Message from the Principal

The current Department of Education reform agenda has significantly impacted the workload of the school in 2015, and alongside new policies and procedures relating to the Australian Standards for Teachers, as a school, staff have been extremely busy. Every staff member has developed a Performance and Development Plan (PDP), specifying three goals that were to be achieved during the year linked to the School Strategic Plan, and faculty priorities and has observed their colleagues in class, or in other forums. Staff have given feedback to each other on their practice, with the aim of always improving student outcomes in line with the Board of Studies Teaching & Educational Standards NSW (BOSTES) professional teaching standards. Early in the year we welcomed a delegation of educators from Singapore who were visiting NSW schools, sharing stories of our different education systems.

Parents supported the school in so many ways in 2015. I thank Angela Kim, our P&C President, and her team for the financial and moral support they have given to the school. A very informative and well received seminar was held for parents of Tech and St George Girls by Professor Andrew Martin who spoke about motivation of gifted students and boosting personal potential. Our Parent Partnership program has also had many participants, and one of the most popular discussion topics on cybersafety was presented by the Australian Federal Police. Old Boys from the '50s contributed towards a scholarship for Year 11 students, and this was presented by Mal Beavis at an assembly in June.

2015 was a year of many student achievements which are detailed on Page 23. Thirteen students were in the HSC all rounders list, and Koshy Mathews was 10th in the State in Engineering, and Andre Bluic was 14th in the State in Chemistry. Students promoted many social justice issues, and we celebrated ‘Wear It Purple’, ‘Stella Fella,’ ‘Shave For a Cure’ and raised funds for Vanuatu and Myanmar to nominate just a few events, as well, we showed Gaybe after school to promote tolerance and respect for others.

In the April holidays, 44 fortunate students went on a trip to NASA, under the watchful eye of Head Teacher Science, Debbie Noyes and her staff. They visited the Kennedy Space Centre and learnt about the USA Space Program.

Greg McNaught, Deputy Principal, retired at the end of 2015, having arrived from East Hills Boys in 2002. Greg has always had a keen interest in technology, and many of the innovative systems that support the smooth running of the school were his initiatives. Greg was an excellent mentor to many students in the school, and his insights into how boys live and learn have been very powerful in supporting Tech students. I wish him a successful and productive retirement at the conclusion of his illustrious career in public education.
Message from the school community

Sydney Technical High School’s P&C Association works closely with the school and is extremely supportive of every aspect of its education programs and management. Being a part of the P&C Association is a great way for the community. Parents who contribute to their son’s education, gain a clearer understanding of how the school operates and share in the school’s decision-making processes to shape its future. Every contribution is valued, no matter how big or small and ongoing support of the P&C Association is fundamental to the development of a successful school community promoting a positive learning and social environment.

2015 has been a fantastic year for the P&C Association at Tech. We contributed to over $70,000 worth of equipment and fixtures for the school. Our contributions this year included new 4 Unit Mathematics textbooks, more high tech sporting equipment for PE and a specialised gym, a dazzling new electrical notice board lighting up the front of our school and a commitment to building a new undercover walkway between the main building and the canteen so that our boys stay dry during inclement weather. The Centenary Garden roofing was completed thanks to P&C funds and we’ve also contributed to several smaller programs for teachers around the school. We also continued our commitment to the Year 7 Welcome Dinner as well as opening up our school for an Election Day BBQ for the State Elections in March.

As per tradition, the P&C Association provided several gift vouchers for outstanding academic results at the annual Speech Day and we also agreed to partially sponsor all the boys who was chosen to travel with UN Youth to Dubai, Jordan and Israel to research the topic of Islamophobia.

We’ve had an excellent calibre of guest speakers this year including Kirk Grinham (HT Wellbeing), Garston Liang (Old Boy majoring in Psychology at UNSW), Trevor Trostan (Head Teacher Science), Debbie Noyes (Head Teacher Science) and Debbie Demetriadis (Head Teacher English).

This year’s combined P&C Meeting with St George Girls High School was hosted by Sydney Tech in the school hall. Our guest speaker was Professor Andrew Martin, a registered psychologist specialising in student motivation and achievement. We had a tremendous turnout of parents and students from both schools and Professor Martin’s talk on “Boosting Your Child’s Motivation, Learning and Personal Potential” was exceptionally well received.

It has been a wonderful year for the Sydney Tech P&C Association and none of this could have been achieved without the hard work of all the parents and volunteers who have generously gifted us their time. I would especially like to thank my brilliant committee: Arosha Ratnayake (Chairman), Andrew Martin (Secretary), Alastair Leitch (Treasurer), Peta Edmunds (Treasurer), Marta Gonzalez-Valdes (Treasurer) and Epi Manu (Treasurer) for their endless hard work.

I would also like to thank the school administration officers, teachers and the school executive team who have been tireless in their support of our boys and their education. Your efforts are greatly appreciated.

To all the graduating boys of 2015, the P&C Association would like to wish you huge successes in your chosen vocations. Whatever it is that you decide to do, we know you will do the school proud.

Thank you everyone and I hope to see you all again in 2016.

Angela Kim
P&C President

Message from the students

I believe 2015 was a year of ambitious change and continual improvement. Taking over from School Captains Jarrod Ratcliffe and Suresh Gurung, I built upon their good work as well as expanding what the Student Representative Council (SRC) could provide students and teachers.

White Ribbon Day was the first major event on the calendar and since participating in the inaugural White Ribbon Day in 2013, I can honestly say that the passion and support for the cause only continues to grow. The solemnity of the occasion, shown by the dead silence in the auditorium is still something I remember today.

The SRC had a fine choice of student led events such as the popular Year 11’s Footy Show with St. George Girls High School. The dance gave students the opportunity to unwind and build up their social network. SRC Week celebrated student leadership, and consisted of Pizza Day, the Talent Quest, the Students v Teachers Debate and the inaugural STHS Footy Show. The week showcased Tech’s most talented performers, magicians and debaters.

2015 also saw the introduction of new student run initiatives such as the Youth Wellbeing Summit, the Stella Fella Initiative by Interact and the Holiday Enrichment Program. These new initiatives further demonstrate Tech students are responding to the need for greater awareness about social justice and mental health issues.

