### School vision statement

Sydney Technical High School provides an outstanding learning environment where students can achieve their personal best in all fields of endeavour. Students are challenged to engage in intellectual, creative, social and sporting domains. We want our students to value life long learning. We expect our students to be respectful, take responsibility and practice integrity in their daily lives. We want our students to grow into motivated adults who make meaningful contributions to the future directions of our global society.

### School context

Sydney Technical High School is an academically selective school for boys, and was one of the earliest selective schools, founded in 1911. The school has a wide drawing area, with a stable student population. The school is 92% EALD, with 73 different cultural groups represented. The school is well supported and respected by parents, the community and alumni. The school aspires to outstanding academic excellence for gifted and talented students, underpinned by strong wellbeing systems. The broad curriculum and diverse extra-curricular activities meet the unique needs of maturing gifted and talented boys and give all students scope to achieve their personal best.

### School planning process

In 2017 a comprehensive process was undertaken to review current practices and collect evidence to inform future directions. The school extensively analysed externally validated data such as the Higher School Certificate RAP packages and the NAPLAN and SMART data, along with BI from CESE, as is common annual practice. Concurrently, staff teams examined focus areas such as gifted and talented provision, and literacy programs, as well as investigating feedback procedures, and our success in meeting our 2015–2017 strategic directions. The data collected was examined and refined through an executive conference process and further refined through whole school staff meetings, P&C meetings and SRC planning days. Our Parent Partnership program Years 7–11 gave additional and valuable guidance and insight to the process. Our school review also examined our achievements against the School Excellence Framework. As a result, three key strategic directions were identified for future implementation. The Sydney Technical High School Plan 2018–2020 forms the basis for the school’s improvement and development intentions and future student and staff aspirations. The plan has the endorsement of all members of our school community.
**School strategic directions 2018–2020**

**STRATEGIC DIRECTION 1**
Enhancing student learning through evidence based pedagogy

**Purpose:**
To drive ongoing and systematic improvement in student outcomes the school uses embedded and explicit teaching and learning systems that facilitate student growth to achieve personal excellence.

To further improve evidence guided practice of Teaching and Learning multiple research data resources relating to school performance and qualitative school based data on our literacy progression will be utilised, embedded and shared with the community.

**STRATEGIC DIRECTION 2**
Extending Community Excellence

**Purpose:**
To showcase school excellence with all stakeholders and create an inclusive learning culture where our community fully participates in all aspects of school life and learning so that service and community delivery is enhanced.

**STRATEGIC DIRECTION 3**
Leading Staff Educational Leadership and Compliance

**Purpose:**
To embed evidence based teaching strategies for optimum student learning the school actively engages in collegial and collaborative practices inside and outside the school.

To meet the NESA accreditation standards at all levels, all staff take personal responsibility for maintaining and developing their professional learning and contribute to evidence based instructional leadership for gifted students at the school at all levels and in all contexts.
Strategic Direction 1: Enhancing student learning through evidence based pedagogy

**Purpose**

To drive ongoing and systematic improvement in student outcomes the school uses embedded and explicit teaching and learning systems that facilitate student growth to achieve personal excellence.

To further improve evidence guided practice of Teaching and Learning multiple research data resources relating to school performance and qualitative school based data on our literacy progression will be utilised, embedded and shared with the community.

**Improvement Measures**

- Increased proportion of students adding value to their achievement in Year 9 and 12.
- Increased number of staff incorporating 'Learning to Learn' strategies in Stage 4 and 5 programs and class practice.
- Increased proportion of students reflecting on efficacy, control and motivation in their learning evident from surveys.

**People**

**Students**

Students are fully engaged in the learning process and demonstrate the explicit learning skills, motivation and mindset required to achieve success.

**Staff**

Staff improve their teaching by using evidence based teaching strategies to drive student improvement by taking an active part in a performance and development culture of sustained learning and improvement, led by executive.

All teaching staff value literacy initiatives and use them effectively to improve learning outcomes.

**Leaders**

All aspiring leaders, head teachers and senior executive facilitate the explicit teaching of 'Learning to Learn' skills for Stage 4 and 5, and monitor the results of the program.

