

Chatswood High School Annual School Report

NSW Public Schools – Leading the way



Principal's message

Established in 1959, Chatswood High School provides quality teaching and learning programs in a highly multicultural setting for a diverse range of students with widely varying abilities and interests. It is a proudly local coeducational comprehensive high school with an academically selective stream and a support unit for students with intellectual disabilities. It is easy to access via public transport.

Our vision is to be a friendly, supportive and challenging school which has a primary focus on learning in a safe and caring environment. We have high expectations of student performance which students and parents have overwhelmingly acknowledged in recent surveys conducted on student learning and teaching. We are increasingly acknowledged by the wider community for the quality outcomes our students achieve. The entire school community embraces a positive attitude towards change for improvement in all areas of the teaching – learning process.

Our school has a strong history of academic, sporting and cultural excellence. We offer an extensive curriculum through which we are able to provide meaningful and challenging teaching and learning programs and experiences for all our students. We also offer an extensive range of extra-curricular programs which provide students with many opportunities to excel.

The student population has risen steadily in numbers over the past five years in response to the growing community recognition of the quality learning outcomes achieved by our students. It is now officially 919. While the vast majority of our students reside in our local drawing area on the lower and middle North Shore areas of Sydney a number come from the wider Sydney metropolitan area and overseas locations to access specific programs we provide.

The welcoming, safe and nurturing environment is remarked upon constantly by visitors to the school. The school community actively encourages strong student commitment to learning and the achievement of high standards of behaviour marked by self-discipline and consideration for others. We are very committed to helping students become independent learners who have the ability to acquire the knowledge, skills and confidence necessary to meet the challenges of post school life.

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

Peter Dobbin



P&C and/or School Council message

Parents and caregivers of CHS students are actively involved with activities via the P&C Association, committee representation, parent network and volunteer work.

The P & C meets monthly, with a regular attendance of about twenty members. The P & C owns and runs the school's country property "Marnie" located near Rylestone. It runs the uniform shop and fund raising events, monitors the leased canteen and assists with events at the school. Parents are encouraged to donate to the building fund. This year the P&C will use building fund money to supplement Federal Government funding to refurbish student toilets. The P & C will also look into construction of a covered outdoor learning area in the school quadrangle.

The parent network helps parents in each year to keep in contact, provides support to families new to the school and assists the Year adviser with school functions. Each year has a small group of parent network coordinators who may organise a couple of social functions for families during the year. A list of network parents/carers with contact details is distributed to network members in each year group.

All major committees at CHS have parent representatives; a few examples are the finance, curriculum and building committees. Changes to school policy are presented and discussed at P & C meetings with further communication via the school newsletter. Parents provide many hours of voluntary labour for school learning programs and provide help in public examinations. Parents are also actively involved with assisting at the many music ensemble performances held throughout the year.

Alan Clarke

Student representative's message

SRC member numbers have increased 500% from 2005, with an increase in attendance and commitment as well. A greater awareness within the school about SRC and the things we do has helped to create a supportive school spirit.

A revised leadership system led to the establishment of two Captains each for Welfare, Performing Arts and Sports areas to support the School Captains as well as the Vice Captains. The new roles were deemed as successful and have become a permanent fixture in the student leadership team.

New house sponsored charity days were run throughout the year, namely, Daffodil Day, Red Nose Day and Jeans for Genes Day. House captains were given the responsibility of running these days, which is a role to be continued in 2007. Student awareness and participation can be seen in their service to local community groups such as Legacy, Red Shield Appeal and Cancer Council.

On a regional level several members of the SRC were regular attendees at regional meetings, one was selected to attend State Conference. Through regional SRC, Chatswood High School supported and participated in the Regional Battle of the Bands competition. The school also hosted a regional SRC forum on student issues, with over 100 students attending.

An issue the SRC concentrated on this year was the environment. Our school Vice-Captain of 2006 successfully applied for an environment grant from Willoughby Council on behalf of the SRC. The money will go to redeveloping the High Blue Gum Forest area at the bottom of the oval in 2007.

Nicole Goodman



A crowd scene from the 2006 swimming carnival

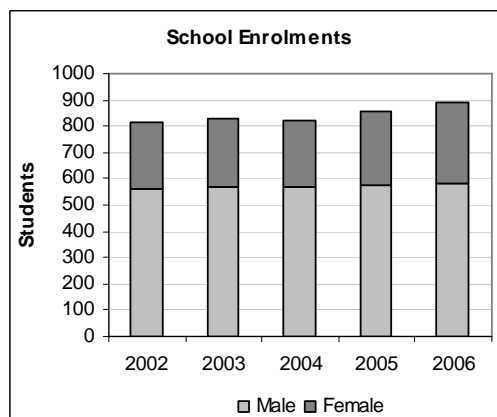
School context

Student information

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

Student enrolment profile

	2002	2003	2004	2005	2006
Male	560	568	567	576	580
Female	252	261	252	278	313



Please note that the figures used in the table and graph above include students enrolled in the Intensive English Centre, and for the period 2002 – 2004, they also included students enrolled in a specialist student behaviour disorder unit which previously was attached to the school. In February 2006 there were 783 students enrolled in the main school. This included 538 in Years 7 - 10, 214 in Years 11 – 12 and 30 in the Support Unit. In 2001 the total was 620 of which there were 364 in Years 7 – 10, 198 in Years 11 – 12 and 38 in the Support Unit. This represents a net increase in the student population of 162 students. It is anticipated that in 2007 there will be 546 in Years 7 – 10, 234 in Years 11 & 12 and 35 in the Support Unit, giving a total of 815. There are very strong indications that student numbers in the school (excluding the IEC) will exceed 900 by 2009 when it is anticipated that a number of major capital works projects will have been completed and become available for students and staff to use.

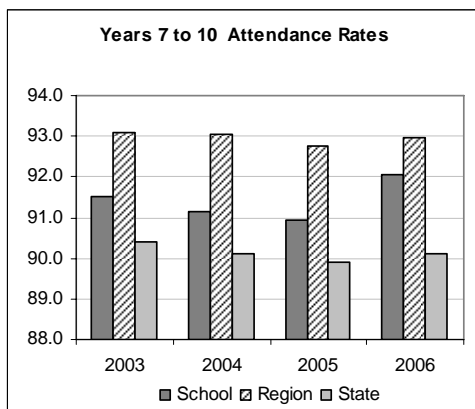
The 2006 figure includes 452 LBOTE (Language Background Other Than English) students which is 60% of the total student population. The major non-English languages are Chinese, Korean, Persian and Farsi however the percentage of LBOTE students will continue to rise reflecting the significant demographic changes that have occurred in the school's main drawing areas.