In addition to this there was a focus on bringing back Alumni into the school, facilitated through Career Talks and a Football challenge. The inaugural Year 12 Dream Team v The Oldboys’ Allstars was a great event, followed by a seminar where ex Techies shared their experiences of university, industry and gave advice. Students also enjoyed other opportunities to network with Alumni. The student run Peer Mentoring Program and the inaugural Holiday Enrichment Program facilitated revision of course content and exam skills during the holidays for Year 12, and was very well received.

It’s been an honour and privilege seeing the school grow in so many areas in the past year and I’m proud to say that the Class of 2015 was responsible for some of this change. However as another Year 12 cohort comes of age, I look forward to seeing the impact of the Class of 2016 on the school.

Jason Hou
School Captain 2015

School background

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 respect.

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 for 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% LBOTE, 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.

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

Self Assessment

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.

The School Excellence Framework was the subject of a session at our October executive conference when we discuss our progress in terms of our 2015 Plan. We are excelling and sustaining and growing in the majority of domains with one exception, our data for Year 9 NAPLAN growth, which although it is all above minimum standards is below comparable selective school data in the area of reading and writing and numeracy.

Learning

There is commitment within the school community to strengthen and deliver on school learning priorities. In the domain of learning the school has excellent wellbeing programs in place for developing adolescent boys that are strategic, whole school, and responsive to our selective context, and underpin successful learning. A significant addition to the wellbeing program in 2015 was the software program that tracked student success and progress through our reporting system.

Additionally student led initiatives in the area of wellbeing were inspirational in promoting our school values: integrity respect and responsibility. Students led social justice events and were instrumental in promoting mental health and the fight against violence against women. There was significant growth in our Interact group. The school has respectful and positive relationships at all levels of the organisation, and celebrates learning inside and outside the classroom. There is a very extensive extra-curricular program that gives many learning opportunities to all students.

Students perform at outstanding levels in Olympiads and external competitions. A range of robust evidence supports this domain.

Teaching

In the domain of Teaching the school is sustaining and growing a common suite of practices to enhance student learning, based on our research with Professor Andrew Martin into metacognition. The school and all teachers are regularly involved in using performance data to identify the effectiveness of teaching practices in all stages, particularly in the senior years. In the area of specific feedback to students on their performance the school is looking to enhance its practice. Collaborative practices were established across the school in 2015 as a result of the requirement that all staff should have a Personal Development Plan with class observations as part of the practice. Professional learning was aligned to the strategic directions of the school in 2015, and this will continue. Staff development programs are focused on contemporary best practice in teaching and learning and executive teachers are particularly leaders of pedagogy in their curriculum areas. Many teachers work beyond their classrooms for the greater good of the school and its’ students, and the teaching profession.
Leading

In the domain of Leading the school responded to the 2014 ‘Tell Them From Me’ (TTfm) staff survey which showed a need for enhanced leadership programs. These were established in 2015, and have assisted comprehensive succession planning. The school leadership team makes deliberate use of its community links with universities, organisations such as Headspace parents, alumni and the community to enrich the lives of students at the school, and enable students to aspire to undertake further education. The Parent Partnership program is an unqualified success, and moved into Year 9 in 2015. Scrutinising data from a range of sources has always been the cornerstone to building improved student outcomes at the school, and the school will continue this practice. The management practices at the school are an area of continuous improvement, and are extremely responsive to new technologies that improve communication with students and their families, and improve learning outcomes. Our new school website was a major 2015 achievement, and allows us to regularly update the community about school activities and achievements.

Strategic Direction 1

Quality teaching and learning and optimal organisational systems for learning.

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.

Overall summary of progress

The school effectively introduced the mandated PDP for teaching staff despite the very tight timeframe, commencing at the end of Term 1. Our ability to collegially and cooperatively manage a major shift in practice is a testament to the work of head teachers, and the learning culture of the school which takes school wide collective responsibility for student learning and success, and shows instructional leadership. We worked together to provide and receive constructive feedback on our teaching and leadership practice. By embedding systems to allow collaboration, observation and discussion we aim to continually improve student outcomes. Our data sets on student engagement in Years 7-9 remain a cause for some concern. Our third survey indicates few positive changes in Year 9 and a depth of student apathy towards NAPLAN testing. Our explicit teaching frameworks are important for 2016.

Progress towards achieving improvement measures

<table>
<thead>
<tr>
<th>Improvement measure (to be achieved over three years)</th>
<th>Progress achieved this year</th>
<th>Resources (annual)</th>
</tr>
</thead>
<tbody>
<tr>
<td>100% of teachers provide and receive feedback from peers and school leaders to improve teaching practices</td>
<td>Performance and Development Plan for all staff successfully negotiated, implemented and achieved and 2016 planning completed.</td>
<td>Transitional Equity $48 361 Professional Learning funds $42 442 TPL funds</td>
</tr>
<tr>
<td>Measurement of student engagement reflect positive change.</td>
<td>The Gifted and Talented 100 hour course for Year 10 was successfully offered as a course; taught and completed with variable student feedback. Performance of Aboriginal students judged by Business Intelligence (BI) data as excelling. Performance of low Socio Economic Status (SES) students judged by BI as excelling Third Year 9 survey continues to indicate lack of engagement with Year 9 curriculum and worrying variables in high expectations from staff about student achievement</td>
<td>Learning Support flexible funding $28 771 RAM</td>
</tr>
<tr>
<td>Selected timetabling initiatives are implemented</td>
<td>Background research completed. Glacial progress on the next steps towards agreement on new structure, but on the agenda for 2016, and actively being investigated.</td>
<td></td>
</tr>
</tbody>
</table>

Next steps

We are on track to meet our 2017 targets. In addition we will:

- Align staff PDPs more systematically to whole school teaching and learning strategic priorities to improve student engagement Years 7-9 with a focus on reading, feedback practices, differentiation and metacognitive strategies
- Head Teachers will analyse Performance and Development Plans (PDPs) not met, and the reasons for that, and determine appropriate future support to meet those goals to be established
- Present statistical information in relation to NAPLAN performance, Years 7 and 9 for executive from Learning and Support Teacher (LaST) and implement a whole school approach to improving NAPLAN performance.
- Explicitly teach NAPLAN structures, Years 7 and 9. Expectations of performance will be shared with the community.
- Complete timetable review and introduce changes agreed on in consultation with community in 2017 (changes must be agreed on by semester 2 to be operational in 2017)
- Grow the number of staff members competent in using our network and software programs: complete the second step of the web upgrade, and upgrade the school intranet
- Increase training for all staff in the IRIS database, with a focus on scenarios to make explicit how the database can be meaningfully used to track student progress.
**Next steps**

The next steps towards community excellence are detailed below. We are currently on track to meet our strategic target at the conclusion of 2017.

