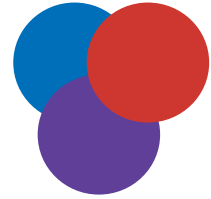


Chatswood High School Annual Report



2015

Introduction

In 2015 Chatswood High School had an enrolment of 1352 students including 197 in the Intensive English Centre. The diversity of Chatswood High School, with students coming from over 50 language groups, offers students plenty of opportunities to develop their cross cultural communication skills – a skill that will serve them well in their adult working life. The development and implementation of our 2015-2017 School Plan benefited directly from the involvement of our culturally and linguistically diverse community, ensuring our strategic directions for the next three years met with community expectation.



Ms Ross with Ms Low, Director Public Schools

In Term 2 we were officially presented with our Confucius Classroom plaque at a ceremony held at Kensington Public School. The Confucius Classroom program is a joint project between the NSW Department of Education and Hanban in China. Each Confucius Classroom is linked with a partner school in China to enhance opportunities for language learning and to provide students, teachers, and administrators with opportunities to conduct cultural exchanges and joint projects. Over 30 schools across NSW applied for a Confucius Classroom, Chatswood was one of the six successful schools.

2015 provided students with challenging educational and social opportunities both inside and outside the classroom. Excursions included music students travelling to Europe to perform in Prague, Vienna, Salzburg and Montreux. Our budding musicians were sent off with a fantastic farewell concert hosted by former student and finalist in "The Voice" Mr Darren Percival. Chatswood High School bands joined on the evening with our primary school partners Mowbray Public School Concert Band and Chatswood Public School Concert Band to farewell the community who had supported them. Other excursions included Geography field trips, History museum visits, and Gala sporting days. Providing these rich experiences for our students ensures their engagement in learning and enthusiasm for school.

Our partnerships with our local school networks were furthered strengthened this year with some key events. The North Harbour Learning Community (NHLC), which includes Mowbray, Chatswood and Castle Cove Public Schools held a Tutti Concert in July which showcased the creative and performing arts talents of our combined student community. The evening of art, drama, dance and music was the culmination of an incredible collaboration between teachers from all schools, parents and of course the students. The second event that really solidified our NHLC partnership was the Chatzfest short film festival, held on the oval under the stars. It was a great evening attended by many families and local community members, and proudly sponsored by Hoyts, Flying Bark Productions and Dragon Image. The success of the evening was once again due to the brilliant collaboration between the teachers of our North Harbour Learning Community, led by Ms Leo Carr in Computing.

Our partnership with the NS5 continues to grow from strength to strength. The partnership between Killara, Turramurra, Ku-Ring-Gai and St Ives High Schools provides our students with extended subject choices in senior years. Students can travel between campuses to access courses not on offer at Chatswood High School. Students from our NS5 partner schools travel to Chatswood to access courses not on offer at their school. The partnership also provides networking and professional learning opportunities for all teachers. Our annual joint staff development day brings over 400 teachers together to investigate ways to improve pedagogy and student engagement. We were incredibly lucky this year to work with Simon Breakspear, a truly innovative leading thinker on education reform.

The P&C continued to provide funding for our social justice program High Resolves and continued to staff and run our school canteen and uniform shop. We are very fortunate to have such an active and dedicated parent body committed to working with the school to provide the best facilities and educational opportunities for our students. Thanks go to all members of the 2015 P&C for their efforts, led by the president Mr Peter Hayes.

I certify that the information in this report is the result of a rigorous school self-evaluation process and is a balanced genuine account of the school's achievements and areas for development.

Ms Julie Ross
Principal (relieving)

School contact details:

Chatswood High School

24 Centennial Avenue

CHATSWOOD NSW 2026

Web: www.chatswood-h.schools.nsw.edu.au

Email: chatswood-h.school@det.nsw.edu.au

'phone: 9419 3611

School background

School vision statement

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 committed to the pursuit of excellence and the provision of high quality educational opportunities for all children.

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.

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.

Chatswood High School has an enrolment of 1352 students, including 72% students from a non-English speaking background and 260 students in the onsite Intensive English Centre. There are four support classes for students with autism and intellectual disabilities.

