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Principal’s message

The school achieved some notable success in 2014 encompassing all fields of endeavour. Our participation in many extra curricular activities relies on the goodwill of our dedicated and committed teachers to coach and take sports teams, debating, chess, music, and enter us for State and National challenges and academic competitions.

The Wellbeing Team supported many new initiatives in 2014, and the program offered at the school is best practice in the State. We welcomed the Beyond Blue Roadshow Bus and staff attended a breakfast and an informative seminar on depression and its outcomes. Students visited the bus during the day for resources. Students organised RUOK day to much acclaim and we continued our pledge to White Ribbon to fight against violence towards women. The Student Representative Council (SRC) and Interact worked hard for our community and are to be congratulated on their event management skills, particularly the dance with St George Girls.

Our Year 7 and 8 Parent Partnership had a number of speakers including a presentation from the Federal Police on cyber bullying and presentations on the effects of addictive gaming from Dr Anne Devlin. Year 8 enjoyed the leadership program ‘High Resolves’, and many students participated in The Duke of Edinburgh Award. Hamish Clark was presented with a Gold Award by The Governor of NSW, His Excellency General The Honourable David Hurley AC DSC (Ret’d), and Paul Graham’s contribution to the school program was recognised.

Literacy skills are vital to future career success, and the school worked hard to ensure that students developed these skills across every curriculum area in 2014. Literacy consultant Dr Ann Morrice again worked with faculties, and the school had a number of important literacy initiatives in place. These included designated support for targeted students, an additional English class for Years 7-9, and explicit literacy criteria in assessments. As well, every faculty provided students with frameworks and scaffolds to assist student writing. Students also showed their writing expertise in the re-established student newspaper FRED, which published its first edition in May under the directorship of Michael Sloane and his student editorial team.

Our development days concentrated on implementing the national curriculum, mandated training, and on quality teaching. Leading educational psychologist, Professor Andrew Martin from the University of New South Wales spoke to staff on Staff Development Day in Term 2 about student achievement. Professor Martin shared ten of the most effective classroom strategies that have a big impact on student learning. Professor Martin’s research stressed the importance of students achieving their personal best (PB) rather than worrying about competition.

Our careers adviser, Arthur Zigas, established a Sydney Tech ‘LinkedIn’ page to encourage those who left school in the recent past to join our ex student community. We also welcomed back ex students who came to speak to students about their careers and university life. We were also very fortunate that the 1945-53 Old Boys funded a citizenship prize going forward.

The P&C, under the leadership of President Sophie Wilcox, brought their organisational skills and energy to support the school in many different ways: financial, educational and personally. I should like to thank them for their contribution in 2014.

My thanks, also, to the office staff for their dedication and hard work to the students and the school community.

I thank my staff, executive team, and Deputies, Greg McNaught and Diane Wilson, for their dedication to Tech and Techies in 2014.

Jacqueline Lyons
Principal
P&C message

The Parents and Citizens Association (P&C) continued its strong relationship with the school community in 2014 and funded special initiatives to support students. During 2014 the P&C received over $80,000 to provide educational support to the school. This was a significant increase from the 2013 year and I would like to thank all parents who paid the P&C contribution levy and made this educational support to the school possible. Our initiatives included:

- new textbooks for the National Curriculum for the Science Faculty,
- debating and public speaking coaching,
- High Resolves a leadership program for our junior students,
- Turnitin the anti-plagiarism software package for homework and assignment submissions,
- gym equipment for the schools newly refurbished gym,
- a commercial oven and new fridge for the school canteen,
- P&C Welcome Year 7 BBQ,
- Speech Day awards and gift vouchers to celebrate student academic achievement.

St George Girls High School hosted our annual combined P&C meeting in 2014. The guest speakers were Janet McEwen and Traci Sii from Youth Zone. The presentation focused on the development of emotional intelligence in teenagers, including practical strategies parents can use to assist their children achieve high outcomes whilst managing their emotional wellbeing. It was a very informative seminar for all parents who attended.