- Facebook page uploaded and live and new branding linked to new look website to be integrated into all publications over time.
- Adjustments will be made to the website as required with the addition of an electronic school archive added over time.
- The school intranet will be upgraded.
- The growth in our community outreach programs will continue with our Parent Partnership now in Years 7-10 for 2016. Given our geographically diverse community, it is pleasing to note that 24% of parents in the TTfm survey have attended meetings more than three times in 2015; 31% have come to more than four meetings.
- Many alumni events scheduled for 2016 to grow links with past students now in the business world of benefit to our students. 96% of parents aspire to have their sons attend University, (TTfm Parent survey) and we will be developing far more informative programs for our senior students and their parents around career choices, University Admission, and scholarships.
- Many external agencies visit the school as part of our wellbeing program and include beyond Blue; Headspace; Federal Police; Brainstorm Theatre productions. This will continue. We will be integrating Mind Matters into our 2016 strategies.
- Introduce a Year 7 Parent/Teacher afternoon in early in Term 2 so parents have early contact with the school.
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.

**Overall summary of progress**
The school’s commitment to eradicate Band 3 from any subjects received a setback in 2015. The school is currently analysing the BOSTES RAP data to determine why this was the case, and our 2016 course of action. Explicit teaching of the senior courses, extensive modelling of answers; increased attention to literacy demands, and the use of Moodle as a tool where past HSC papers can be accessed, all currently operate in the school. In addition to this extra tutorials, the mentor scheme for Year 12 and a holiday workshop program were all designed to increase HSC results. The impact of these interventions was not as strong as was hoped, neither was the extensive use of the software program tracking progress of the seniors.

We are on track to eradicate ‘E’ grades from reports at the conclusion of 2017, and have integrated a range of wellbeing programs for students on topics such as ‘growth mindsets’.

‘Coach in a Box’, an initiative to assist staff in giving feedback was presented to staff in Term 2 development day. The evaluations indicated that the program was not appropriate to staff needs or context. In contrast, the program delivered by the Black Dog Institute on Workplace Wellbeing to all staff in Term 3 was very successful and appreciated as reflected by very positive evaluations.

The Beginning Teacher program was very successfully developed by an executive leader, and our two beginning teachers had a reduced teaching load. They received extensive feedback on their practice from their executive mentor, who observed their practice regularly and this was embedded in the PDP process. Our beginning teachers were offered extensive opportunities to attend professional learning seminars on a range of significant topics outside the school. Inside school they observed other practitioners inside and outside their faculty areas, and engaged in many faculty activities that related to real world teaching experiences that engaged students.

Professional Learning programs for beginning teachers, those maintaining proficiency and aspiring leaders were developed by the school executive and staff shared best practice with each other. The school has 10 early career teachers, including our beginning teachers. The programs for staff were developed around teacher need, and were evaluated highly. They include a comprehensive suite of educational topics relevant to the context of the school, and have a focus on meeting the needs of gifted learners, and developing teaching and learning skills, and leadership capabilities.

The Accreditation at Highly Accomplished and Lead program for the Board of Studies Teaching & Educational Standards NSW (BOSTES) explored the requirements of accreditation, and the standards. Staff integrated aspects of the program into their PDP, and three staff registered with the BOSTES. Two staff were promoted.

Our three professional learning and practice programs will continue to be fully integrated into school operations.

RAM funding has enabled the school to reduce the load of head teachers to effectively and collaboratively manage the PDP process.

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### Progress towards achieving improvement measures

<table>
<thead>
<tr>
<th>Improvement measure (to be achieved over three years)</th>
<th>Progress achieved this year</th>
<th>Resources (annual)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fewer Year 12 HSC students receive a Band 3 in any 2 Unit course.</td>
<td>Extensive work continues to reduce the number of HSC Band 3 results with some variable outcomes. In Economics the trend for Band 3 continues to decline. In Chemistry there was an increase in Band 3 from 3.22 to 7.35% in the 2015 HSC. In Physics the figure was 3.79 to 4.3%. The % of Band 3 in Advanced English declined from 2.4% to 2.06%. Biology a subject with no Band 3s in 2013 or 2014 had 5.5% of candidates in this category in 2015. Our value added SMART data for the HSC is very good. Our value added data from SEF is also pleasing in terms of expected HSC performance. We are adding significant value at the highest level.</td>
<td>Faculty Analysis Days and Curriculum Planning (Casual Salaries).</td>
</tr>
<tr>
<td>There is a 2% increase in ATARS between 95-99.</td>
<td>A strong increase in ATARS between 95-99 was recorded in 2015 up 5%, and in 2014, up 7%, however in 2015, the school slipped back by 9%. Rigorous analysis of the 2015 HSC is completed in Term 1, 2016 by all head teachers, and shared at a series of seminars with agreement about our next goals.</td>
<td>Professional Learning and Professional Associations, RAP, SMART</td>
</tr>
<tr>
<td>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 (TTfm) baseline survey data.</td>
<td>Range of strategies in place in 2015 in terms of curriculum choices, high expectations of student achievement; and learning environment. The school excels in attainment of equity groups.</td>
<td>Learning Support Teacher (LaST) and Disability Funding</td>
</tr>
<tr>
<td>100% of beginning teachers rate the professional mentoring and support they have received as positive and constructive.</td>
<td>The Beginning Teacher program is well structured and follows DoE guidelines. Extensive professional learning inside and outside school is an expectation of the program. Evaluation of the program was excellent.</td>
<td>Permanent Beginner Teachers funds $29 404</td>
</tr>
<tr>
<td>5% of staff engage in accreditation at the next level of their career journey, and are successful at gaining their accreditation.</td>
<td>Program for BOSTES Highly Accomplished and Lead teachers is mapped out and requirements have been communicated to interested group. 14% of the staff expressed interest in pursuing higher levels of accreditation in 2015. Times to enable these programs to run effectively was identified as problematic. The program commenced with a series of seminars and was highly evaluated by participants.</td>
<td></td>
</tr>
<tr>
<td>Tell Them From Me (TTfm) teacher surveys indicate a 10% increase in teacher satisfaction with leadership support systems in the school</td>
<td>Leadership programs for Beginning, Proficient and Highly Accomplished, evaluated well by participants. Formal evaluation will take place in 2017.</td>
<td></td>
</tr>
</tbody>
</table>
### Key Initiatives and Other School Focus Areas

This section includes:

- Key initiatives (from School planning template B).
- Policy requirements such as Aboriginal Education, Multicultural Education and Anti-Racism Education.
- Initiatives and other school focus areas which may not have been included in the school plan such as Early Action for Success, student leadership, partnerships and projects.