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.

Self-assessment and school achievements

Self-assessment using the School Excellence Framework

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

This year, our school undertook self-assessment using the elements of the School Excellence Framework.

Our self-assessment process will further assist the school to refine the strategic priorities in our School Plan leading to further improvements in the delivery of education to our students.

School Excellence Framework – **LEADING**

Leadership: the school has undergone significant change in the executive over the last year. A relieving Principal, a new Deputy Principal, New Head Teacher Welfare, a relieving Head Teacher Teaching and Learning, and a school defined Head Teacher e-Learning position has opened numerous opportunities to build the capacity of the leadership team. Specific time is built into the Executive Meeting each week for professional learning, that further promotes skill and expertise sharing between the school executive team, which is central to school capacity building. Additionally, the leadership team have benefitted from a close partnership with Growth Coaching International, who develops the capacity of the team to have rich conversations to unlock the potential of all staff.

Student Leadership: Student leadership is a strength of Chatswood High School. Students are presented with multiple opportunities to lead programs and initiatives through the Student Representative Council (SRC) and the Student Leadership Team. Each year in Term 1 a Student Leadership camp is held over a weekend in February and all students are invited to participate. From this camp student leaders are identified and nurtured to take on whole school responsibilities.

School Planning, Implementation & Reporting: The Strategic Plan was created through a comprehensive series of workshops with staff, students and parents/carers. Through focus groups and forums the three strategic directions were set for 2015-2017. During the year the Executive have monitored progress and achievement against the set milestones and where necessary have adjusted programs or processes to address arising need. Teaching and support staff have been regularly updated at whole staff meetings and the P&C have been informed of progress regularly.

School Resources: Chatswood High School has a commitment to building the capacity of every teacher to lead, whether that is leading in the classroom, the faculty, the school or across the NS5. Grants are offered each year to teachers to develop programs focusing on student engagement, which can be implemented across the NS5 group of schools. An additional Head Teacher position for e-Learning has also been created to meet the growing professional learning needs of staff as they implement BYOD in the classrooms.

Management Practices & Processes: Students, staff and parents are provided opportunities to give feedback to the school. All stakeholders have participated in the Tell Them From Me survey during 2015. Student initiated and lead surveys have also informed school practices. An analysis of the Tell Them From Me survey data was conducted with the student leadership team and Wellbeing Team. Information from this analysis will direct some of the strategic planning for 2016.

School Excellence Framework – **TEACHING**

Effective Classroom Practice: The school leadership team promotes and models effective practice. A focus on Quality Teaching Rounds provides opportunities for classroom observations and feedback to improve pedagogy. Four groups of five teachers have formed professional learning communities to share practice and build the capacity of teachers through the observation and feedback on practice phase. The goal for 2016 is to engage more teachers in the Quality Teaching Rounds and join with the feeder primary schools to share observations and feedback.

Data Skills and Use: Data is analysed at key points throughout the year. Head teachers work with their teams to build the capacity of classroom teachers to read and analyse the data. Professional learning days are utilised to plan effective programs to address identified teaching and learning issues.

Collaborative Practice: Teachers work together to improve teaching and learning for their year groups. Project based learning offers teachers opportunities to collaborate across key learning areas, utilising the expertise within staff and drawing on the support of our experts in parent the community. Formal mentoring of beginning teachers is in place to ensure ongoing development.

Learning and Development: Teachers participate in professional learning targeted to the school's priorities and their professional needs. The Performance and Development Framework assists teachers to develop a professional learning plan to ensure further development of their knowledge and skills. Our professional learning team regularly evaluates professional learning activities to promote the most effective strategies.

Professional Standards: Chatswood High School has a culture of supporting teachers to pursue higher levels of accreditation. This is done through our network of schools and a program of professional learning targeting aspirant leaders. All teachers are committed to their ongoing development as members of the teaching profession. All teachers demonstrate responsibility and ethical practice in working towards the school's goals.

