School plan 2015 – 2017

Sydney Technical High School
### School vision statement

Sydney Technical High School provides a learning environment where students can achieve excellence in all fields of endeavour. We expect students to strive for their personal best performance within the ethical frameworks of integrity and responsibility.

We believe school community relationships contribute to the personal growth of every student. We therefore value respectful relationships with peers, school staff, parents and friends of the school. We want our students to value interactions based on principles of equity and justice which will sustain and improve our natural and social environments and prepare them for their future.

We encourage our students to value life long learning, and we instil in them a curiosity which will embrace new challenges. We support their learning in intellectual, creative and social domains. We nurture their passion as they develop from guided learners to autonomous and self-regulated young men. We want our students to grow into engaged and motivated adults who make meaningful contributions to society.

### School context

Sydney Technical High School is an academically selective school for boys. Entry is through the NSW selective entry test in Year 7. In Year 11, the school accepts an additional number of students for senior school.

The school has a wide drawing area, and students come from many different Primary schools. The student population is stable with retention rates of 98%. The school is 90% NESB, with 30 different cultural groups represented. 42% are of Australian Chinese origin.

The school is well supported by parents and the community. The school promotes 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 gifted and talented boys.

### School planning process

In 2014 a comprehensive process was undertaken to review current practices and collect evidence. Instruments including the “Tell them from Me Survey” were used to assess factors such as student engagement, staff satisfaction, as well as externally validated data such as the Higher School Certificate RAP packages and the NAPLAN and SMART data. Quantitative data was further refined through a series of focus group interviews with all stakeholders.

Concurrently, staff teams examined focus areas such as gifted and talented provision, timetabling structures and literacy programs, as well as investigating feedback procedures, and our success in meeting our 2012-2014 strategic directions.

The data collected was examined and refined through an executive conference process and further refined through whole school staff meetings, Parents and Citizens meetings and SRC planning days. Our Parent Partnership program 7-9 gave additional guidance to the process.

As a result, three key strategic directions were identified for implementation. The Sydney Technical High School Plan 2015-2017 forms the basis for the school’s improvement and development intentions. The plan has the endorsement of all members of our school community.
Purpose:
To develop whole school capacity through focused professional learning that creates a culture where every staff member is engaged in ongoing relevant and evidence based learning and practice.

To design and implement gifted and talented learning programs and optimise organisational initiatives that enhance student academic engagement and outcomes.

STRATEGIC DIRECTION 1
Quality teaching and learning and optimal organisational systems for learning

Purpose:
To enhance our learning partnership with the community through engaging parents meaningfully in the education of their sons, and make school practices and processes responsive to constructive community feedback.

To enhance the future needs of our current students through strong community relations including school alumni and university partnerships.

To promote a shared understanding of the history, purpose and direction of the school in the community.

STRATEGIC DIRECTION 2
Community Excellence

Purpose:
To support students to develop into autonomous and self-regulated learners, who are resilient and engaged, combining academic excellence with citizenship and sportsmanship.

To value staff as professional practitioners of the highest calibre who have excellent relationships with members of the school community and are supported in their wellbeing and professional growth.

STRATEGIC DIRECTION 3
Staff and Student Wellbeing
### Strategic Direction 1: Quality teaching and learning and optimal organisational systems

#### Purpose

To develop whole school capacity through focused professional learning that creates a culture where every staff member is engaged in ongoing relevant and evidence based learning and practice.

To design and implement gifted and talented learning programs and optimise organisational initiatives that enhance student engagement and outcomes.

#### Improvement Measures

- **100% of teachers provide and receive feedback from peers and school leaders to improve teaching practices.**
- Measures of student engagement reflect positive change.
- Selected timetabling initiatives are implemented.
- All school staff increase intranet and network knowledge and skills to share with the next generation to ensure our organisational systems remain at the forefront of educational practice.