#### Key Initiatives (annual) | Impact achieved this year | Resources (annual)
---|---|---
Aboriginal background funding | Individual learning plan (ILP) completed for student. Academic progress monitored; Recognised at ‘Deadly Kids Doing Well’ awards. Successful completion of academic year, and participation in extra curricular activities. | $452
English language proficiency funding | All Staff are expected to teach subject specific literacy. 92% LBOTE students are all third phase learners, and our whole school literacy program has multiple strands and is designed to work with their needs. See strategic direction 1 | $9 296
Socio-economic funding | Strategic Direction 1: All staff have a Professional Learning Plan: HT monitor and support staff in achieving goals; professional learning aligned to school faculty and teacher goals to improve student learning outcomes. Well being initiatives for staff and students supported, and mapped. BI data shows student equity groups excel at the school. | $19 680
Low level adjustment for disability funding | Plans in place for all students requiring specific ongoing support at high/moderate or low adjustment for disability. Funds for Year 12 holiday enrichment program/Learning Support Teacher for ongoing students support/moving Forward with mathematics for Year 7 and 8 students. | $6 959
Support for beginning teachers | Support and mentoring provided for beginning teachers according to NSW Teaching Standards: reduced face to face; intensive professional development and a mentor provided for professional support. | $29 404

### Next Steps

- HSC issues: Improved student curriculum choices measured by students in appropriate Year 10 and 11 subject levels.
- Improved teacher feedback practices to students Years 7-12.
- Continued monitoring of Band 3 performance with relevant support for students at risk of achieving Band 3 from LaST and software program, and parental communication.
- Expectations of standards for certain HSC courses made explicit at Year 10 level, and entry requirements established.
- Continued monitoring of ATAR performance with extensive RAP and SMART analysis, and whole school agreement on additional next steps to be finalised term 1.
- Year 7-10 engagement: Lesson relevance (Why) and purpose always communicated in class.
- Letters home for poor performance and inappropriate behaviour for all years.
- Senior curriculum information evenings for parents put on twice a year.
- Beginning Teacher program utilised in other faculties.
- Program for our teachers Maintaining Proficiency and aspiring to Highly Accomplished and Lead continues with links to St George Girls established, and collegial and collaborative sharing of practice in place.
School background

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

Student enrolment profile

150 students enter the school in Year 7 as a result of sitting the selective schools test. There are 150 students in each Year 7-10. In Year 11, the school accepts a small number of senior students based on their reports, interview and school administered test. Enrolments are relatively stable. There are occasionally spaces in Year 10 that are filled by an application and interview process.

Student attendance profile

School attendance rates are stable with a very high expectation that students will attend their lessons. Roll call commences the school day. For some students who find attendance a challenge, they are followed up through the wellbeing system, and their parents are involved in supporting them to attend.

Post-school destinations

<table>
<thead>
<tr>
<th>Proportion of students moving into post-school education, training or employment</th>
<th>Year 10</th>
<th>Year 11</th>
<th>Year 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>seeking employment</td>
<td>0</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>employment</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>TAFE entry</td>
<td>0</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>university entry</td>
<td>0</td>
<td>0</td>
<td>99%</td>
</tr>
<tr>
<td>other</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>unknown</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

One student left the school at the start of Year 12 and enrolled at another school. One Year 12 student opted to take a TAFE course having been offered an apprenticeship, despite encouragement from the school to enrol at University. All other students accepted a position at the University of their choice. Ninety-nine percent of students were offered a position in the first round of offers.

Year 12 students undertaking vocational or trade training

No student was undertaking trade training in 2015.

Year 12 students attaining HSC or equivalent vocational educational qualification

100% of students received an HSC.

Course Destination

<table>
<thead>
<tr>
<th>Course Destination</th>
<th>2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>Combined Degrees</td>
<td>52</td>
</tr>
<tr>
<td>Accounting/Finance</td>
<td>1</td>
</tr>
<tr>
<td>Actuarial Studies</td>
<td>2</td>
</tr>
<tr>
<td>App Science - Radiography, Exercise Physiology</td>
<td>1</td>
</tr>
<tr>
<td>Speech Pathology</td>
<td>1</td>
</tr>
<tr>
<td>Apprenticeship - Schindler Lifts</td>
<td>1</td>
</tr>
<tr>
<td>Building/Design/Architecture/Planning</td>
<td>11</td>
</tr>
<tr>
<td>Business</td>
<td>6</td>
</tr>
<tr>
<td>Commerce</td>
<td>51</td>
</tr>
<tr>
<td>Dentistry</td>
<td>1</td>
</tr>
<tr>
<td>Economics</td>
<td>9</td>
</tr>
<tr>
<td>Engineering</td>
<td>46</td>
</tr>
<tr>
<td>Foundation Courses</td>
<td>1</td>
</tr>
<tr>
<td>Humanities</td>
<td>7</td>
</tr>
<tr>
<td>Info Systems</td>
<td>4</td>
</tr>
<tr>
<td>International/Global Systems</td>
<td>3</td>
</tr>
<tr>
<td>IT</td>
<td>11</td>
</tr>
<tr>
<td>Law</td>
<td>4</td>
</tr>
<tr>
<td>Marine Biology</td>
<td>1</td>
</tr>
<tr>
<td>Mathematics/Advanced Mathematics</td>
<td>4</td>
</tr>
<tr>
<td>Media Studies</td>
<td>5</td>
</tr>
<tr>
<td>Medical Science</td>
<td>5</td>
</tr>
<tr>
<td>Medicine</td>
<td>1</td>
</tr>
<tr>
<td>Music</td>
<td>1</td>
</tr>
<tr>
<td>Physiotherapy</td>
<td>1</td>
</tr>
<tr>
<td>Science</td>
<td>20</td>
</tr>
<tr>
<td>Sport Science</td>
<td>1</td>
</tr>
<tr>
<td>Teaching Secondary</td>
<td>2</td>
</tr>
</tbody>
</table>