From the table above it can be seen that the overall male: female ratio has improved from

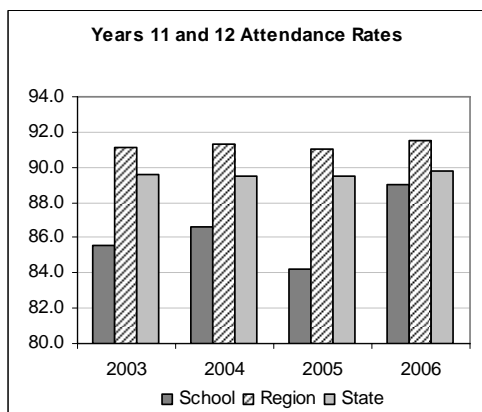
69:31 to 65:35. Further strategies are being implemented to address this imbalance over the next few years however the major issue remains the fact that our drawing area is also shared by a “girls only” school for which there is no offsetting “boys only” school.

Student attendance profile

Years 7 to 10 Attendance



Years 11 and 12 Attendance



For the period 2003 – 2006 there has been an overall improvement in student attendance rates across the school. For Years 7 – 10 it has risen from 91.5% average daily attendance to 92.1% and for Years 11 & 12 it has improved from 85.6% to 89.0%. While these figures compare favourably with state figures there is potential to improve, when compared with other schools in the area. The school values regular attendance and has implemented rigorous systems to monitor attendance at all classes. Initiatives such as the SMS messaging system used to notify parents of absences and warning letters being sent home indicating 8%, 12% and 16% absences have helped to improve attendance. The school has also referred students with significant problems to the local HSLO (Home School Liaison Officer) for follow up and direct intervention with parents and caregivers. The improvement of attendance rates to at least the

levels enjoyed by other schools in our region remains an ongoing target. Consequently the school will continue with its endeavours to develop and implement support programs that actively encourage identified students to attend and participate fully in school.

Structure of classes

Chatswood High School provides quality programs catering for the diverse learning needs of students with a wide range of abilities and interests. Depending on their interests and abilities students can be enrolled in academically selective classes (two per academic year), mainstream enrolment or in support classes for those with disabilities. Entry to the Selective Stream and to the Support Unit classes is via procedures determined by the NSW DET.

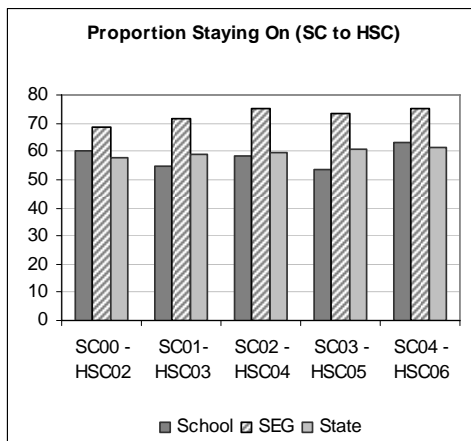
In Stage 6, students study a Board of Studies (BOS) endorsed curriculum leading to the award of a Higher School Certificate. In addition to English, which is compulsory, students can select from over 40 different courses available in the senior curriculum. These include extension courses in English, Mathematics, History and Music, four VET *Frameworks* courses, a Life Skills Higher School Certificate as well as the option of undertaking a pathways program of study.

Chinese is now offered in Years 9, 10, 11 and 12 and as a “taster” course in Year 8. Korean will be offered as an elective in Years 9 and 11 and as a “taster” in Year 8 in 2007. Depending upon student response, Korean will become a permanent language option in the school’s curriculum. The school would like to thank the Korean government for its financial support in helping this initiative become a reality.

The school successfully developed and implemented in 2005 a new Stage 5 BOS endorsed course titled “*Technology Multi Media*” which strongly focuses on the development of higher order thinking skills; the use of discovery learning; practising diverse methods of inquiry; methods of reflecting and evaluating completed products and encouraging complexity and depth of approach to a task. Another BOS endorsed course, targeted at students having difficulties in Mathematics in Stage 6 was also developed and successfully implemented. Student response has been such that it has encouraged staff to develop and offer other school based BOS endorsed courses in Psychology and Philosophy to students in Year 11 from 2007.

Finally, students are able to access programs of study provided by the Saturday School of Community Languages, the Open High School and TAFE as part of our ongoing commitment to ensure the best possible learning outcomes for our students.

Retention to Year 12



As CHS is situated in one of the major commercial areas of Australia, the student population is characterised by a high degree of mobility as families relocate to and from interstate or overseas locations to meet demands of employers. The academic year most affected by these changes is Year 10 but all years are affected to some degree. The high degree of mobility is reflected in the lower retention rates when compared to other schools in our SEG area. The peak period of change is usually Term 4 following the completion of School Certificate award requirements.

Another factor that needs to be considered is that each year there is usually a number of students who move to other schools simply because they are unable to access the combination of subjects they would prefer. For the very same reason, CHS enrolls numbers of students from other schools especially in Year 11. As a result, despite a number of students leaving CHS before Year 12, a significant number joins CHS to complete Year 12, resulting in a net increase.

Post-school destinations

Year 12 2006 Post School Destinations	
University	59%
TAFE	15%
Other provider	6%
Employment	15%
Unknown	5%

A very small number of our Year 10 students leave after the School Certificate to go directly to employment. Years 10 and 11 are the years most directly affected by the high mobility rate mentioned in a previous section of this report. Consequently the vast majority that leaves in these years enrolls in other schools closer to new residences, interstate, or overseas.

Post HSC destinations include university, TAFE, private providers, the workforce and overseas. While every effort has been made to verify the accuracy of the information in the table above, it is extremely difficult to obtain exact figures as a significant number leave for overseas or interstate destinations immediately following the completion of the HSC examination and do not leave forwarding addresses or contact telephone numbers.