We warmly welcomed three Head Teacher guest speakers: Melissa Burgess - Head Teacher, Social Science, Debbie Noyes - Head Teacher, Science, and Debbie Demetriadis - Head Teacher, English. We also welcomed Jonathan Hopkins, a Sydney Tech graduate of 2013 with an ATAR of 99.95 and first in the State for Physics. Jonathan provided an inspiring presentation on what it takes to do well in your HSC. We sincerely thank our guest speakers for their time and continued contribution to Sydney Tech.

It has been a pleasure and honour to be a part of the 2014 P&C Executive Team and a warm thank you to all the members for their support throughout the year.

Sophie Wilcox
President
**Student representatives’ message**

The Student Representative Council (SRC) was democratically elected in Term 4, 2013.

In 2014, the SRC undertook numerous projects and events. The first of these was the annual SRC Dance with St George Girls. With big name DJ’s such as LNA, Tedesco, Ravine, and Tigerlily, more than 900 students attended. A special thanks to both schools’ SRC bodies, the respective Senior Prefect leaders and particularly Liam Bruton and Suresh Gurung for creating one of the largest and most memorable collaborative events in the school’s history.

Following this, the SRC worked together once again to successfully run another SRC Week. ‘The Debate’ started the week rolling with the controversial question of "Android v Apple" alongside an even more controversial and questionable judging. The pace didn’t slow down with Pizza Day running smoothly on the Tuesday of SRC Week. 350 student pizzas were ordered and distributed. The Year 11 prefects, led by Andrew Lucas, ran the STHS Footy Show for the first time. It was characterised by funny clips, comical parodies and MCs. The week concluded with the Talent Quest. Well done to Jason Daley and Jarrod Radcliffe for their organisation of this event.

In addition, the SRC also ran many other events including a Women’s Day Breakfast for female teachers, Bethany College and St George prefects, celebrating the social, political and economic achievements of women. The SRC also organised the Senior Prefect Afternoon Tea, involving around 20 different schools to share ideas, brainstorm different events and establish stronger bonds for any potential, future projects. The SRC also ran numerous BBQs and Mufti days, raising money for different charities. Students also represented the school at many different events. Lastly, Year 12 will never forget their win against the odds (cheating, dirty play, being made to cross dress etc) against St George Girls in the annual netball match.

An eventful, exciting and exhilarating year. A big thank you to everyone involved for making it such a worthwhile year.

Suresh Gurung, Jarrod Radcliffe
School Captains
School context statement

Sydney Technical High School is a fully selective High School for boys in Southern Sydney. The school is 90% LBOTE and intakes from a very wide drawing area. Entry to the school is through the Selective School’s Unit in Year 7. In Year 11 the school takes a further 20 students on merit.

Student information

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

Student enrolment profile

There were 923 students enrolled in 2014. The number is consistent with previous years and there continue to be waiting lists for Years 8-10. 90% of students come from a background other than English (LBOTE) and we have more than 23 different cultures represented. New students have a teacher mentor and a buddy to assist them settle into the school. Our Year 7 students came from 81 different primary schools in 2014.

Student attendance profile

Student attendance rates are excellent and continue to exceed state and regional averages. Attendance is monitored by the Welfare Team, consisting of Head Teacher Welfare and Year Advisers.

Post-school destinations

In 2014 all students continued to University with the exception of one whose post school destination is currently unknown. Combined degrees are increasingly popular. The University of New South Wales continues to be the school university of choice, with The University of Sydney second with 18% of our HSC cohort. The most popular degrees were Commerce and Engineering. Students have an extremely wide choice of degree options.
Year 12 students undertaking vocational or trade training
There were no students in Year 12 undertaking vocational or trade training.

Year 12 students attaining HSC or equivalent vocational educational qualification
Only one student from the 2014 cohort did not obtain an HSC.