Post Destination Data

Workforce information

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

Workforce composition

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Deputy Principal(s)</td>
<td>2</td>
</tr>
<tr>
<td>Head Teacher</td>
<td>8</td>
</tr>
<tr>
<td>Head Teacher Wellbeing</td>
<td>1</td>
</tr>
<tr>
<td>Head Teacher Administration</td>
<td>1</td>
</tr>
<tr>
<td>Classroom Teacher(s)</td>
<td>63.8</td>
</tr>
<tr>
<td>Technical Support Officer</td>
<td>8</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>1</td>
</tr>
<tr>
<td>School Counsellor</td>
<td>2</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>13</td>
</tr>
<tr>
<td>Total</td>
<td>92.8</td>
</tr>
</tbody>
</table>

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

There are currently no staff who identify as Torres Straight Islander or Aboriginal on the staff.

Teacher qualifications

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

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Undergraduate</td>
<td>100%</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>20%</td>
</tr>
</tbody>
</table>

Professional learning and teacher accreditation

Two members of staff were accredited at proficient level by the NSW Board of Studies and Teaching Standards (BOSTES). The school had an extensive professional learning program in 2015. Development Days had a mixture of mandated training in areas such as Child Protection and Anaphylaxis, and external providers such as Black Dog Institute who presented a seminar on wellbeing and the workplace. Coach in a Box presented to all staff on feedback practices, with variable responses. Faculty Heads accessed funds to run professional learning with their staff on updating curriculum programs; analysing assessment practices and enhancing feedback to students. A series of professional workshops were run for early career teachers; teachers maintaining accreditation at proficient and those aspiring to Lead and Highly Accomplished levels. The wellbeing team also had a series of professional learning opportunities including a presentation from Melburnian Geoff Ahernon on Youth Mental Health First Aid. In addition, there were two executive conferences. The first conference looked at the annual milestones for the strategic plan, and the second conference analysed NAPLAN and the School Excellence Framework (SEF).

Alongside these professional practices, all staff developed their Professional Learning Plans, as detailed elsewhere in this report.

In addition, all staff are able to access outside professional learning to meet their needs and those of the school. Two staff members attended ‘RULER Training’ at Girton Grammar School Melbourne from American emotional intelligence expert, Mark Bracket. The deputy principals attended the selective deputy conference, and a number of head teachers attended, and presented at seminars for their relevant professional curriculum associations. The science Head Teacher presented a seminar at ‘Meet the Markers’ run by the Science Teachers’ Association. A number of staff attended relevant curriculum association training days, and also completed on line courses that were of interest. SASS staff attended a range of professional learning seminars relevant to their skill set, such as an ‘In Design’ course, science laboratory assistant courses, and library training in the new library system ‘Oliver’. The SAM attended workshops on the AFS and Oasis rollover, financial literacy and decision making and a new and aspiring SAM workshop.
Financial information

Financial summary

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

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

<table>
<thead>
<tr>
<th>Date of financial summary</th>
<th>30/11/2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>Income</td>
<td>$14874.96</td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>$8386.15</td>
</tr>
<tr>
<td>Total funds</td>
<td>$15473.39</td>
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<tr>
<td>School and community sources</td>
<td>$1046340.19</td>
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<tr>
<td>Interest</td>
<td>$10155.10</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>$3960.36</td>
</tr>
<tr>
<td>Total expenses</td>
<td>$26952.79</td>
</tr>
<tr>
<td>Total Income</td>
<td>$311670.49</td>
</tr>
</tbody>
</table>

Expenditure

- Teaching & learning:
  - Key learning areas: $20429.36
  - Extracurricular activities: $30064.15
  - Literary: $466.05
- Professional learning: $24083.96
- School operational costs: $22922.01
- Utilities: $12048.60
- Maintenance: $8771.83
- Capital projects: $13155.42
- Total expenses: $262630.00
- Balance carried forward: $54330.49

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.

NAPLAN - Literacy (including Reading, Writing, Spelling and Grammar and Punctuation)

In 2015, students entered the school from more than 79 primary schools across the Sydney Basin from the Selective Schools Unit, with varying skill sets particularly in the area of literacy. In comparison to similar school groups, our students’ reading skills are more than 20 points lower. Those students who require literacy assistance are placed in a small class where they can have more individualised attention. The classes are run between Years 7-9, and the outcomes for those students tracked through to Year 9 NAPLAN are very good, with all of them exceeding anticipated benchmarks. There is a reading program that commenced in 2015 to support wide reading 7-10, and to impact our reading statistics. Results from this program will not be known for two years. Student numeracy skills are generally higher than literacy skills reflecting the high NESB nature of our cohorts.

NAPLAN - Year 7

[Graphs showing percentage in bands for Year 7 Reading, Writing, Spelling, Grammar, and Punctuation]
NAPLAN - Year 9

Year 9 NAPLAN results, although well above State school averages, were lower than expected, compared to other selective high schools, in the top Band 10 in Reading, Writing and Grammar & Punctuation.

Despite this, the vast majority of students in Year 9 who were in the lowest bands in Year 7, improved markedly in all areas. These students were targeted for small group explicit instruction in English classes and received extra literacy support from the Learning and Support Teacher (LaST) in Year 8.

To address the lower than expected results in the top bands, the LaST presented in Term 4 2015, to all Executive and the English and HSIE faculties, on the 2015 NAPLAN results and the latest literacy strategies, to assist students improve their literacy skills.

There will be a focus in 2016 in every lesson on incorporating increased writing opportunities for students and a continuation of modelling and explicit instruction.

Teachers will be running sessions for all Year 9 students to assist them with strategies for the Reading and Writing tasks and aiming for an attitudinal improvement in Year 9, highlighting the importance of achieving their personal best in NAPLAN.

NAPLAN - Numeracy

Our numeracy results in NAPLAN from Years 7-9 are strong, with boys growing on average 38 points. However in comparison to other boys' selective schools, our growth was not as large. 26% of students did not meet their expected growth benchmarks with some of the most talented students falling back. These statistics have been carefully analysed, and programs will be put in place in Years 7-9 to address the issues identified in the SMART analysis.