Staff information

Staff establishment

The current staffing establishment for CHS is as follows:

Position	Number
Principal	1.0
Deputy Principal(s)	2.0
Head Teachers	9.0
Classroom Teachers	39.4
Teacher of Mild and / or Moderate Intellectual Disabilities	3.0
Itinerant Teacher Hearing	1.0
Support Teacher Learning Assist	0.2
Teacher Librarian	1.0
Teachers of ESL	2.60
Counsellor	1.0
Total	60.2

There has been an overall 29% growth in student enrolments for the period 2001 to 2006 and significant changes in subject choice patterns. As a consequence, there has been significant growth in staff numbers and changes in the staffing "mix" to cater for these changes. For example, in 2003, the ESL staffing establishment was 4.8 FTE (Full Time Equivalents). In 2006 it is 2.6. It is a similar picture for the STLA (Support Teacher Learning Assistance) where the school entitlement is now only 0.2 FTE. The decline in need in these areas can be directly linked to the successful implementation of a number of programs designed to improve the literacy skills of our students.

Staff retention

The staff retention rate for 2005-2006 was 93.2% which reflects the extremely high level of teacher

satisfaction Chatswood High School has enjoyed and continues to do so. Reasons for staff leaving include: transfers brought about by changes to the school curriculum structure, normal service transfers, retirement and promotion. It should be noted, however, that a large proportion of the staff are within five years of retirement. Consequently it is anticipated that there will be many changes in staffing over the next few years as these retirements take effect.

Staff attendance

Staff have access to leave entitlements such as sick leave. In 2006 the average daily attendance rate for staff, as determined by the DET, was 96.3% which confirms the view that staff enjoy teaching at Chatswood High School and derive extremely high levels of satisfaction from working with students and colleagues in the school.

Teacher qualifications

All teaching staff meet the professional requirements for teaching in NSW public schools. The table below gives a summary of the qualifications of the staff.

Qualifications	% of staff
Degree or Diploma	85
Postgraduate	15



Financial summary

This summary covers funds for operating costs and does not involve expenditure areas such as permanent salaries, building and major maintenance.

Date of financial summary:	30/11/2006
Income	\$
Balance brought forward	273 665.74
Global funds	455 989.22
Tied funds	283 021.74
School & community sources	780 727.41
Interest	19 652.33
Trust receipts	304 595.43
Canteen	0.00
<i>Total income</i>	<u>2 117 651.87</u>
Expenditure	
Teaching & learning	
Key learning areas	240 472.90
Excursions	169 157.50
Extracurricular dissections	118 490.92
Library	14 749.80
Training & development	0.00
Tied funds	149 792.85
Casual relief teachers	134 640.26
Administration & office	466 157.34
School-operated canteen	0.00
Utilities	103 015.48
Maintenance	74 642.19
Trust accounts	297 774.84
Capital programs	7 322.73
<i>Total expenditure</i>	<u>1 776 216.81</u>
Balance carried forward	<u>341 435.06</u>

The balance carried forward comprised: Tied Funds (\$213,595.25), Trust Funds (\$55,335.21), and allowances for Unpaid Orders (\$19,410.23), Unpaid Invoices (\$18,021.30), Unpaid Relief Salaries (\$10,020.28), Asset Replacement (\$20,000) and General Purposes (\$5052.79).

The Tied Fund balance includes a \$150000 grant from the Commonwealth Government to help refurbish student amenities.

It is anticipated that there will be major asset replacement expenditure in 2007 related to printing/ photocopying and costs associated with the commissioning of the new TAS / Visual Arts block which is expected to become available in Term 3 2007.

Further details concerning the statement can be obtained by contacting the school.

School performance 2006

Achievements

Arts

- The major success was the staging and production of “Guys and Dolls.” It was an outstanding example of the school spirit in that significant contributions were made from students, teachers and parents, from across all areas of the school.
- The School Concert Band was awarded 2nd Place in an international competition held in Christchurch, New Zealand

Sport

- Alex Allen, Tom Tullett, Phil White and Angela Fehlner were selected in the Men’s and Women’s under 19 Australian Frisbee Team and competed in the International Championships in Chicago USA.
- Robert Solomons-Jones (Yr11) competed in the International Friendship Games in Beijing, China as a member of the NSW Baseball Team. The team won the Grand Final against Korea.
- The School Sports Captain, Emily Walkerden, was awarded the Pierre de Coubertin Award in recognition of “sporting achievements and demonstration of those activities which are consistent with the Olympic Movement”
- Emily Walkerden and Marcus Bell represented Northern Sydney Region at the State Athletics carnival.

Academic

- The top individual performance in the HSC was from Erik Jenson who was named in the Premier’s “Best All-Round Achievers” List for being in the overall top ten percent of performers. He achieved a UAI rank of 99.7
- In the Australian Mathematics Competition, Dino Shang (Year 9) and Jim Zovaro (Year 8) were major prize winners. In addition students were awarded 7 High Distinctions (HD) and 55 Distinctions (D) and 114 Credits (C);
- In the Computing Skills Competition our students were awarded 5 HD’s, 16 D’s and 42 C’s;
- In the Australian School’s Science Competition 10HD, 32D’s and 65C’s were awarded;

- In the Year 9 National Consumer and Financial Literacy competition 3HD’s were awarded;
- In the Australian Schools English Competition students received 2HD’s, 33D’s and 69C’s;
- Samantha Coles (Year 10) reached the Regional Finals for both the Sydney Morning Herald Public Speaking Competition and the Rotary Public Speaking Competition.
- Samantha Coles and Nicole Goodman were recognised for their contributions to the state in both Public Speaking and Debating by convening the State Semi-Finals at Parliament House and the State Final at the ABC Centre.
- The Year 12 team reached the Regional Finals of the Karl Kramp Debating competition.

Other

- Our school-based board endorsed course in Philosophy was publicly acknowledged by the Board of Studies (BOS) representative as an outstanding course and as “one of the best applications the BOS has ever received.”
- Adrian Jordan, May To, Domingo Verdugo and Alfonso Castenada – members of the school support and cleaning staff each received a “Quit achievers Award” from rotary in recognition of their tremendous support and loyal service to the school over many years.