School Excellence Framework – **LEARNING**

Learning Culture: Within the Chatswood High School community there is a demonstrated commitment to strengthen and deliver on the school's learning priorities. Positive, respectful relationships are evident among staff and students, promoting student wellbeing and ensuring good conditions for student learning.

Wellbeing: Chatswood High School has in place a comprehensive and inclusive framework to support the cognitive, emotional, social, physical and spiritual wellbeing of students, which measurably improves individual and collective wellbeing. Individual learning is supported by the effective use of school, system and community expertise and resources through contextual decision-making and planning.

Curriculum and Learning: Chatswood High School is able to offer a broad curriculum supported by the learning alliance with the NS5 and local TAFE colleges. Head teachers involve students and parents in planning, through parent information sessions, as their students progress to the senior years of study. Extra-curricular activities are extensive and support student social and physical development.

Assessment and Reporting: Chatswood High School staff analyse internal and external data to monitor, track and report on student and school performance. Individual student reports are completed and delivered to parents twice a year and include descriptions of the student's strengths and areas of growth. Teachers set transparent criteria for student assessment and have in place principles of consistent assessment and moderation.

Student Performance Measures: Chatswood High School achieves excellent value-added results with 60% of Year 12 students undertaking the HSC attaining at least two Band 5 and/or Band 6 results. Students at Chatswood High School are consistently demonstrating high levels of growth and achievement on external performance measures.



Strategic Direction 1

Commitment to Teaching and Learning

Purpose

To facilitate the continued professional development of teachers, to analyse student learning growth and outcomes to plan and deliver evidence-based lessons which engage students in authentic opportunities, building their critical thinking and literacy skills.

Overall summary of progress

The commitment to teaching and learning has been supported by additional professional learning for all staff.

A focus on making meaning from the data available to schools has provided teachers with the skills and knowledge to identify specific areas for improvement and to make adjustments to teaching and learning programs accordingly. Head Teachers have been supported to analyse subject specific data with their faculty members in order to focus on specific areas for improvement within year groups.

Joint NS5 professional development programs have focused on student engagement. Teachers have worked with Simon Breakspear, a leading thinker on education reform, to reflect on their practice and investigate alternative pedagogical practices that may engage students more in the learning cycle.

The development of the Consolidation of Literacy and Numeracy (CLAN) program has improved the attendance, behaviour and academic skills for a number of targeted Year 9 and 10 students who were at risk of disengaging from school. Eight students were withdrawn from their English and Maths classes to work one on one or in a small group with a team of dedicated teachers who targeted specific skills.

Progress towards achieving improvement measures		Resources (annual)
Improvement measure (to be achieved over 3 years)	Progress achieved this year	\$311,276
❖ A 5% increase in students achieving at least 2 Band 5/6 in the HSC	<p>Authentic professional learning for all teachers facilitated a greater understanding of how data is used to improve teaching programs and practices. Professional learning sessions for teachers to learn how to analyse the RAP data provided an opportunity for teams of teachers to develop programs addressing areas for targeted improvement across faculties.</p> <p>Guiding students to select appropriate HSC subjects through information sessions for students and their parents.</p> <p>New scheme teachers were relieved for two hours per week to observe classroom practice and participate in discussion around pedagogy with their supervisors.</p>	<p>\$70,261</p> <p>\$96,789</p>
❖ A 15% increase in Yr 9 students achieving 'at proficiency' in NAPLAN reading and writing by 2017	<p>Employment of a support teacher to establish a withdrawal program "Consolidation of Literacy and Numeracy" (CLAN) targeting students identified as not meeting the minimum standard in literacy & numeracy. As a result students increased their attendance rates and behavior issues decreased.</p>	\$144,226

Next steps

In 2016 the CLAN program will be expanded to capture Year 7 students identified by their primary schools as requiring extra support, and Year 8 students who did not achieve the minimum standard in the 2015 NAPLAN tests. Withdrawal from mainstream English and Mathematics classes for a five week intensive remediation program will target areas for improvement for each of these students.

A targeted whole-school literacy program will be introduced to address writing skills. Teachers will be supported to improve their understanding of literacy and its influence on learning and achievement. A team of literacy leaders will lead the professional learning about literacy and work with each faculty to embed literacy strategies into all teaching and learning programs.