In 2016 there will be:

• Greater emphasis to be placed on basic setting out and logic.
• Quick movement through the Year 7 and Year 8 syllabi to extension work and then to Stage 5.3 in Year 9.
• Recognition of outstanding work by letters home and Head Teacher visitations.
• Earlier intervention in targeted individuals not reaching expectations.
• Reintroduction of longer and more formal testing.
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). Cohorts with less than 10 students are not reported on.

The school is proud of its HSC record. Thirteen students were in the all-rounders list. Congratulations to our DUX, Matthew Vong who has elected to study Engineering with Biomedical engineering at UNSW. 105 students were in the HSC distinguished achievers list, and Koshy Matthews continued a fine tradition of obtaining a state ranking in Engineering studies, and was accepted in the medical degree at the University of Newcastle. Andre Bluc was also in the State rankings for Chemistry and is going to do a combined degree in science and engineering at UNSW. Ethan Yew is the recipient of a co-op scholarship and will study a Bachelor in Information Systems. All our students have gone onto University, with their preferred option overwhelmingly UNSW in engineering and commerce. Marine biology, construction management; journalism and architecture; computer science with multi media and game development are some of the diverse degrees selected by Year 12 2015.

In general our HSC results were well above the State mean, and on a par with similar selective boys schools. Our mathematics results were slightly lower than the previous five years. Business Studies, (13.98 above the State mean), Engineering (12.63 above the State mean) performed well. Modern History (11.56) and PDHPE (15.51) were well above the State mean.

Congratulations to students and their teachers.

HSC relative performance

The school adds very significant value to student performance between Years 9-12 in the highest band.

Our retention rates are excelling and are well above State averages. A few students leave in Year 11 to attend other selective schools.
Parent satisfaction
Each year schools are required to seek the opinions of parents, students and teachers about the school. Their responses are presented below.

Tell Them From Me (TTfm) Parent Survey
71 parents responded to the Tell Them From Me survey. The survey was open for many weeks and was very widely promoted by the school, by letter, text and on social media. The report had serious anomalies in it, with parents reporting that they did not support learning at home, score only 4.9, which we know not to be the case. In other measures scores were reasonable. The school was considered to be a very safe place (7.7) with strong support for learning; (7.5) high expectations and an expectation that students would work hard. (8)

Parents were welcome (6.8) and well informed (6.9) and written communication to parents was a strength (8). While the first scores could be improved somewhat, student reports were considered to be well written and clear to parents. Inclusion was also an area of development, (6.2) and more needs to be done to ensure all student needs are catered for. Parents' aspirations were for all students to complete Year 12, and for 92% of students to continue to University. 88% of respondents were happy with the curriculum choices offered to their sons at the school. The school has more work in communication with parents and staff, and the new website and Facebook page will go some way to addressing these issues. Improved communication between staff and parents is also a future development necessity, and staff must be more responsive to parents in discussing the progress of students. Parents requested more than one parent teacher night, and wanted email contact to be established where there were issues that needed to be addressed around student progress, so that early remedial action could be taken with students.

Reasons for the anomalous support learning score could lie with the fact that many parents work full time, and have English as a second language, therefore reducing the input they have into student academic learning, however these are just hypotheses.

As part of the schools Strategic Directions 2 (Community Excellence) staff will be considering how to increase communication between school and home, and how to improve the parent teacher interview experience.

Student satisfaction
As a follow up to the 2013 Tell Them From me Survey for Year 9 students, the Year 9 Year Adviser surveyed Year 9 students with a survey monkey to gauge their levels of engagement, and the expectations they have of their success. 95% of students aspire to go to University. Of concern was the responses relating to expectations. From a cohort of 145, only 26% thought that their teachers had an expectation that they would be successful all the time. Students themselves only expected to be successful 45% of the time. These are worrying indicators for student engagement, given the research into the importance of high expectations from both staff and students leading to academic success. (See Centre for Education and Statistics, Learning Curve Issue 8.) Students saw letters home to parents as a highly appropriate way to deal with inappropriate behaviour. 68% thought verbal and written feedback on performance was the best way to be recognised by their teachers. This is borne out by Hattie’s research into visible learning. There continues to be a serious lack of rigour in all classes with only 8% of students believing that this happened all the time. Class time was not always used effectively with only 11% of students indicating that this happened all the time. Repetitious activities, lack of motivation, improved teacher feedback, lesson relevance and purpose all need to be part of the pedagogy practices systematically integrated in our Stage 4 and 5 classrooms in the future, and this will be part of our Strategic Plan 1 enhancement in 2016.

Staff feedback
Staff are sustaining and growing in collaborative practice School Excellence Framework (SEF), and the mechanisms put in place to provide and receive planned constructive feedback from peers and school leaders had unanimous staff agreement over Term 1 2015, and at subsequent professional learning days. Our formal mentoring programs, programs to address beginning; Proficient; Highly Accomplished and Lead teacher aspirants received good evaluation feedback, as did the organisational proposals for the schools professional learning plans for 2016. Staff were highly satisfied with the whole school organisation of the PDP process including goal setting; observation; feedback and time frames. This is a major achievement in terms of our professional practice development.
Aboriginal education

The school has a supportive learning environment for all students, including Aboriginal students. The school is in the national ‘Dare to Lead’ coalition of Indigenous schools and leaders and so keeps abreast of all current developments in Indigenous education and resourcing. Staff access DoE programs to support individual students. Curriculum, teaching and assessment programs are challenging and culturally appropriate. In implementing the Aboriginal Education and Training Policy the school ensures that it integrates Indigenous perspectives into all key learning areas and educates all students in Aboriginal histories, cultures and perspectives. The National curriculum has a strong focus on Aboriginal perspectives. Some examples of our teaching and learning approach include:

- Environmental management, studies and lectures from Aboriginal leaders on water management and the composition of Aboriginal communities during field trips.
- Dreamtime stories; poetry; short stories; and Aboriginal films; Aboriginal authors in English as part of the National curriculum and new texts using an Aboriginal perspective in Years 7 and 9 such as the text ‘True Blue? On Being Australian’ edited by Peter Goldsworthy and studies of religion analyses Aboriginal spiritual beliefs.
- Astronomy in science, genetic studies and the study of how Aboriginal and Torres Strait Islander peoples develop and refine knowledge about the world through observation and prediction and trial and error to understand the natural world.
- Counting systems in mathematics.
- Aboriginal art and music in creative arts, with a music unit in Year 10 using the work of Yothu Yindi. Year 7 study central desert styles and artists. Year 10 and 11 study contemporary Aboriginal artists such as Tracey Moffatt and Adam Hill, and the art critic Hettie Perkins.
- In history, site studies of Aboriginal settlements, ethical issues regarding ownership of sites, respect for Aboriginal remains, traditional culture, impact of contact and dispossession and Aboriginal rights.
- In TAS Stage 4 graphics complete a unit on aboriginal housing and architecture requiring students to research a NSW aboriginal community

The school had a student who identifies as Aboriginal and he has A Personalised Learning Pathway Plan developed collaboratively with his family. The plan ensures his wellbeing, engagement with learning and aspirations are being met, along with his equity of access to the many co curricular activities offered at the school. He was recognised for his commitment to his learning at the Sydney region ‘Deadly Kids Doing Well Awards’.

Traditional and contemporary Aboriginal beliefs and spirituality and the impact of dispossession in studies of religion

Year 12 Studies of Religion students learn about Aboriginal kinship, ceremonial life, death and burial rites, and their obligations to the land and their people. Students also research how Aboriginals were disposed of their land, placed on reserves and missions and how all aspects of their lives were controlled by white people. Through this study students gain knowledge and understanding of historical and contemporary Aboriginal spirituality.

Multicultural education

The school is 90% LBOTE with 31 different cultures represented. 50% of students speak another language at home, and that skill is valued highly by the school which encourages students to study at Open High School. Three students received a Commendation Award as part of the Minister’s Award for excellence in student achievement community languages schools, Charles Ji (Chinese), Hari Moorthi (Tamil) and Nehal Nafcy (Bengali). Yash Chakravarty was selected by Southern Cross Cultural Exchange to be exchanged on exchange for 2015. Grammar and Geographe are widely used for parent interviews. Respect is a core school value, and the school wellbeing program is designed to be inclusive of all cultures, as is our Parent Partnership Program.

In the ‘Tell Them From Me’ (TTfm) Survey for parents, the school scored 7.7 as a safe school. Our students are mostly third phase language learners, and although we do not attract RAM funding for them, the school has funded a strong literacy program to develop skills in all learners including specialist assistance. School equity funds are used to ensure that all students can participate in the many co curricular events at the school.

The National Curriculum promotes intercultural understanding, and has been written into all Stage 4 and 5 programs in mathematics, history, science, and English.

Anti-racism

There is an Anti Racism Contact person in the school who is available to all staff and students. The role is filled by an experienced teacher with good communication skills who is a skilled mediator, and familiar to students and their families, and teachers. The school ARCO is aware of all mandated policies relating to the role, and their implementation. Only one complaint was received and was successfully mediated in 2015.

Other school programs

Student voice and leadership

2015 was a year of many student achievements. Hilton Nguyen (Year 9) and Jordan Truong (Year 10) attended the Mathematics Olympiad Summer Training School. Adley Phu (Year 12) attended the Australian Olympiad Informatics Summer School, and has gone on to win a Co Op scholarship. Alex Zhu and Tamin Bhuiyan (Year 11) participated in the Australian National University National Mathematics Summer School. Tandee Wang (Year 11) reached the State final of the Plain English Speaking Award. School Captain, Jason Hou, took the initiative of organising a holiday enrichment program for Year 12 students. Students entered many competitions performing with excellence in a wide range of curriculum. Debating, mock trail, chess, Techfest, our film festival, tournament of the minds the Titration competition and the Science and Engineering Challenge and the Duke of Edinburgh were just some of the many extra curricular activities offered to students. In the April holidays, 45 students participated in an 11 day excursion to Orlando USA, accompanied by the science teaching staff. They visited the Kennedy Space centre, and NASA and learned what it was like to be an astronaut.

Students promoted many social justice issues, through our charity group Interact and we celebrated ‘Wear It Purple’, ‘Stella Fella;’ ‘Shave For a Cure’ and raised funds for Vanuatu and Myanmar to nominate just a few events. Vice Captain, Chee Chen’s dedication to social justice issues, and commitment to ensuring students enjoyed a tolerant and bias free environment saw the screening of Gabye Boyee after school in Term 3. Interact also ran a Youth Wellbeing Summit, an event where multiple community organisations were invited to school to make students aware of the many services that could support them in the community such as Headspace. The prefect and SRC team was led by the Captain and Vice Captain with passion and panache, and created a strong student voice focused on Tech values. We supported our school charity On Course, run by ex Techie and banker, Ben Middleton, that supports vocational training for impoverished young people in Kenya. Ben Middleton can be found on our website at http://www.sths.nsw.edu.au/co-curricular/ alumni

Of great significance in the school calendar is ‘White Ribbon Day’, Tech’s stand against violence towards women. In 2015 the day was started by a breakfast attended by Alumni who support the White Ribbon cause. Many ex students from different decades returned to Tech, and then came to assembly. Tandee Wang, Vice captain gave a passionate and well researched speech about what it means to be masculine in the 21st Century, and how such films as Mad Max Fury Road shift our understanding of gender paradigms.
Achievements in the arts
Connor Tan, and Nam Kiet Nguyen had their major works selected for Art Express exhibition. Nam Kiet’s work ‘A Tale of Two Cities’ was exhibited at Hazelhurst gallery, and was subsequently bought for the William Wilkins gallery collection for the Department of Education. Connor’s work ‘The Road less Travelled’ will be exhibited in Wagga Regional Art Gallery. Jesse Park and Ty Hermawan were commended for their Viva Voce musicology skills at Encore. In our design and technology and software design and technology projects where students achieved in the highest HSC bands, projects demonstrated the principles underlying Science, Technology, Engineering, Arts, Mathematics (STEAM).

The music program continues to grow with many opportunities for students to excel. Stage Band, Concert Band, Beginner Band, Intermediate Band, String Ensemble and Choir, in addition to a student led orchestra, played at many school events and entered Band Fest, as well as enjoying Band Camp in June. Two major concerts were held for the community, Musicale and Summer Ensembles to much community acclaim.

Achievement in sports
We were summer and winter sport champion boys school for the St George Zone, but certainly faced some very stiff competition from Blakehurst HS and Georges River College and Kingsgrove HS. This continues our unbroken record of success in the winter and summer championships.