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<tr>
<th>People</th>
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| **Students**: Gifted and talented students are extended through differentiated programs in classrooms and extension groups.  
Staff: Improve in their teaching through reflecting quality teaching practices in their teaching and taking part in a performance and development culture of sustained learning and improvement.  
Staff: Develop leadership capabilities for staff participating in project teams through professional learning support and appropriate structures to support engagement.  
Parents: Support student learning through active engagement with the school through the parent partnership program.  
Staff/Students: Involved in whole school community consultation of timetable structures to maximise student learning. | **Pedagogy in classroom includes intellectual; quality, problem solving, supportive classroom environment and has a degree of significance for students.**  
Teachers learn from observations and sharing practices based on teamwork and faculty/small group professional learning.  
Gifted and Talented strategies will be exemplified and students will experience differentiation in learning environment, content, pedagogy and practices.  
Timetable structures are investigated through a process of research and school consultation to identify initiatives which promote enhanced student learning.  
School staff are invested in the uptake of school network knowledge to facilitate better assessment, reporting and school organisational processes.  
Teacher feedback on implementation of initial Performance and Development Plan and amendments to how we have structured the process for 2016. Student engagement Years 7-9 measured by improved Value Added data. Timetable changes evaluated at end of 2016 for impact on student outcomes. Succession plan operating for computerised organisation systems that enhance learning by end of 2015. | **Products:**  
The school has embedded systems for collaboration, classroom observation, the modelling of effective practice and feedback, to drive and sustain ongoing, school – wide improvement in teaching practice and student outcomes.

Gifted and Talented Curriculum programs and organisational systems effectively develop knowledge, understanding and skills of all students, using evidence - based teaching practices and innovative delivery mechanisms, where appropriate.

School intranet and network knowledge and skills are shared with the next generation to ensure our organisational systems remain at the forefront of educational practice.

**Practices:**  
Staff rate highly the school climate for learning.

Quality teaching practices across all classes. Staff developed programs embed G&T learning and pedagogy.

More opportunities to demonstrate leadership, provide feedback for staff and deliver local professional learning for all staff through the implementation of a Performance and Development Framework.

Succession planning is in place for our major technological systems that underpin our professional practices.

**Evaluation Plan**

Teacher feedback on implementation of initial Performance and Development Plan and amendments to how we have structured the process for 2016. Student engagement Years 7-9 measured by improved Value Added data.

Timetable changes evaluated at end of 2016 for impact on student outcomes.

Succession plan operating for computerised organisation systems that enhance learning by end of 2015.
# Strategic Direction 2: Community Excellence

## Purpose

To enhance our learning partnership with the community through engaging parents meaningfully in the education of their sons, and make school practices and processes responsive to constructive community feedback.

To enhance the future needs of our current students through strong community relations including school alumni and university partnerships.

To promote shared understanding of the history, purpose and direction of the school in the community.

## Improvement Measures

- School website and intranet are modernised, accessible and meet the needs of our 21st century learning community.
- 5% Increase in staff participation and involvement in school events through linking events to staff identified professional development hours.
- 5% increase in community attending school events as measured by booking data.
- 10% increase in Year 11 applications for the school.

## People

- **Parents:** All caregivers support the direction and purpose of the school and share in its alumni successes.
- **Students:** Students enjoy the support and mentoring of alumni in terms of career futures and aspirations.
- **Alumni:** Former students are happy to speak, mentor and link to current students.
- **Staff, students and parents:** All stakeholders have input into the website and intranet which enhance the home school partnership.

## Processes

- Established community events evaluated and feedback sought to enhance participation rates.
- Review current strategies of communicating with the wider school community and improve those strategies where necessary.
- Translations and translators accessed where required for improved home school communication.
- Proposals to enhance community links and associated programs developed.
- Develop a culture of high expectations in the way students present themselves within and outside school through the explicit communication of school values.
- Website reflects the changing needs of 21st century learning for the community and enhances home school communication systems.