Literacy – ELLA Year 7 & 8

2006 has seen the continuation of Chatswood High School’s students’ impressive gain in Literacy skills. In Year 7, girls were above both the state and region in language, reading and writing. Year 7 boys were above the state average in language and writing, but slightly below in reading. This will be an area of focus in 2007, especially with the planned “Success for Boys” program which will focus on Literacy.

Year 7 ELLA - Literacy

	School		State	
Average mark 2006	93.9		88.8	
Achievement level distribution				
Achievement level	Low	Elementary	Proficient	High
Number in level 2006	1	4	42	90
Percentage in level 2006	0.7	2.9	30.7	65.7
School average 2002 - 2006	1.3	4.9	33.6	60.3
LSG average 2006				
State average 2006	3.8	12.4	50.7	33.0

Year 8 ELLA - Literacy

Average mark 2006	School		State	
	96.7		90.4	
Achievement level distribution				
Achievement level	Low	Elementary	Proficient	High
Number in level 2006	0	5	22	88
Percentage in level 2006	0.0	4.4	19.1	76.5
School average 2002 - 2006	0.4	5.6	25.3	68.8
LSG average 2006				
State average 2006	2.4	8.7	46.8	42.2

The Year 8 boys achieved above state and regional outcomes in language, reading and writing with a majority in the high range for overall literacy. The Year 8 girls achieved above both state and regional outcomes in language, reading and writing with a majority in the high range of overall literacy. As a whole, CHS out-performed all partially selective schools in the ELLA tests. Over the past two years, strategies to support our students in Literacy included:

- All students being tested at the beginning of Year 7 to ascertain the nature of support that may be needed.
- Providing an enhanced Support Teacher Learning (STL) program, in a block release, to students identified as experiencing difficulty with their literacy skills. This program is financially supported by the school's P & C Association.
- Providing additional support to students experiencing literacy difficulties through the Peer Tutoring Program.
- Undertaking a detailed analysis of the ELLA results which head Teachers used to fine tune programs annually to target student need.

Numeracy – SNAP Year 7 & 8

In both Years 7 & 8, our students continued a trend of outperforming their peers in other schools at both the state and regional levels. For the period 2001-2006, overall numeracy levels in Year 7 improved from an average score of 91.9 to 94.1 whereas the state figures have declined from 86.7 to 84.7. In Year 8, overall average numeracy scores improving from 94.6 to 96.5. The state figures for the same period declined from 88.7 to 87.2. As with the ELLA test results, our students, as a whole, out-performed all partially selective (bimodal) schools in the SNAP tests.

Year 7 SNAP – Numeracy

Average mark 2006	School		State	
	94.1		84.7	
Achievement level distribution				
Achievement level	Low	Elementary	Proficient	High
Number in level 2006	0	12	32	91
Percentage in level 2006	0.0	8.9	23.7	67.4
School average 2002 - 2006	0.0	9.1	23.8	67.1
LSG average 2006				
State average 2006	7.1	30.0	38.5	24.4

Year 8 SNAP – Numeracy

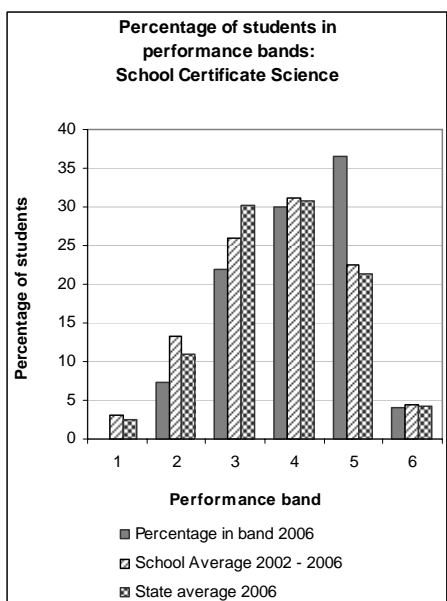
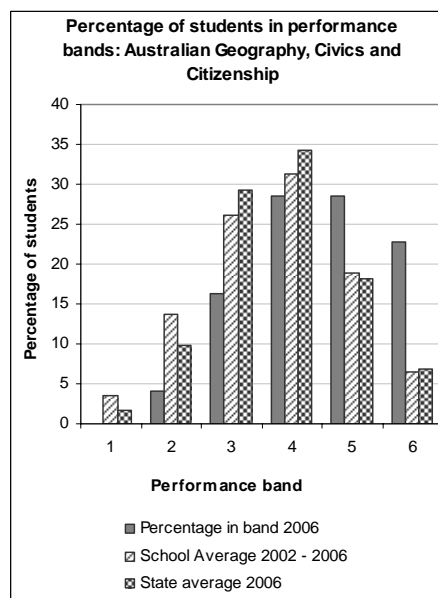
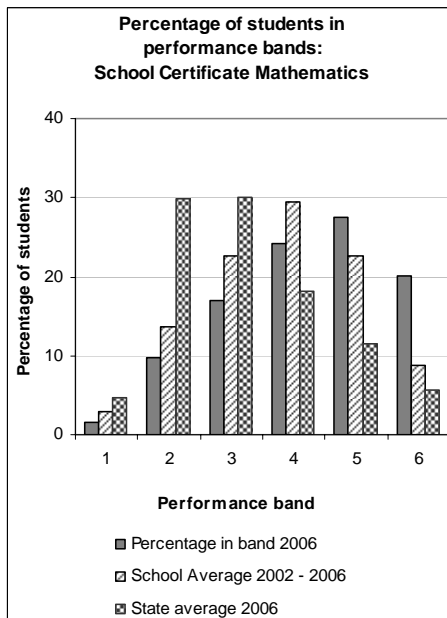
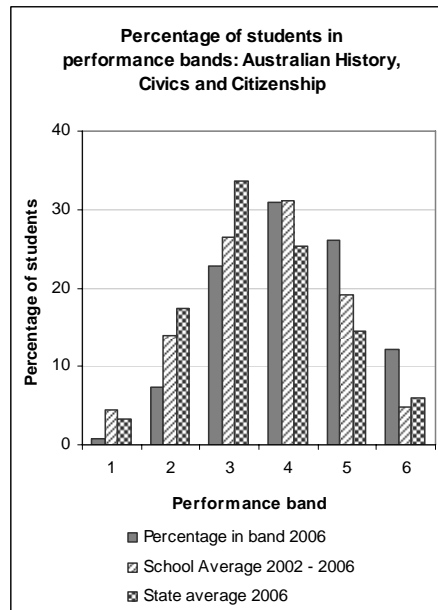
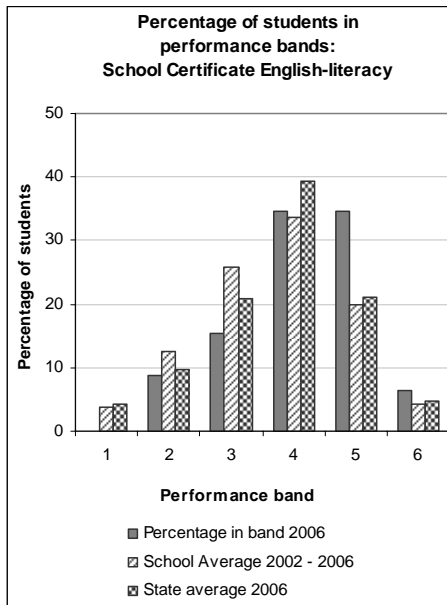
Average mark 2006	School		State	
	96.6		87.2	
Achievement level distribution				
Achievement level	Low	Elementary	Proficient	High
Number in level 2006	0	8	16	89
Percentage in level 2006	0.0	7.1	14.2	78.8
School average 2002 - 2006	0.2	6.4	20.0	73.4
LSG average 2006				
State average 2006	4.6	23.1	38.0	34.3

