6	5	6
University Entry	0	0	127
Other	0	0	5
Unknown	2	3	8

Year 12 students undertaking vocational or trade training

6.01% of Year 12 students at Chatswood High School undertook vocational education and training in 2020.

Year 12 students attaining HSC or equivalent vocational education qualification

93.4% of all Year 12 students at Chatswood High School expected to complete Year 12 in 2020 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)	16
Classroom Teacher(s)	73.3
Learning and Support Teacher(s)	0.8
Teacher Librarian	2
Teacher ESL	5.6
School Counsellor	2
School Administration and Support Staff	26.77
Other Positions	16

*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.

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	3,323,052
Revenue	20,098,516
Appropriation	18,724,255
Sale of Goods and Services	126,304
Grants and contributions	917,713
Investment income	9,238
Other revenue	321,006
Expenses	-19,077,038
Employee related	-17,441,337
Operating expenses	-1,635,701
Surplus / deficit for the year	1,021,479
Closing Balance	4,344,531

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.

	2020 Approved SBA (\$)
Targeted Total	315,603
Equity Total	898,872
Equity - Aboriginal	1,992
Equity - Socio-economic	40,589
Equity - Language	678,181
Equity - Disability	178,110
Base Total	13,847,155
Base - Per Capita	400,877
Base - Location	0
Base - Other	13,446,278
Other Total	2,929,609
Grand Total	17,991,239

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.

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

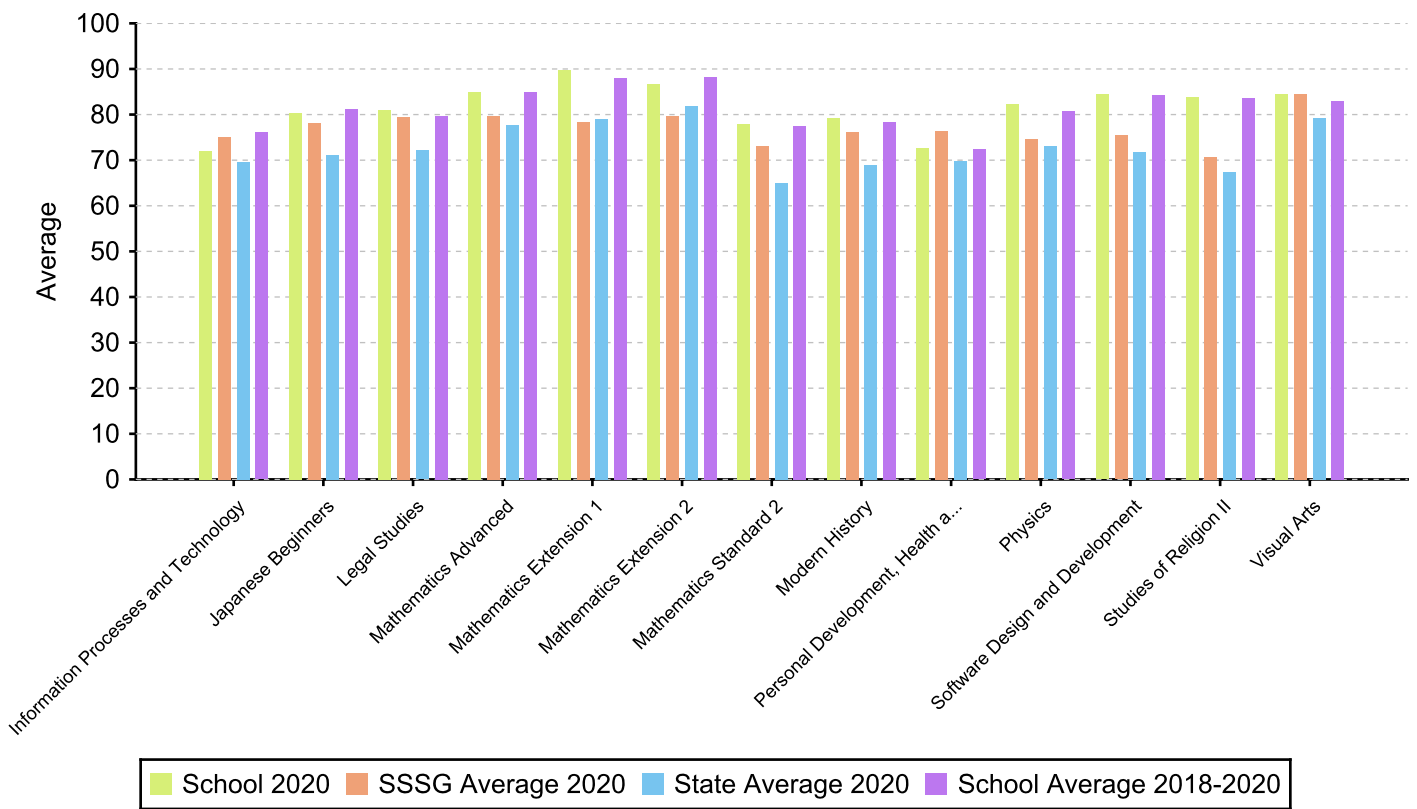
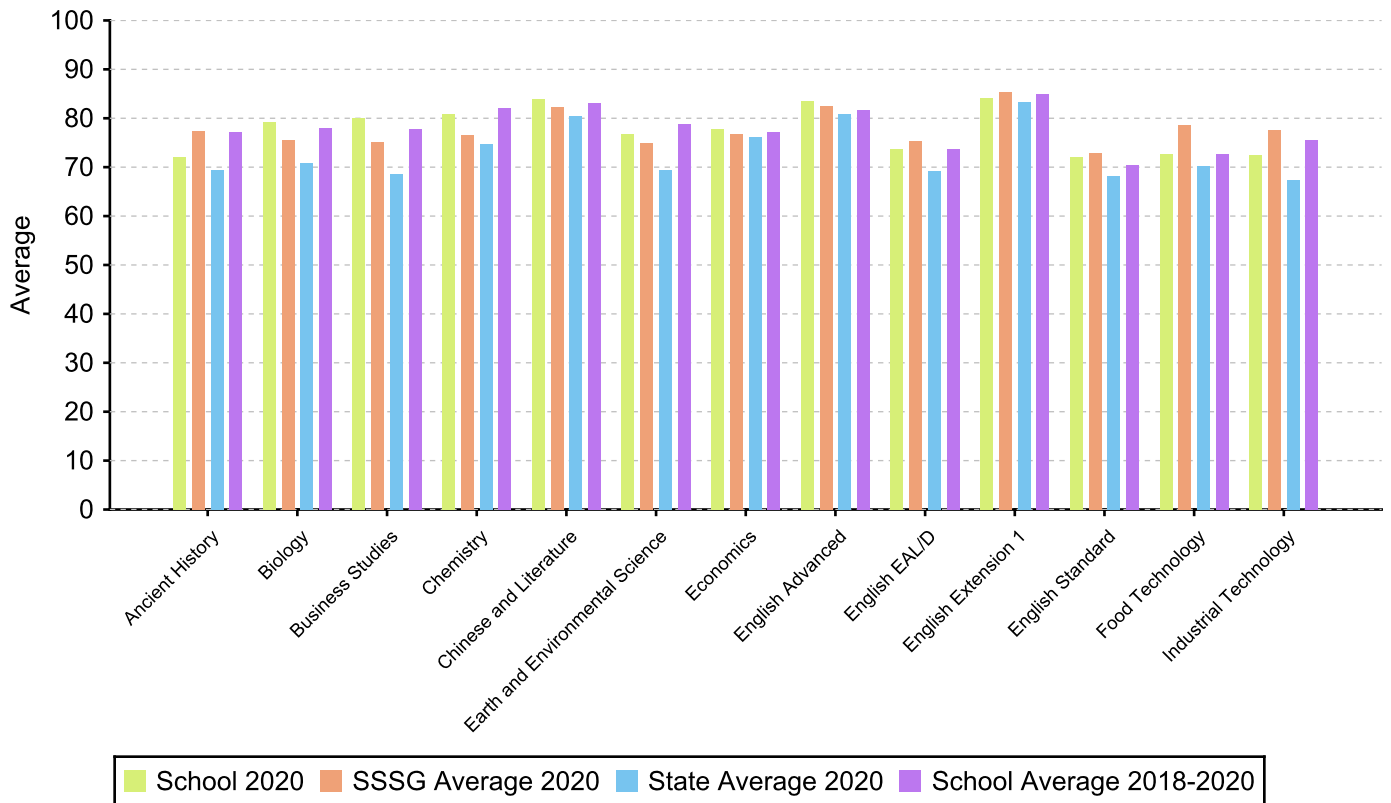
As agreed by the Education Council, the National Assessment Program (or NAPLAN) did not proceed in 2020 due to the COVID-19 pandemic. This was to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