In the carnivals our results were also outstanding. In Zone Athletics, John Zhao broke the 16 years’ boys 400 m record, George Farmakidis broke the zone record for javelin and our wonderful 16 years’ 100 m relay team also broke a record.

In zone swimming our three relay teams also broke records. Jason Cho our standout Year 7 sportsman was Regional Athletics Age Champion in the 12 years’ category, and went on to compete in the Combined High Schools swimming meet.

At our recent zone awards George Farmakidis and Dawei Yang won Zone Blues for Athletics and Swimming respectively.

In a most exciting excursion, Luke Okuda represented Football NSW Institute in the premier cup world finals held in Manchester UK. Sibghat Khan represented Sydney East cricket team in Bathurst. Ethan Chow competed in Adelaide in the National Junior table tennis championships with Victor Wong, and Ethan was awarded a gold medal in his age group.

During the year we were delighted to welcome back Nathaniel Musters, who stands approximately seven feet tall, from the class of 2012, Nathaniel plays basketball in the USA, just as he did while at Tech, and his team are called the Lafayette Leopards and play in the division 1 NCAA competition in the Patriot League. In 2014 they won the League which qualified them for what is known as March madness where the top 64 college teams in the US come together for a knockout competition.

Nathaniel spoke at assembly but also talked to Year 12 afterwards, about his career choices and his absolute dedication to enhancing his skills through training and practice, his systematic approach to his commitments and his ability to squeeze into one day multiple accomplishments. Nathaniel’s sporting career in the States was a huge change for him: he left a close knit family for an environment where he knew no one, and had no family connections. Yet despite this, Nathaniel is on the Patriot League honour roll for attaining significant academic achievement whilst studying Psychology and Economics, alongside meeting his sports commitments. This is a most prestigious honour, and means that when he graduates, he is almost assured of employment.

Nathaniel can be found on our website at: http://www.sths.nsw.edu.au/co-curricular/alumni or https://www.youtube.com/watch?v=x-PSRk-7QlA
Family and Community Programs

Parent Partnership Years 7-9

Our 2015 program ran every term for parents of Years 7-9 in 2015. The meetings take place at 9am so that parents can come on their way to work, and share breakfast with us. The purpose of our partnership is sharing educational insights and information as well as raising issues of concern and interest. Discussion on suitable topics are agreed at the end of every year for the following year. A very popular talk was the one on cybersafety given by the Australian Federal Police. The meetings are interactive, and give our geographically diverse parent body the opportunity to socialise and exchange contacts. The success of the program is shown through two factors: attendance is always extremely good, generally above the numbers for other meetings at other times, (we regularly have between 20-70 parents at each meeting) and the support for the meetings to extend into the following year. In 2016 this means that Careers will present four seminars for parents on curriculum choices, university entry and ATARS.

Parent Partnership Dates for 2015

<table>
<thead>
<tr>
<th>Year 7</th>
<th>Term 1</th>
<th>26/2/15</th>
<th>Meet the Team and School Curriculum</th>
</tr>
</thead>
<tbody>
<tr>
<td>Term 2</td>
<td>21/5/15</td>
<td>Reading for Success</td>
<td></td>
</tr>
<tr>
<td>Term 3</td>
<td>13/8/15</td>
<td>The School Wellbeing Team</td>
<td></td>
</tr>
<tr>
<td>Term 4</td>
<td>5/11/15</td>
<td>Gifted and Talented Education</td>
<td></td>
</tr>
<tr>
<td>Year 8</td>
<td>Term 1</td>
<td>19/2/15</td>
<td>Adolescent Development</td>
</tr>
<tr>
<td>Term 2</td>
<td>14/5/15</td>
<td>Adolescents and Computer Games</td>
<td></td>
</tr>
<tr>
<td>Term 3</td>
<td>6/8/15</td>
<td>Cyber Safety/Cyber Bullying</td>
<td></td>
</tr>
<tr>
<td>Term 4</td>
<td>29/10/15</td>
<td>Motivating Students into Year 9</td>
<td></td>
</tr>
<tr>
<td>Year 9</td>
<td>Term 1</td>
<td>17/2/15</td>
<td>Discussion Forum: “What should we expect our boys to be like at the end of Year 12?” Your input into our 2015-2017 Strategic Directions.</td>
</tr>
<tr>
<td>Term 2</td>
<td>12/5/15</td>
<td>Reading for Success: The new reading program for Year 9</td>
<td></td>
</tr>
<tr>
<td>Term 3</td>
<td>6/8/15</td>
<td>Cyber Safety/Cyber Bullying</td>
<td></td>
</tr>
<tr>
<td>Term 4</td>
<td>27/10/15</td>
<td>Careers: Work Experience What universities and firms look for in new graduates.</td>
<td></td>
</tr>
</tbody>
</table>

Duke of Edinburgh program

The Duke of Edinburgh program has run very successfully at Tech for a number of years. Coordinators Paul Graham and Martin Riley were recognised for their contribution to the program at NSW Government House in November by His Excellency General The Honourable David Hurley AC DSC (Ret’d). Just under 100 students participate in the program, at varying levels. A key component of the Award is the community volunteering, and many students did community service in 2015 in the local libraries, in sports and nursing homes.

Environmental education and sustainability

The 40 strong environment team continued their work of beautifying the school. They held a fundraising event called ‘Green Day’ and the quad was full of green delicacies to eat. The funds went to sponsor clean drinking water in Africa, and sponsoring an animal at Featherdale Wildlife Park in Sydney’s South West. Students participated in ‘CleanUp Australia’ Day and ‘Plant a Tree Day’, as well as helping with garden planting and maintenance of the school grounds.

Wellbeing @Tech

The wellbeing program at the school is designed to support adolescent boys develop into resilient fine young men. The program uses community support to deliver its programs, and an outline is printed below. The camp program operates for Years 7, 9, and 11 and students learn skills and take up challenges on their respective camps. The year advisers are supported by our Learning Support teacher, and by the Careers adviser. Careers were introduced into Year 7 and 8 in 2015. The new wellbeing and careers website was launched in 2015 at hppp://www.sydneytech.net.au and was developed by Arthur Zigas our Careers Adviser. Our new wellbeing database will be more fully integrated into teaching and learning in 2016, and allow us to identify students requiring additional support in a timely way.