Teacher individual Professional Development Plans will be refined using the Performance and Development Framework. Observations of practice will be undertaken and constructive feedback will be used to improve practice.

Social Science teachers will successfully implement the new Geography syllabus through faculty planning days.

Strategic Direction 2

Building sustainable relationships

Purpose

To foster strong, respectful partnerships which build capacity and create opportunities to enhance learning and student well-being. Building and strengthening existing active partnerships with local schools and agencies to collaboratively provide innovative learning pathways and a shared responsibility for student development and well-being.

Overall summary of progress

Networking with our local primary schools and the NS5 high schools presented opportunities to share professional learning and practice. The executive teams from each of the NS5 high schools met regularly to develop programs of professional learning to support beginning teachers and aspirational Highly Accomplished and Lead teachers. Sharing ideas and resources enabled us all to deliver quality professional learning and teaching & learning programs.

Progress towards achieving improvement measures		Resources (annual)
Improvement measure (to be achieved over 3 years)	Progress achieved this year	\$493,703
Improvements in student satisfaction evidenced through Tell Them From Me survey]	• Introduced additional programs focused on building co-operation and collaboration skills in teachers and students. PBL, STEM	\$5,200
	• The High Resolves program, delivered to students in Yr 7 to Yr 10, presents opportunities for students to engage in authentic problem solving	\$18,000
	• Elevate studies skills program was presented to students and parents to assist with transition into senior school	\$12,500
	• Welfare support programs targeting girls in all year	

	<p>groups</p> <ul style="list-style-type: none"> • Student leaders hold market days for the extra-curricular programs • Increase in the number of students in CHS band program, touring Europe, Northern Territory, Mudgee and the north coast of NSW. 	<p>\$360</p> <p>\$395,643 (much of this is recouped from student contributions)</p>
<p>❖ Increase in network delivered professional learning</p>	<p>NS5 aspiring Highly Accomplished teacher accreditation program delivered across the five schools with teachers initiating projects to develop their leadership skills.</p> <p>NS5 Principals, Deputies and HTs meeting regularly to share practice and programs</p> <p>Innovations grant established to encourage teachers to undertake action research projects focused on engagement in the classroom. As a result more teachers are working collaboratively to develop units of work aimed at engaging students in PBL</p> <p>NS5 Beginning Teachers Program implemented to support teachers in their first five years of teaching</p> <p>Aspiring leaders are provided support to develop their leadership skills and initiate whole school improvement programs – working with Simon Breakspear on a leadership program has enhanced understanding about leading teams of people.</p>	<p>\$30,000</p> <p>\$25,000</p> <p>\$1600</p> <p>\$5400 teacher release</p>

Next steps

- Annual allocation of \$30,000 to the NS5 program is used to provide innovation grants to staff wishing to work collaboratively across the five schools on projects that will improve student achievement. In 2016 the focus of these grants will be on “student engagement”.
- The data obtained from the Tell Them From Me surveys of parents, teachers and students will be analysed at a whole school level to investigate areas for ongoing improvements. Representatives from The Learning Bar will conduct professional learning on how to best use the data to impact wellbeing, connectedness and achievement.
- Establishment of a transition officer who will liaise with Primary schools to ensure a smooth transition from Year 6 into Year 7.

Strategic Direction 3

Creating a dynamic learning environment focused on excellence.

Purpose

To deliver a dynamic learning environment, which captures innovation and opportunity. To use learning spaces flexibly to meet a broad range of student learning needs.

Overall summary of progress

In 2015, funds were directed to improving the learning environment. Three teachers took part in the NS5 research trip to Melbourne to investigate innovative learning spaces and their influence on pedagogy. On their return a comprehensive audit was carried out on Chatswood's learning environment and a plan was developed to build future focused classrooms conducive to project based learning and collaborative practices.

Six teachers participated in the Sydney University Teacher Academy and developed Science, Technology, Engineering, Maths (STEM) units of work for Year 7. The STEM Teacher Academy ran a three day program with teachers working with industry experts and university researchers to embed STEM into teaching and learning programs.