The school executive ensures that literacy initiatives are fully implemented and supported by staff.

**Processes**

**The 'Learning to Learn' project**

The 'Learning to Learn' project is embedded across Stage 4 and 5, and includes a skill set of evidence based teaching practices and the development of a growth mindset amongst students. Professional learning underpins the project and it is led by staff of the Three Rivers team.

**The 'Fully Lit' project**

A whole school literacy approach is adopted based on data sets and shared with the community using a range of school based initiatives which have an academic research base to improve student outcomes.

**Evaluation Plan**

Progress towards improvement measures will be evaluated by:

- Evidence that Teacher Performance and Development Plans integrate evidence based teaching strategies for gifted and talented students.
- ALARM is monitored by the ALARM team and evaluated in December 2018
- Student feedback on ALARM
- Student and staff feedback on READ
- Teaching and learning program supervision
- Tell Them from Me Survey
- NAPLAN and HSC data from SMART, RAP and SCOUT

**Practices and Products**

**Practices**

- Staff teach future focused learning skills to support Stage 4 and 5 talented students including goal setting, organisation, self regulation and personal best. (PB)
- Staff embed literacy practices such as metalanguage and scaffolding into all curriculum, and explicitly teach ALARM and engage with READ to increase value added achievement.
- Students are active participants in literacy and learning development and can articulate the skills and understandings they require to learn productively.
- The school works collaboratively with the Parent Partnership program to promote school literacy projects and to seek home support for initiatives such as READ.

**Products**

- Students can articulate their goals in learning reflections and monitor their progress towards achieving them whilst developing their skills as self-regulated learners with a growth mindset.
- **NESA HSC Minimum Standards** are met for literacy and numeracy as a consequence of the program with the support of the LAST and staff.
- The school has embedded systems for staff collaboration, classroom observation, the modelling of effective practices and feedback to grow and excel in the delivery of school-wide improvement in teaching and learning outcomes as shown in teaching programs and the SEF analysis.
# Strategic Direction 2: Extending Community Excellence

## Purpose
To showcase school excellence with all stakeholders and create an inclusive learning culture where our community fully participates in all aspects of school life and learning so that service and community delivery is enhanced.

## Improvement Measures
- Increased number of school community at community events, and engaging in school operations and feedback for improved practices from those events.
- Administrative and communication operations are rated highly by the community.
- The school is an active participant in the Kogarah cluster and its’ 2018 focus on Stage 6 teaching and learning thereby increasing collaborative practice and professional dialogue with colleagues.

## People

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<tr>
<th>People</th>
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<tbody>
<tr>
<td><strong>Students</strong></td>
<td>Students enjoy the support and mentoring of alumni in terms of career futures and aspirations, and strong links to the careers program continue to grow.</td>
<td><strong>Processes</strong></td>
</tr>
<tr>
<td><strong>Parents/Carers</strong></td>
<td>All parents and carers support the direction and purpose of the school and input meaningfully into its Strategic Directions and community programs.</td>
<td><strong>The alumni careers project</strong></td>
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<td><strong>Community Partners</strong></td>
<td>All school events such as Parent/Teacher meetings, musicale, curriculum information, HSC nights are well attended by all stakeholders.</td>
<td><strong>Engaging the community with Tech excellence</strong></td>
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## Processes

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<tr>
<td><strong>The alumni careers project</strong></td>
<td>Leverage the expertise of alumni and careers providers to support our students in their career paths and aspirations by developing a formalised program.</td>
<td><strong>Engaging the community with Tech excellence</strong></td>
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<td><strong>Engaging the community with Tech excellence</strong></td>
<td>Whole school commitment to enhancing home/school communication uses diverse media platforms to engage fully with the community and foster connections between school and stakeholders.</td>
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## Evaluation Plan

**Progress will be monitored in the following ways:**

- Annual School Excellence Framework Self assessment
- Milestone monitoring
- Feedback on communications systems including SENTRAL survey
- Tracking of community numbers attending school led events and initiatives
- Review of parent partnership and wellbeing program and feedback from all stakeholders
- Survey of the staff perceptions of value of Kogarah community of schools and professional learning opportunities.