Workforce information
It is a requirement that the 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 Teachers</td>
<td>8</td>
</tr>
<tr>
<td>Head Teacher Welfare</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>1</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>1</td>
</tr>
<tr>
<td>Counsellor</td>
<td>1</td>
</tr>
<tr>
<td>School Administrative and 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.

The school currently has no staff who identify as Aboriginal. Teaching staff at the school vary in experience from beginning teachers to staff with many years’ practice. This range of skills and knowledge leads to a collegial and cooperative workforce.
Workforce retention

Aldene Gollege, social science teacher, retired from the school having arrived in 1990. Brian Reynolds, languages, retired having taught for 36 years at the school. Carolyn Ross, a member of the administrative staff retired after many years as the School’s enrolment expert and Olivia Patton transferred to JJ Cahill Memorial High School.

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>Degree or Diploma</td>
<td>100%</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>20%</td>
</tr>
</tbody>
</table>

Professional learning and teacher accreditation

The professional learning program is designed to meet the needs of all staff including teachers at proficient level needing to maintain their accreditation. The school ran three professional practice programs for beginning teachers, those at proficient level and aspiring executive. These were in addition to the mandated training requirements from DEC, and professional learning to meet the new National curriculum, and the school’s strategic targets.

Beginning teachers

The school followed mandated processes for the Beginning Teacher program as mandated by DEC. The school had two beginning teachers in the same faculty who had a mentor. Each staff member had an individual program with face to face release, and a program of support.

Financial summary

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

The school voluntary contributions stood at 87% in 2014, this is a slight reduction in previous years. The establishment of the library trust fund has been popular with parents and this has allowed the school to renovate the library. The school is very grateful to the community for their support of the school, and the canteen which is school run. We rely on volunteers and profits from the canteen are returned to the school.

<table>
<thead>
<tr>
<th>Date of financial summary</th>
<th>30/11/2014</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Income</strong></td>
<td></td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>435 818.04</td>
</tr>
<tr>
<td>Global funds</td>
<td>685 061.53</td>
</tr>
<tr>
<td>Tied funds</td>
<td>168 244.12</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>1 113 625.32</td>
</tr>
<tr>
<td>Interest</td>
<td>20 697.65</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>340 514.39</td>
</tr>
<tr>
<td>Canteen</td>
<td>274 421.01</td>
</tr>
<tr>
<td><strong>Total income</strong></td>
<td>3 038 382.06</td>
</tr>
<tr>
<td><strong>Expenditure</strong></td>
<td></td>
</tr>
<tr>
<td>Teaching &amp; learning</td>
<td></td>
</tr>
<tr>
<td>Key learning areas</td>
<td>203 050.52</td>
</tr>
<tr>
<td>Excursions</td>
<td>395 979.70</td>
</tr>
<tr>
<td>Extracurricular dissections</td>
<td>330 680.45</td>
</tr>
<tr>
<td>Library</td>
<td>-486.15</td>
</tr>
<tr>
<td>Training &amp; development</td>
<td>19 905.04</td>
</tr>
<tr>
<td>Tied funds</td>
<td>164 739.44</td>
</tr>
<tr>
<td>Casual relief teachers</td>
<td>159 350.87</td>
</tr>
<tr>
<td>Administration &amp; office</td>
<td>302 401.08</td>
</tr>
<tr>
<td>School-operated canteen</td>
<td>225 682.93</td>
</tr>
<tr>
<td>Utilities</td>
<td>152 981.22</td>
</tr>
<tr>
<td>Maintenance</td>
<td>71 885.81</td>
</tr>
<tr>
<td>Trust accounts</td>
<td>333 276.79</td>
</tr>
<tr>
<td>Capital programs</td>
<td>30 360.00</td>
</tr>
<tr>
<td><strong>Total expenditure</strong></td>
<td>2 389 807.70</td>
</tr>
<tr>
<td><strong>Balance carried forward</strong></td>
<td>648 574.36</td>
</tr>
</tbody>
</table>

A full copy of the school’s 2014 financial statement is tabled at the annual general meetings of the P&C. Further details concerning the statement can be obtained by contacting the school.