Another very pleasing aspect of the SNAP test results was the growth in student performance (ie. value-added) from Year 7, 2005 to Year 8, 2006. The average growth rate for all students was 3.74 compared to a state figure of 2.45. For the girls the average growth was 3.14 compared to 2.42 for the state, and for the boys it was an extremely pleasing 4.11 compared to the state figure of 2.49. Based on these results, we should anticipate another extremely pleasing set of results in the 2008 School Certificate examinations.

Further analysis of these results has indicated that there is still room for improvement. It can be seen that students performed better in measurement, space and data than in number. This was the case in both years 7 & 8. Furthermore, girls out-performed boys in this aspect. The staff is very committed to ensuring students reach their potential. The immediate challenge for the staff is to evaluate the teaching of number and implement changes to teaching programs to address this need.

School Certificate

In the School Certificate the performance of students is reported in performance bands ranging from Performance Band 1 (lowest) to Performance Band 6 (highest). The graphs below show our students performance in the 2006 School Certificate. The results for Chatswood High School were outstanding. In all examination subjects, our students' performance exceeded state performance indicators. In every subject the school average mark exceeded the state average mark. Achievement in Bands 5 & 6 was impressive, consistently above state averages in all subjects. For example, when compared with the state figures, 33% more of our students achieved either a Band 5 or Band 6 result in English, History and Science than students did at the state level. In Geography it was 50% more than the state, while in Mathematics, it was more than double the percentage when compared to the state.

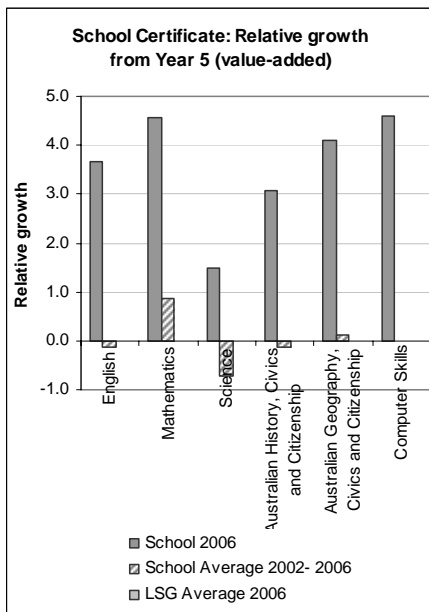


Chatswood High School also participated in the Computing Skills test for the 2006 School Certificate. It is not reported in bands, but in levels of competence, the highest being "highly competent." Across the state, 53% of students were rated as "highly competent" whereas at CHS this figure was 79.7%. No student at CHS was judged not to able to demonstrate his or her competence.

While results have clearly indicated a movement of students from lower band performance into the higher bands over the past few years, we believe our students are capable of gaining even higher percentages of Band 6 results. Strategies will be implemented in 2007 to ensure our students have every opportunity to achieve these desired results.

School Certificate relative performance comparison to Year 5 (value-adding)

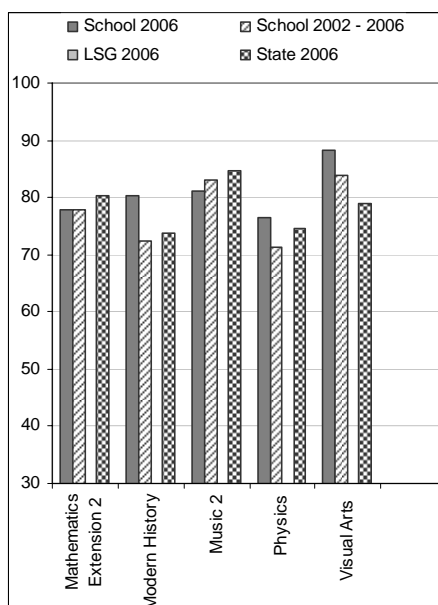
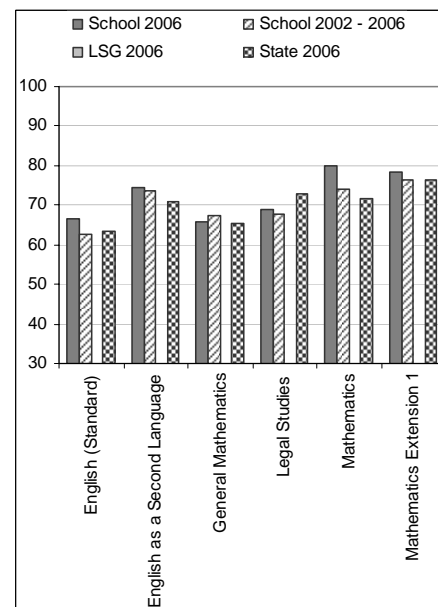
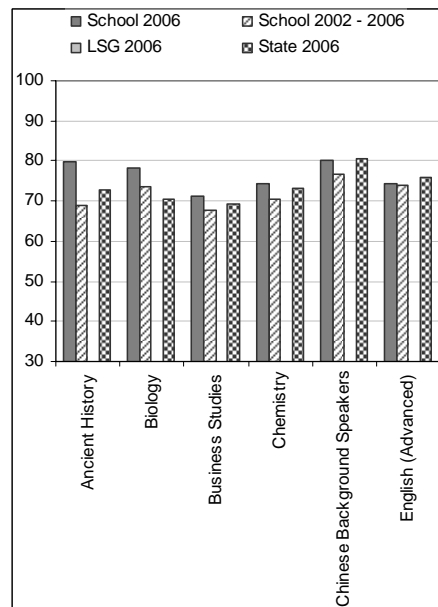
The following graph shows the growth in average relative performance from Year 5. For 2006, it represents the growth in student performance relative to their performance in the Basic Skills Test in Year 5, 2001, and indicates a significant improvement in student performance in all Key Learning Areas when compared to previous years. It is pleasing to see the great improvement in student performance in all Key Learning Areas when compared to previous years. It is pleasing to see the great improvement in subjects requiring high level literacy skills as it confirms that the strategies which were implemented were successful.