A Confucius Classroom was established with the financial support of the department of Education and the Confucius Institute. This purpose-designed facility has led to an increase in the engagement of students studying Chinese language and culture. The program also provides for a volunteer teacher from China to work alongside our teachers providing students with authentic oral lessons.

Progress towards achieving improvement measures		Resources (annual)
Improvement measure (to be achieved over 3 years)	Progress achieved this year	\$32,434.40
Increase in cross faculty run programs. (PBL and STEM)	STEM and PBL are embedded in our practice. Year 8 MARS project in Term 4 provides an opportunity for Science, CAPA and Social Science to collaborate on a colonization project engaging all Year 8 students. STEM in a bag activities engage Year 7 in enquiry based learning activities. Students are able to make links between their learning in each subject.	STEM \$2478.00 Staff relief for STEM Academy PBL planning day and staff release \$4956.40
Establishment of a Confucius classroom	The Confucius classroom has improved the teaching and learning of Chinese with the support of a volunteer teacher provided by Hanban. A new Stage 6 combined Beginners and Continuers course has been established and additional extra-curricular cultural activities are provided, such as Chinese chess, calligraphy and paper cutting. This has resulted in an increase in students selecting Chinese as a Year 9 elective.	\$25,000 Grant for set up and equipment

Next steps

- In 2016 teachers will engage with the Futures Learning unit's "A Case for Change" report which investigates how we can best engage, challenge and support students in their learning. Teachers will be provided an opportunity to redesign their learning space to align with teaching and learning that is collaborative, engaging and rigorous.
- Project Based Learning projects will be extended to Year 7 students, providing opportunities for students to explore areas of interest which matter to them.
- STEM activities will be embedded into faculty programs and extended to Year 8 and Year 7.

Key initiatives and other school focus areas

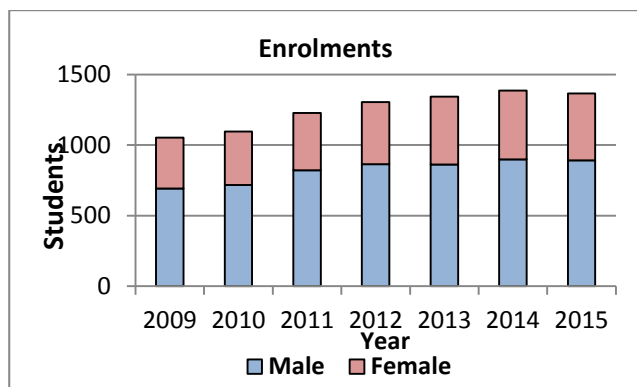
Key initiatives (annual)	Impact achieved this year	Resources (annual)
Aboriginal background funding	The school has an enrolment of two students who identify as Aboriginal background. The funding was used to support the students' participation in all school activities including camp and excursions.	\$895
English language proficiency funding	The school has an allocation of 5.4 EAL/D teachers. All EAL/D teachers have targeted students who are supported through team teaching, withdrawal from class or parallel classes. EAL/D students are assessed each year and their progress reported in the annual EAL/D survey. Before and after school tutorial sessions ensure all EAL/D students feel supported in their learning.	\$600,000
Targeted students support for refugees and new arrivals	Chatswood IEC delivers the Intensive English Program to newly arrived migrant students and refugees students. Funds are used for operational costs and staffing costs. Enrolments at the IEC peaked at 260 students in 2015. Students are prepared for high school within a set timeframe.	Funds delivered directly to the IEC through the New Arrivals Program.
Socio-economic funding	Elevate study skills program was introduced to ensure all students have the capacity to manage their time, understand how to develop a study plan and take effective notes in lessons. Funding was also used to release teachers to work with experienced peers on differentiated teaching and learning programs.	\$39,264
Low level adjustment for disability funding	Employment of a Teacher Learning Support four days a week to work directly with students who have not met the minimum benchmarks in literacy and numeracy. As a result, student attendance has improved and less behaviour issues are reported to DPs. An additional SLSO position was also funded to assist students in the mainstream classes.	\$144,226
Support for beginning teachers	All beginning teachers, permanently appointed, in their first and second years of teaching are released from class to participate in mentoring and coaching sessions with their faculty head teacher. Support was also provided for teachers to participate in the NS5 beginning teachers program working collaboratively across the NS5 schools. Feedback from participants indicated this program of support strengthened areas of need and improved classroom practice, behaviour management and an understanding of whole school responsibilities.	\$133,987

Mandatory reporting requirements

Student information

It is a requirement that the reporting of information for all students be consistent with privacy and personal information policies.