**Evaluation Plan**

Survey monkey used by school community to evaluate new website by T1 2016.

Evaluation of numbers of staff meeting Australian Teaching Standard 7.3.1

Evaluate numbers of community attending any event at the school in 2015 ongoing.

Evaluate statistical information relating to year 11 enrolments 2015 onwards.

## Products and Practices

- **Products:**
  - School website and intranet are modernised, accessible and meet the needs of our 21st century learning community.
  - 5% Increase in staff participation and involvement in school events through linking events to staff identified professional development hours.
  - 5% increase in community attending school events as measured by booking data.

- **Practices:**
  - Improved communication systems as measured by Tell Them From Me parent survey.
  - Alumni seminar series formally established; student career development enhanced.
  - Improved presentation of students in school and in public: students able to articulate school values, and share with staff an agreed view of how those values are articulated in dress and behaviour.

Modern website and intranet synchronised with school organisational, curriculum and management systems which are easy to access and utilise by all stakeholders.
Strategic Direction 3: Staff and Student Wellbeing

**Purpose**

To support students to develop into autonomous and self-regulated learners, who are resilient and engaged, combining academic excellence with citizenship and sportsmanship.

To value staff as professional practitioners of the highest calibre who have excellent relationships with members of the school community and are supported in their wellbeing and professional growth.

**People**

Staff: All will be trained by the wellbeing team in the implementation of a new student performance tracking system (Wellbeing Database).

Staff: Whole staff capacity will be enhanced to ensure the ongoing success of best practice wellbeing programs that support student achievement across the school community.

Students: Feedback from the data base will be used by students to set goals and achieve their personal best.

Community: Selected data from the new student wellbeing tracking system is shown to parents and they are regularly communicated with in terms of letters that commend successful performance; increased progress or lack of attainment of their sons.

Staff: Staff will be supported in their professional growth and wellbeing with a number of professional programs.

**Processes**

Students: Receive timely and accurate recognition and support. Students are provided with effective feedback to support their learning pathways

Effective school initiatives that support student wellbeing are planned in response to data including the systematic wellbeing program 7-12

Staff wellbeing programs such giving good collegial feedback and positive mental health will be provided by Coach in a Box and Blackdog Institute to staff

Current programs for:
- Graduate (New Scheme)
- Proficient
- Highly Accomplished
- Lead teachers
- Teachers new to Tech

Every program will have a focus on gifted and talented learners and will be run for staff to develop their capabilities as teacher leaders, and meet succession planning requirements.

**Evaluation Plan**

HSC Band 3 historical data continues to be monitored and student outcomes are improved by Band 3 reduction.

ATAR evaluation continues with multiple strategies to improve outcomes.

New software database used for grade analysis and explicit 7-9 teaching reflected in Value Added evaluation.

Students resurveyed in 2016-17 with TTFM survey.

Teacher evaluations in place for our professional programs.

**Products and Practices**

Products:

Fewer Year 12 HSC students receive a Band 3 in any 2 unit course. There is a 2% increase in ATARS between 95-99.

In Years 7-11 no student receives a grade E in any subject by end of 2017. There is a 2% increase in student engagement as measured by Tell Them From Me baseline survey data

Practices:

Within a positive school culture that recognises students’ needs and effort, a consistent and data-driven whole school, whole student approach to wellbeing practices is fostered.

Increased connectedness as reflected through Tell them from me Surveys, Wellbeing Database, whole school programs and student participation.

Products:

100% of beginning teachers rate the professional mentoring and support they have received as positive and constructive

5% of staff engage in accreditation at the next level of their career journey, and are successful at gaining that accreditation

Tell them from Me surveys indicate a 10% increase in teacher satisfaction with leadership support systems in the school.

Practices:

Staff describe the relationship between highly effective teaching and learning in ways that inspire colleagues to improve their own professional practice.

School succession plan in place.