Higher School Certificate

Student performance is reported in bands ranging from Band 1 (lowest) to Band 6 (highest). There were 57 instances of students achieving Band 6 and 119 achieving Band 5. Communications we have had with students since the examinations have indicated that the vast majority has been able to follow the post school paths of their choice, which is a tremendous outcome for them and their school.

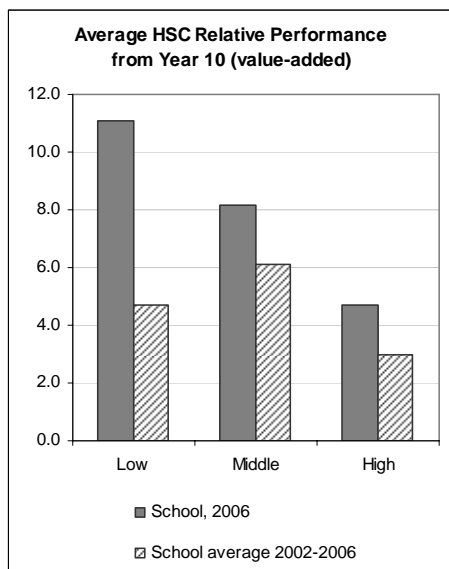
The three graphs below deal with performance in HSC subjects. They show the median score (ie. middle score) for our students in each subject compared to the median score for the state. They clearly indicate that in virtually all examination subjects, our students' performance exceeded state performance indicators. The graphs also include the average median score in each subject over the period 2002 – 2006. The 2006 figures confirm a trend of improvement in overall performances over the period 2002 – 2006. Please note that only those subjects with 10 or more candidates are included.



Higher School Certificate relative performance comparison to School Certificate (value-adding)

The graph below indicates growth in student performance in the HSC over the period 2002 – 2006. For 2006, it indicates how well students who sat for the School Certificate examinations at Chatswood High School in 2004 performed in the 2006 HSC compared to their performances in the 2004 School Certificate. For those who performed in the lower bands in 2004 (i.e. Bands 1, 2 & 3), it indicates an improvement of an average of 11 points over what was expected. For the middle band (Band 4) it represents an improvement of an average of 8.1 points and for the higher bands, an average improvement of 4.7 points. *Please note that despite what impression the graph may give, there were many more students in the high and middle bands than were in the low band. What, in fact, the school has achieved, is significant improvement in all bands with the greatest improvement being in the low and middle bands.*

The graph clearly confirms overall improvements in student performance for the period 2002 - 2006 for each of the groups. Other statistical trend data such as “Z”-scores derived from student performance over the same period also confirms this trend. The challenge for the school in the future will be to consolidate these impressive result trends.



National benchmarks

National benchmarks were not available at the time of printing of this report.

Significant programs and initiatives

Aboriginal education

At present there is no Chatswood High School student who identifies as being of Aboriginal or Torres Strait Islander descent.

Awareness of Aboriginal history, culture and current Aboriginal Australia is included in our teaching programs particularly in the Stage 5 (Years 9 & 10) Australian History and Geography courses and is an integral part of these courses.

Resources for the teaching of Aboriginal content are available in the teacher resource section of the school library and are available to all Key Learning Areas. Students are educated about Aboriginal culture during Harmony Day activities and on occasions during other school activities and assemblies.

Multicultural education

2006 was a successful year for multicultural and anti racism education. Our school policies and programs in all subject faculties, continued to promote social harmony and social justice in a discriminatory free environment, thus promoting values of understanding and tolerance within the school population. Our Anti Racist Contact Officer (ARCO), Counsellors, Deputies and Year Advisors are aware of conflict resolution methods to deal with and reduce incidences of anti racist behaviour. Fortunately, in 2006, there was no need for such intervention.

Along with multicultural policies embedded in all subject areas, is our successful ESL program. Assistance was given to teachers in developing suitable units of work to differentiate the curriculum for the needs of ESL students in accordance with Quality Teaching practice. An English Fundamentals Program was taught to complement the ESL course. While the ESL staff also conducted both the READ and lunchtime tutoring programs. As in the past years a successful lunch was held with parents of non English Speaking Backgrounds, to encourage participation in school activities.

Another initiative aimed to encourage participation of parents from a Chinese background was a HSC information evening conducted by our Deputy, with the assistance of Lin Ling from the IEC, who developed an extensive Chinese parent group. Our year advisors also encouraged parents from diverse backgrounds to join their relevant support networks.



Respect and responsibility

This year has seen Chatswood High School maintain its strong focus on values education. In so many whole school activities our students have acted as role models for the values we teach in the public education system:

- Appreciation of hard work;
- determination and perseverance;
- valuing friendship;
- acceptance of responsibility;
- acceptance of opportunities that are given to them;
- exploration of their talents;
- appreciation of other people's differences and
- acting as part of a community.

School assemblies are structured around the celebration of student participation, achievement and leadership in all fields of endeavour. Special assemblies, such as the Harmony Day assembly and associated activities allow students to celebrate our multi-cultural and pluralist society.