Aldene Gollege’s retirement morning tea
School performance 2014

Academic achievements

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.

Year 7: from Band 4 (lowest) to Band 9 (highest for Year 7).

Year 9: from Band 5 (lowest) to Band 10 (highest for Year 9).

The My School website provides detailed information and data for national literacy and numeracy testing (NAPLAN).

Click on the link http://www.myschool.edu.au and enter the school name in the Find a school and select GO to access the school data.

Year 7 – literacy (including Reading, Writing, Spelling and Grammar and Punctuation)

Our Year 7 literacy results indicate a continuing need to focus on support for our LBOTE students. Our Year 7 students came from 81 different primary schools in 2014 and have varying levels of literacy sophistication. This is a challenge for all staff. Our parent partnership programs focus on how the home can support literacy development in our boys. There has been extensive scrutiny of our SMART data by our learning support team and this has been communicated to staff. Our designated class that receives literacy support made good gains in English assessments. Students entering the school do so with reading means which are significantly lower than similar selective schools. In comparison with similar school groups, we have 25% fewer students in Year 7 in the top band in literacy achievement in reading. In writing, our student skills are not as high as students in similar schools, and we continue to have more students in Bands 6 and 7 than in previous years.
Year 7 – numeracy

Our Year 7 numeracy results in NAPLAN are outstanding. Results were marginally better than the previous four years and were significantly better than similar school groups.
Year 9 – literacy (including Reading, Writing, Spelling and Grammar and Punctuation)

The school is pleased to note the improvement in writing as a result of a three year plan. We have improved our results in the highest band, and in comparison to previous years we are in a better position in relation to similar schools. We have also improved in the top two bands in reading, although we would like to see this grow in 2015 as a result of a newly introduced reading program for Years 7-10. Student skills in grammar and punctuation still require additional work across all subject areas.
Our Year 9 numeracy results are at an outstanding level. It is very pleasing to see that the percentage of students with a Band 9 result is even smaller than in 2013. This is in part because of the impact of the individualised ‘moving forward with mathematics’ program offered to underachieving students in Years 7 and 8.

### Minimum standards

<table>
<thead>
<tr>
<th>Subject</th>
<th>Percentage 2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>100.0</td>
</tr>
<tr>
<td>Writing</td>
<td>100.0</td>
</tr>
<tr>
<td>Spelling</td>
<td>100.0</td>
</tr>
<tr>
<td>Grammar &amp; Punctuation</td>
<td>100.0</td>
</tr>
<tr>
<td>Numeracy</td>
<td>100.0</td>
</tr>
</tbody>
</table>

### Percentage in bands: Year 9 Numeracy

- Percentage in Bands
- School Average 2010-2014
- SSG % in Band 2014
- State DEC % in Band 2014

### Year 7 excursion to Sydney University

- School Captain, Suresh Gurung, invited to Kirrabilli House to meet Prime Minister Abbott

### Year 9 Camp – Hawks Nest

- Using the new gym equipment
Higher school certificate (HSC)

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

Rather than reporting in performance bands, these graphs report the average HSC mark gained in each HSC subject in 2014 as well as the five year school average and five year state average.

The school is also compared to similar school groups (SSG): in other words, selective groups.

Examination of the graphs shows some minor variation above and below the school’s five year average. Generally the school average exceeds the state average by a significant margin.

The school always evaluates its HSC results in Term 1 of the year following the exam and uses the packages available to analyse our performance. New software enables us to look at item analysis for individual HSC questions. The analysis is shared with our community so what is required to do well in the HSC is made explicit to the community. The graphs indicate the results in subjects where there are ten or more candidates from the school.