Student enrolment profile



Student attendance profile

School	Year	2011	2012	2013	2014	2015
	7	94.7	96.2	96.4	96.5	96.6
8	93.6	92.6	96.2	95.0	94.2	
9	93.4	93.1	93.5	95.1	92.2	
10	92.1	93.3	94.4	91.5	94.4	
11	92.3	92.4	94.5	93.4	94.8	
12	90.9	92.7	94.9	96.1	94.2	
Total	92.9	93.4	95.0	94.6	94.3	
State DoE	7	92.5	92.4	93.2	93.3	92.7
	8	90.1	90.1	90.9	91.1	90.6
	9	88.8	88.7	89.4	89.7	89.3
	10	87.1	87.0	87.7	88.1	87.7
	11	87.6	87.6	88.3	88.8	88.2
	12	89.2	89.3	90.1	90.3	89.9
	Total	89.2	89.1	89.9	90.2	89.7

In 2015, 1155 students were enrolled in Chatswood High School. Attendance rates were 4.6% above the State average.

Post-school destinations

Proportion of students moving into post-school education, training or employment	Year 10 %	Year 11 %	Year 12 %
seeking employment			
employment			1%
TAFE entry		1.5%	4%
university entry			75%

Proportion of students moving into post-school education, training or employment	Year 10 %	Year 11 %	Year 12 %
other		1%	10%
unknown		5%	10%

In 2015 HSC Students at Chatswood HS achieved excellent results, consequently receiving 202 university offers. Approximately 75% of candidates who were eligible for an ATAR and wished to attend university received offers. TAFE, private tertiary institutions, gap year programs and employment account for the remainder of the cohort.

Local universities dominated with UNSW being the favoured preference followed closely by Sydney University. Regional universities such as Newcastle, ANU, Canberra and Wollongong accounted for 7% of offers.

Year 12 students undertaking vocational or trade training

In 2015, Chatswood High School students undertook a number of VET subjects as part of their pattern of study.

16 students studied Hospitality.

21 students studied Business Services.

12 students studied TVET subjects, including Automotive, Event Management and HSC Multimedia. This figure includes many of our support unit students.

Year 12 students attaining HSC or equivalent vocational educational qualification

100% of students who studied any of the vocational education courses attained the appropriate qualification.

Workforce information

Reporting of information for all staff must be consistent with privacy and personal information policies.

Workforce composition

Position	Number
Principal	1
Deputy Principal(s)	2
Head Teacher(s)	12
Classroom Teacher(s)	56.1
Teacher of Reading Recovery	0
Learning and Support Teacher(s)	0.8
Teacher Librarian	1

Position	Number
Teacher of ESL	5.4
School Counsellor	1.
School Administrative & Support Staff	16.972
Other positions	
Total	96.272

The Australian Education Regulation, 2014 requires schools to report on Aboriginal composition of their workforce.

There are currently no staff members who identify as Aboriginal or Torres Strait Islander.

Teacher qualifications

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

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	36

Professional learning and teacher accreditation

Research identifies teacher quality as having the greatest influence on student achievement. As a result a significant focus has been on teacher professional learning. The introduction of a Performance and Development Framework (P&DF) has guided teachers to identify areas of practice and understanding for further development. All teachers have been supported to address areas for further development through a targeted professional development plan. The provision of five staff development days per year has been utilized to meet the regulatory WHS and child protection training requirements. Additional professional learning afternoons have focused on syllabus implementation, implementing technology into practice, cultures of thinking and assessment and reporting practice.