Chatswood High School also has a strong tradition of supporting community charities including: Legacy Day, the Forty Hour Famine, Jeans for Genes Day and the Red Shield Appeal. Aply led by the SRC, our students bring credit to themselves, their families and the school through their willingness to work with community groups to assist others less fortunate than themselves.

This respect for, and acceptance of responsibility in, the local community is reinforced by our Year 12 students' annual traditional "bed push" on their last day of school, working with North Shore Hospital in order to raise money for the hospital's many projects. Our 2006 "bed push" raised over \$1,200 for the hospital.

Students with disabilities and learning difficulties

Following a period in which numbers in the Support Unit remained stable, 2006 has seen resurgence in enrolments.

Support students continue to follow individual education programs, with an emphasis on developing literacy and numeracy across a range of subjects. The school's integration policy continues to be strongly supported, with all students from 7 to 12 benefiting from their participation in mainstream classes. The school has been able to support this level of integration with additional funding for teacher's aides.

A number of students have taken advantage of the opportunity to attend TAFE on Tuesday afternoons. This affords them the chance to study subjects otherwise unavailable to them at school. These programs are usually modified to allow for individual learning needs and typically include subjects in Retail, Business, Horticulture and Hospitality. Each student also successfully completed a work experience placement in his or her chosen field.

The Support Unit's work experience program has continued in 2006. Many of the students have participated in work placements in a range of jobs with the support necessary for them to be successful and to develop the skills and knowledge essential for them to make the transition from school to work. It is expected that this program will continue in an expanded form in 2007.

Once again, our Support students participated in the increasingly popular Page to Stage performances at the Ensemble Theatre. Generously funded and supported by North Sydney Council, the performances are a collaboration between North Sydney Council, the Ensemble Theatre and the National Institute for Dramatic Art (NIDA). Under the tutelage of a director from NIDA and the Support staff, our students brought the house down with their performance of "Double O Ate" and are eagerly anticipating their participation in next year's production.

Support students are also involved in the full range of school extra-curricular activities; including school sport, music, drama performances, art exhibitions, student representative councils and the ISCF. It is this level of integration and acceptance of individual differences that contributes to such successful outcomes for our students.

Students with learning difficulties in the mainstream section of the school were also supported by state integration funding. Funding was used to employ teachers' aides who, together with the school's learning support team, developed programs and worked with eligible students in classroom and extra-curricular settings to help them achieve best possible educational outcomes. In 2006, six students benefited from this program.



Progress on 2006 targets

Target 1

Consolidate improved literacy outcomes for students at all levels of achievement

Our achievements include:

- Literacy strategies embedded in all Teaching and Learning programs in Stages 4 & 5.
- Identified students in Stages 4 & 5 receiving STL support. CHS is providing additional STL support beyond that provided by DET.
- At least one member per faculty has participated in Professional Learning courses in literacy.
- Student performance in SC and HSC examinations has continued to improve in all ability levels.

Target 2

To improve communication between the school and parent caregivers

Our achievements include:

- A recent survey relating to school satisfaction indicated that at least 87% of parents agree that the school performs well in the area of communication between the school and parents.
- Another survey related to teaching and conducted with a different group of parents was not quite as supportive with only 76%

indicated that 76% were really satisfied with the levels of communication.

The improvement of levels of communication between the school and parents will remain an ongoing target for 2007-2008.

Target 3

To improve the public profile and promotion of the school

Our achievements include:

- Over the past 12 months the school has enjoyed increased numbers of students enrolling in Year 7 from our feeder primary schools.
- There also have been a measurably increased number of local enrolment enquiries at the school office.

The marketing plan which includes strategies to develop a higher profile in the local media and a review of the school website requires further development before it can be implemented fully. As a consequence, implementation of the plan will remain a target for 2007.

Key evaluations

It is a requirement for all NSW public schools to conduct at least two annual evaluations – one related to educational and management practice and the other related to curriculum. In 2006 our school carried out evaluations of teaching and reporting to parents on student achievement.

Educational practice - Teaching

Background

Over the past five years Chatswood High School has undergone a major transformation from being a small local coeducational comprehensive high school with an uncertain future to one which is thriving and enjoying increasing public support. The student population has increased by over 30%, a new building program has commenced, an academically selective stream has been introduced and there have been major changes to the school's curriculum and timetable structures, teaching and learning programs and school staff. There are expectations of even further extensive change over the next few years. It was decided to review teaching in the context of these changes in order to build upon our strengths and address any perceived shortcomings.

The survey instrument used was the *SchoolMap* survey on Teaching provided by the NSW DET. All participants were asked to respond to each of the eight questions using a four point Likert scale – Almost always, usually, sometimes and rarely.

The response rate was very pleasing with 57% of the staff, 64% of the randomly selected parents and 60% of the student body (Yrs 7 – 12) responding.

Findings and conclusions

- Parental responses to the survey were overwhelmingly positive about their children's education at CHS. Their responses indicate that what their children are being taught is important and that class activities are interesting and appropriate. (93%)
- 76% of parents indicated satisfaction with the level of communication between individual students and teachers about what they need to learn.
- 86% of students considered that what they are taught in each subject to be important. 71% indicated that they clearly understood how their learning was assessed.
- The majority of students and parents both consider the school's reporting process to be clear and informative. (Students 71%, parents 70%)
- There were more mixed responses about questions regarding classroom management and the individual knowledge that teachers have on each student.
- The teaching staff at the school were very positive about their teaching and assessment programs and are developing positive relationships with students. (86%)
- Teachers also felt they were improving content of lessons and variety of teaching styles. (97%)

Future directions

The student and parent responses clearly indicate that the school needs to improve the levels of communication in relation to reporting student performance and assessment. The school's curriculum committee has undertaken a review of reporting and has recommended a number of changes in relation to this issue for implementation in 2007. They also comply with changed DET requirements. A further review will be held in 2008 to confirm the success or otherwise of these changes.

The school is committed to improvement in performance in all areas of its operations. Consequently extensive professional development resources will be made available for teachers to improve their skills using the DET Quality Teaching Model. A Major target for 2007 will be to ensure that the QTM is embedded in all teaching and learning programs in the school. One strategy to achieve will be the "mapping" of programs to the model.

Curriculum

Background

In response to announcements by Federal and NSW governments in relation to standardised reporting, the Curriculum Committee undertook responsibility for the review of reports at CHS.