Arthur Huang was DUX of the school with an ATAR of 99.85, and William Huang was second with an ATAR of 99.8 with Stephen Payne placed third with an ATAR of 99.75. Two students were placed in the Engineering honours list. Shrinivas Sapre was fifth in the State and Stephen Payne sixth in the State in engineering studies. Oliver Xu was seventh in the State in visual arts and Arthur Huang was 19th in the State in chemistry. Seven students achieved all Band 6, a slight reduction in the 2013 results at that level. The number of students obtaining an ATAR between 95 to 99.95 increased by 7%. This is an incredible increase of 12% over two years and is a testament to our whole school commitment to improving student outcomes. We reduced the number of Band 3s by a very impressive amount, and this is a very significant achievement, and has been part of a three year strategic plan. The small number of students who are underachieving in their HSC remained static despite many improved procedures to support them. More discussion on this topic follows in the school evaluation. It is extremely important that students should choose subjects they are passionate about, as this is a guarantee of a successful HSC outcome. Our results indicate that students can perform at the very highest level across all subject areas.
The tables above indicate the extent to which the school performed above the state mean. It is clear that subjects are well above the state mean in every subject with a candidature of more than ten students. Notable achievements in 2014 were engineering studies (18.65 above State mean), biology (13.75 above State mean) design and technology (15.41 above State mean), and legal studies (14.63 above State mean), and PDHPE (18 above State mean). There was a significant growth in mathematics as a result of implementing a range of HSC recommendations from our 2013 analysis, and this was most pleasing.

English advanced dropped back marginally, physics improved their Band 6 and 5 results in 2014, and the results for band 6 and 5 for chemistry increased markedly. Economics increased its percentage above state mean from 8.1 in 2013 to 9.5 in 2014. The school’s continued focus was on the eradication of Band 3 in any HSC subject.

The long term improvements in senior student outcomes are most pleasing.

### HSC relative performance comparison to school certificate (value-adding)

The way that Value added is derived has changed for 2014 as a result of the end of the School Certificate. Under the new statistical rules a comparison is now made with NAPLAN. The school value adds to the highest band. It will be three years before valid statistical comparisons on this number can be made.

### HSC relative performance from Naplan

**Year 9 cohort progress**

The way that Value added is derived has changed for 2014 as a result of the end of the School Certificate. Under the new statistical rules a comparison is now made with NAPLAN. The school value adds to the highest band. It will be three years before valid statistical comparisons on this number can be made.