Financial information

Financial summary

A full copy of the school's 2015 financial statement is tabled at the annual general meeting of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

Financial summary for 229 (SAP) schools

2015, the school's financial management processes involved regular conferences between the School Administration Manager, the Principal, Deputy Principal's, project/program leaders and P&C

President to ensure funds allocated for specific programs were appropriately acquitted.

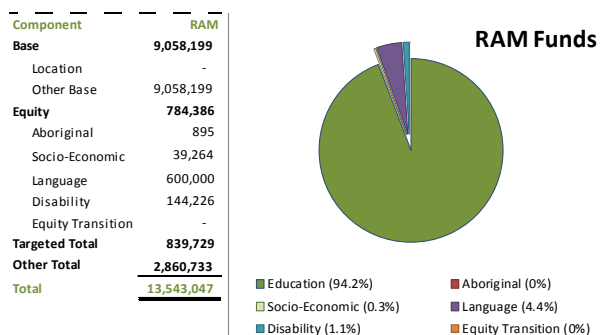
Financial Summary table for the year ended 31 December 2015

	2015 Actual (\$)
Opening Balance	1,636,090
Revenue	15,951,883
Appropriation	13,852,548
Sale of Goods and Services	428,348
Grants and Contributions	1,643,029
Investment Income	27,957
Gain and loss	-
Other Revenue	-
Expenses	(15,102,460)
Recurrent Expenses	
Employee Related	(12,911,478)
Operating Expenses	(2,186,011)
Capital Expenses	
Employee Related	-
Operating Expenses	(4,971)
Surplus/Deficit for the Year	849,423
Balance Carried Forward	2,485,513

* date source: Schools Finance - Learning and Business

The information provided in the financial summary is current at the date shown. This summary includes reporting from 1 January 2015 to 31 December 2015.

Funds received through the Resource Allocation Model (RAM)



The RAM data is the main component of the "Appropriation" section of the financial summary above.

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. Click on the link [My School](#) and

insert the school name in the *Find a school* and select *GO* to access the school data.

Percentage of Year 7 students achieving at or above minimum standard (exempt students excluded)	
Reading	98.5
Writing	94.8
Spelling	97.8
Grammar & Punctuation	97.0
Numeracy	99.3

Percentage of Year 9 students achieving at or above minimum standard (exempt students excluded)	
Reading	95.8
Writing	82.0
Spelling	96.8
Grammar & Punctuation	93.2
Numeracy	97.9

The tables above demonstrate student achievement at or above the minimum standard. Chatswood High School's student achievement in every area exceeded the State average, with the highest achievement being in Year 9 Numeracy, where students achieved an average of 74 marks above the State average and Year 7 Numeracy, where students achieved an average of 89.9 marks above the State average.



Higher School Certificate (HSC)

In the Higher School Certificate, the performance of students is reported in bands ranging from Band 1 (lowest) to Band 6 (highest).

The table below illustrates the mean scores for HSC subjects compared to the school mean over time (2011-2015).

Chatswood High School				
HSC: Course Summary Table				
Course	School 2015	School Average 2011-2015	SSG 2015	State DoE 2015
Ancient History	78.3	73.7	77.1	68.8
Biology	77.9	78.9	74.7	69.5
Business Studies	79.9	77.6	77.1	71.1
Chemistry	79.1	80.1	77.3	75.5
Economics	75.5	73.6	77.5	76.0
Engineering Studies	78.8	78.4	79.7	75.2
English (Standard)	71.7	70.3	70.9	65.7
English (Advanced)	83.1	80.1	82.7	80.1
English as a Second Language	73.6	73.4	75.6	70.3
Industrial Technology	75.6	76.3	78.4	67.7
Legal Studies	81.4	82.0	80.7	72.3
Mathematics General 2	75.8	75.6	74.0	65.4
Mathematics	80.1	81.1	79.8	77.1
Mathematics Extension 1	84.8	84.4	82.2	82.4
Mathematics Extension 2	82.3	85.5	81.8	83.4
Modern History	81.1	79.8	77.8	72.5
History Extension	83.3	82.6	78.7	77.1
Music 2	87.1	86.6	85.7	86.9
Personal Development, Health and Physical Education	79.3	77.1	76.6	71.3
Physics	76.8	76.3	73.7	72.1
Senior Science	83.8	80.6	78.2	69.2
Visual Arts	83.6	80.8	83.0	77.6
Chinese Background Speakers	82.0	81.5	84.0	81.9
Japanese Beginners	81.4	78.9	74.0	72.3
Japanese Continuers	81.0	81.0	0.0	80.4
Business Services Examination	75.7	75.7	0.0	70.3
Hospitality Examination (Kitchen Operations and Coo	77.8	77.8	0.0	73.6

Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek the opinions of parents, students and teachers about the school.

In 2015, Chatswood High School sought the opinions of parents, students and staff using the *Tell Them from Me* (TTFM) surveys. Their responses are presented below:

- Parents/carers valued the school as a safe environment, which promoted positive behaviour.
- Students felt Chatswood High School had a positive school climate and positive teacher-student relations
- Teachers stated a confidence in setting high expectations, giving feedback and monitoring the progress of individual students.

Policy requirements

Aboriginal education

Chatswood High School embeds the Aboriginal Education and Training Policy in teaching and learning programs which include Aboriginal perspectives across all KLAs.

Multicultural Education and Anti-racism

In 2015, two newly appointed Anti Racism Contact Officers (ARCO) underwent stage 1 of their training. They will continue to work with the welfare team to organize multicultural events which ensure that culturally inclusive classroom and school practices are embedded.

A number of programs and initiatives were implemented to foster students' understandings of culture, cultural diversity, racism and active citizenship within a multicultural society.

Our High Resolves programs afforded students the opportunity to examine issues such as asylum seekers and refugees, human trafficking and global instability.

Teachers participated in professional learning activities to increase their capacity to differentiate teaching programs for students who have English as an additional language.

The Welcome Program provided students and their parents/carers from the IEC a comprehensive introduction to mainstream schooling.

Other school programs

Student leadership

CHS Leadership Process: Chatswood High School's Prefect Body members are dedicated, enthusiastic and hardworking students who are highly valued and respected by their peers, school staff and the local community. The prefect body consists of a male and female student for each position to ensure gender equality with the following positions available for selection each year:

- School Captain
- School Vice-Captain
- Creating and Performing Arts Captain
- International Liaison Captain
- Sports captain
- Student Representative Council President
- Student Wellbeing Captain
- Support Unit Captain

Leadership Camp: Chatswood High School's annual Leadership Camp runs during the start of Term 1 each year. It is attended by approximately 60 students across all year groups and is held at Naamaroo Conference Centre in the Lane Cove National Park. The Camp is two days in duration, commencing on a Friday evening and ending after lunch on Sunday. Whilst having constant supervision by school staff, the camp activities are run by the School Prefect Body. The program consists of practical lessons, seminars and guest speakers. The camp is a great opportunity for the student leaders to further develop their leadership skills and for all students to engage in fun activities and create new friendships. The cost of the camp is subsidised by the CHS P&C.

Music Program

European Tour: Sixty students and five staff departed Sydney on Tuesday June 23rd on a 16 day tour that commenced with a one night stopover in Incheon en route. On arrival in Prague, Wind Orchestra performed a concert at the Salvator Church to over 150 people. In Vienna the ensemble toured through town including a visit to Schonberg Palace. Later they headed to the Odeon Theatre. Professor Alexander Ohlberger, long time Oboist with the Vienna Philharmonic Orchestra, gave our Wind Orchestra a workshop, and then played for us. Later they were joined in a concert by a local ensemble – the SJBO Orchestra, led by Conductor Daniel Muck. Big Band performed for the first time on tour, with Frankie Bouchier proving popular with his vocal solos. In Salzburg the Wind Orchestra performed at the very first International Friendship festival. The final destination was Montreux in Switzerland where the Big Band and Jazz Combo.

The tour was a fantastic success with great performances given by both the Wind Orchestra and Big Band. Our students had a brilliant experience which they were able to enjoy with their peers and friends.