Parents were involved through the Curriculum Committee and through Curriculum Committee presentations to the P&C. Staff were involved through a number of staff meetings where reporting was the focus of the meeting. Suggestions made were used to streamline the final product.

The committee's responsibilities were to:

- Identify the requirements for reports as required by government,
- Establish the degree of compliance in Chatswood High School's existing reporting systems,
- Identify areas for change and improvement,
- Report to staff, students and parents on proposed changes,
- Seek and incorporate feedback from stakeholders.

Findings and conclusions

Over the course of the first three terms, the committee reviewed the school's reporting systems and found a very high level of correlation between existing reporting and the government requirements. Two areas were identified where the reports required additional information to comply with government requirements; in one additional area, the committee recommended an improvement.

The additions proposed were:

- The inclusion of a statement of student involvement in school life to be included in each semester's report and
- The inclusion of an overall achievement grade in each subject's report.

The change proposed was:

- A streamlining of the reporting of students' attitudes to and preparedness for learning.

Future directions

The final form of the school report conforms to the requirements of the NSW DET and to Federal government requirements. However, the changes are subject to dispute between the NSW DET and the NSW Teachers' Federation. Subject to the resolution of the dispute, the reports in their final form are ready for use by staff.

Parent, student, and teacher satisfaction

CHS is proud of the fact that it actively seeks to include students and parents in its major decision making processes. It firmly believes there is a very close relationship between the level of community support and the improvement of student learning outcomes.

A Quality of School Life (QSL) survey originally used in 2001 was repeated to establish whether levels of satisfaction had improved or declined. After using a stratified random sampling technique we obtained 151 student and 48 parental responses. The following two tables summarise the results for students and parents for both the present and 2001.

QSL - Students

Dimension	Present	2001
General Satisfaction	74	65
Negative Affect (Alienation)	19	25
Achievement	84	75
Teachers	73	67
Relevance of Schooling	83	80
Self Esteem & Status	70	67
Sense of Identity	84	82
Overall QSL	79	73

QSL - Parents

Dimension	Present	2001
Home- School Liaison	95	91
Communication	87	89
Mission	96	88
Expectations	95	66
Overall	93	84

It is very pleasing to see that the level of satisfaction with the school for both students and parents have improved in all dimensions. However, as mentioned in a previous section of this report, the improvement of communications between the school and parents / caregivers will remain an ongoing target.

Professional learning

Our Teacher Professional Learning (TPL) policy is directly linked to both the School Management Plan and the DET's Professional Learning Policy priorities.

The school's Management Plan also has specific targets which include improving literacy and numeracy, implementing a differentiated curriculum in all classrooms, improving results in

public examinations and embedding the NSW DET's Quality Teaching Framework in all teaching and learning programs.

All teachers were given the opportunity to access professional learning and all staff members participated in at least three professional learning experiences during the year. This includes the three School Development Days where staff:

- trained in CPR;
- learned how to better teach gifted and talented students (GATS);
- learned how to improve their teaching through adopting the NSW Quality Teaching Framework;
- developed clearer assessment and reporting information for parents; and
- continued to work on improving the teaching of literacy and numeracy.

In addition to School Development Days:

- 31 teachers accessed relevant courses on incorporating and / or enhancing ICT skills into their teaching and learning programs.
- 22 teachers accessed courses directly related to improving their knowledge and competence in the content of their subject areas.
- 8 teachers attended courses in enhancing their classroom teaching by applying the NSW DET Quality Teaching Model.
- 14 teachers attended courses targeting beginning teachers or teachers new to the NSW DET.
- 16 teachers attended various courses in student welfare. These courses provided opportunities for teachers to gain additional skills and knowledge to better support students experiencing difficulties.
- 16 teachers also attended courses in career development, eight of whom were involved in NSW DET Northern Region's Head Teacher Leadership Project.

In addition, the school, through its own funds, provided TPL support in the form of the appointment of a Head Teacher (Literacy) whose specific role was to support teachers in all curriculum areas in improving student literacy skills. All school executive members took part in four Executive Development Day programs, held throughout the year. The Year Advisors and the Welfare Team were also involved in school-based, whole-day programs, designed to enhance the quality of student support in the school and, in so doing, improve outcomes for our students.

School development 2006 – 2008

Targets for 2007

Target 1

Consolidate improvement in student performance in public examinations

Strategies to achieve this target include:

- Refocusing staff on Quality Teaching as the platform for educational dialogue in the school.
- Ensuring quality teaching principles are embedded in all programs in the school.
- Developing a school-based mapping tool to link CHS programs to quality teaching principles.
- Implementing the “Success for Boys” program in the school within the Quality Teaching framework.
- Identifying existing and providing additional means for supporting middle years learners.

Our success will be measured by:

- The level of staff understanding of QT principles and their application to teaching and learning programs.
- Quality teaching forming the platform for educational dialogue across the school.
- All initiatives in teaching and learning being based on the quality teaching model.
- Executive and teaching staff being involved in the “Success for Boys” program.
- Improved performance in the upper bands in the 2007 SC and HSC examinations

Target 2

Enhanced levels of communication between parents and the school

Strategies to achieve this target include:

- Expand the number of school documents available in Mandarin and Korean languages.
- Undertake extensive surveying to determine more accurately the specific areas of concern in relation to communications and implement changes to all areas of communications as indicated.
- Implement enhanced reports of student performance.

Our success will be measured by:

- The increased number of documents available in Mandarin and Korean languages.

- The number of surveys of parents indicating improvement in communications between school and parents.

Target 3

To improve the public profile and promotion of the school

Strategies to achieve this target include:

- The development and implementation of a comprehensive plan of action to be undertaken by the school after extensive consultation with parents and students. The plan will include strategies to target different audiences including parents in partner schools and the general community in the Willoughby council area.

Our success will be measured by:

- Increased numbers of students enrolling in Year 7 from our partner primary schools.
- Increased numbers of times CHS is featured positively in local media outlets.
- Measurably increased local enrolment enquiries at the school office.
- An increased number of “hits” on the school web site seeking information about our school.

About this report

In preparing this report, the self-evaluation committee has gathered information from evaluations conducted during the year and analysed other information about the school's practices and student learning outcomes. The self-evaluation committee and school planning committee have determined targets for the school's future development.

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