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	72.0	77.5	69.4	77.3
Biology	79.3	75.6	70.8	78.0
Business Studies	80.1	75.2	68.6	77.7
Chemistry	80.9	76.7	74.8	82.1
Chinese and Literature	84.0	82.2	80.5	83.2
Earth and Environmental Science	76.7	75.0	69.5	78.9
Economics	77.9	76.8	76.1	77.2
English Advanced	83.6	82.5	80.8	81.7
English EAL/D	73.7	75.4	69.3	73.8
English Extension 1	84.2	85.4	83.4	85.0
English Standard	72.0	72.9	68.1	70.4
Food Technology	72.6	78.6	70.2	72.6
Industrial Technology	72.4	77.6	67.5	75.6
Information Processes and Technology	72.0	75.2	69.6	76.1
Japanese Beginners	80.4	78.1	71.2	81.2
Legal Studies	81.0	79.6	72.1	79.6
Mathematics Advanced	84.9	79.7	77.7	84.9
Mathematics Extension 1	89.7	78.4	79.1	88.1
Mathematics Extension 2	86.7	79.8	81.8	88.3
Mathematics Standard 2	78.0	73.2	64.9	77.5
Modern History	79.3	76.2	68.9	78.4
Personal Development, Health and Physical Education	72.7	76.4	69.9	72.3
Physics	82.4	74.6	73.0	80.7
Software Design and Development	84.4	75.4	71.8	84.3
Studies of Religion II	83.9	70.8	67.5	83.6
Visual Arts	84.6	84.5	79.2	83.0

Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek the opinions of parents, students and teachers about the school. In 2020, 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 2020. These both demonstrated that COVID-19 had significantly impacted the students' engagement with their learning and with the school. The data demonstrated 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 and online 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.

An Aboriginal Education specialist position was established at the school in 2020. This staff member is provided with a non-teaching allowance to develop partnerships with Aboriginal organisations and personnel from North Sydney. They also have a mandate to ensure that curriculum provisions are being included in teaching programs.

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. This will change significantly with the relocation of the onsite Intensive English Centre (IEC). The IEC has built 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 2020 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.