## Practices and Products

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<tr>
<td><strong>Practices</strong></td>
<td>The Senior executive regularly review stakeholder relationships using data with a view to their enhancement.</td>
<td><strong>Products</strong></td>
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<td></td>
<td>Teachers continuously improve communication systems with parents/caregivers and new systems are added to facilitate communication with the community.</td>
<td><strong>SENTRAL</strong> operating successfully, and embedded in school operations to improve the home school partnership.</td>
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<td>The school formally establishes an Alumni careers seminar program, and improves its provision for university partnerships of benefit to senior students.</td>
<td>Innovative programs that enhance community engagement regularly reviewed and improved so that the school profile is enhanced.</td>
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<td>All stakeholders have input into access to SENTRAL and the school's Facebook page is delivered successfully by the media team of staff and students.</td>
<td>Annual P&amp;C program developed, publicised and successful 2018–20.</td>
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<td>P&amp;C group support school directions and actively participate in school organisation.</td>
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<td></td>
<td>All staff participate in Stage 6 seminars with the Kogarah cluster to share best practice.</td>
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## Strategic Direction 3: Leading Staff Educational Leadership and Compliance

### Purpose

To embed evidence based teaching strategies for optimum student learning the school actively engages in collegial and collaborative practices inside and outside the school.

To meet the NESA accreditation standards at all levels, all staff take personal responsibility for maintaining and developing their professional learning and contribute to evidence based instructional leadership for gifted students at the school at all levels and in all contexts.

### Improvement Measures

The school has a high performing teaching staff as measured by the Australian Professional Standards, whose capacities are continually built through professional learning and evaluative thinking.

Teachers develop teaching and learning programs as a result of their collaborative practice that are dynamic, meet individual student need, and meet new HSC requirements.

### People

#### Staff

The School Executive adopts a coordinated approach to professional learning and currency of evidence–based practices ensuring that these form the basis of teaching PDPs and faculty plans.

Classroom teachers participate in meaningful and relevant professional learning and seek higher levels of accreditation. All teachers are part of a suite of programs which meet their needs at their career level, including Beginning Teachers.

SASS staff will engage in relationship and resilience building and develop effective customer relationships.

All staff use SENTRAL led by the SENTRAL team and the scope of the program will be rolled out during 2018 onwards.

### Processes

- **The Kogarah cluster Stage 6 HSC project**
  - Build strong links with schools in St George and Kogarah cluster to collaborate on development and implementation of new NESA senior curriculum so that staff are professionally supported in its delivery.

- **The Australian Professional Standards for Teachers Project**
  - A suite of Programs are in place to support the ongoing professional learning and NESA accreditation requirements for all teaching staff so that they collaborate and contribute to the Strategic Directions of the school.

- **The SASS Well Check project**
  - Office staff are assisted in their skills development and wellbeing and a cohesive office staff builds relational trust with the community.

### Evaluation Plan

- Annual School Excellence Framework
- Milestone monitoring
- Evaluate HSC monitoring, processes and procedures and outcomes
- Tracking of staff professional learning mapped against National Standards
- The results of the 2017 analysis into office culture are re–evaluated to determine if wellbeing and service delivery has improved.

### Practices and Products

#### Practices

- Teachers meet HSC monitoring and accreditation requirements of DoE and NESA, supported by collegial discussions with the Kogarah cluster on Stage 6 provision.

- Teachers enrich teaching and learning programs through systematic, timely and focused professional learning to meet student needs.

- Teachers revise new curriculum within the demands of challenging gifted and talented students.

- Enhanced leadership capacity, reflected in greater collaboration, self–reflection, higher expectations and cohesive school teams is evident across all faculties and teams.

#### Products

- The school developed suite of programs for all levels of teaching experience is maintained and enhanced and supports collegial professional practice in the school.

- The implementation of ‘Learning to Learn’ strategies is apparent in classroom practice in Stages 4 and 5.

- Literacy strategies are integrated into classroom practice by staff and are evident in feedback and observation.

- All SASS staff are trained in effective customer relations, workplace communication and demonstrate resilience.

- A teams structure drives school Strategic improvement.