<table>
<thead>
<tr>
<th>Course</th>
<th>School 2014</th>
<th>School Average 2010-2014</th>
<th>SSG 2014</th>
<th>State DEC 2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ancient History</td>
<td>83.3</td>
<td>81.8</td>
<td>84.7</td>
<td>69.1</td>
</tr>
<tr>
<td>Biology</td>
<td>85.4</td>
<td>83.8</td>
<td>84.2</td>
<td>70.2</td>
</tr>
<tr>
<td>Business Studies</td>
<td>84.2</td>
<td>85.0</td>
<td>85.8</td>
<td>72.4</td>
</tr>
<tr>
<td>Chemistry</td>
<td>85.8</td>
<td>84.2</td>
<td>84.2</td>
<td>72.4</td>
</tr>
<tr>
<td>Economics</td>
<td>84.7</td>
<td>85.8</td>
<td>83.0</td>
<td>72.4</td>
</tr>
<tr>
<td>Engineering Studies</td>
<td>82.1</td>
<td>87.9</td>
<td>87.0</td>
<td>73.0</td>
</tr>
<tr>
<td>English (Advanced)</td>
<td>83.1</td>
<td>84.2</td>
<td>85.5</td>
<td>80.1</td>
</tr>
<tr>
<td>English Extension 1</td>
<td>81.2</td>
<td>83.8</td>
<td>85.1</td>
<td>82.9</td>
</tr>
<tr>
<td>Information Processes and Technology</td>
<td>87.5</td>
<td>89.2</td>
<td>87.0</td>
<td>72.1</td>
</tr>
<tr>
<td>Legal Studies</td>
<td>88.1</td>
<td>85.8</td>
<td>86.9</td>
<td>79.4</td>
</tr>
<tr>
<td>Mathematics</td>
<td>88.8</td>
<td>85.2</td>
<td>86.6</td>
<td>77.5</td>
</tr>
<tr>
<td>Mathematics Extension 1</td>
<td>90.0</td>
<td>88.6</td>
<td>85.8</td>
<td>81.8</td>
</tr>
<tr>
<td>Mathematics Extension 2</td>
<td>87.3</td>
<td>87.0</td>
<td>86.2</td>
<td>82.6</td>
</tr>
<tr>
<td>Modern History</td>
<td>84.8</td>
<td>84.5</td>
<td>85.7</td>
<td>72.2</td>
</tr>
<tr>
<td>Personal Development, Health and Physical Education</td>
<td>89.0</td>
<td>83.8</td>
<td>85.6</td>
<td>72.1</td>
</tr>
<tr>
<td>Physics</td>
<td>82.2</td>
<td>82.2</td>
<td>82.2</td>
<td>72.2</td>
</tr>
<tr>
<td>Software Design and Development</td>
<td>83.5</td>
<td>81.8</td>
<td>84.9</td>
<td>72.5</td>
</tr>
<tr>
<td>Japanese Continuers</td>
<td>82.9</td>
<td>81.2</td>
<td>86.0</td>
<td>83.0</td>
</tr>
</tbody>
</table>

**HSC Music Students**
Achievements in arts, sports, national competitions, academic and other programs

Arts

The school ensembles played at Anzac Day, at Speech Day assemblies and education week, and ran two musical concerts for the school. The concert, stage and intermediate bands were awarded ‘gold’ at Bandfest, and all students went to band camp. Nayeem Halim was selected for the Sydney Regional Orchestra and also won the ACMF National Songwriting competition, receiving a prize of one thousand dollars for both himself and the school. Two students, Ethan Huang and Jack Huang had their HSC art works exhibited in Art Express, and four students were nominated for inclusion in the exhibition. Year 12 student, Jajwol Bajracharya won the senior division of the sculpture by the sea photographic exhibition and won an internship. In December 2013 Connor Tan won the Annual RSL ANZAC art award, titled ‘The Reflection’ and was presented with his prize by the Governor of NSW. Four students attended the National Art School. As a result of Jesse Park winning an essay competition funded by the Japanese consulate four students were offered an all expenses paid trip to Japan between May and June.

Amongst other achievements, Year 10 student Tandee Wang was a Salvation Army Ambassador; won the Ron Rathbone History essay competition and was runner up for the Simpson Prize, going to Canberra to meet the Honorable Christopher Pyne, Education Minister. Hamish Clarke was awarded a Duke of Edinburgh gold award and Burny Lu was recognized for his 80 hours of volunteering with a DEC diamond award. Students debated in many knockouts and participated in the Tournament of Minds and in The University of Sydney Schools Model United Nations Competition.

The school hosted visitors from Nanzan, Japan. The chess team comprising Pengyu Chen; Timothy Sunggie Ardie; Raymond Sun and Chong Yew Chang won the Metropolitan regional trophy for the first time since 1987.

As well, two major works by Wesley Hannah and Jeremiah Liew were nominated for DesignTECH.
Sport

Amongst our many achievements in 2014, we were zone summer and winter sports champions and won the zone swimming, athletics and cross country carnivals for the eighth year in a row. Our students benefit from the coaching and referee skills of many of our staff. We entered many knockouts with success. Our sports program is continually refined and revitalized to meet the needs of our keen students and thanks to the masterly organizational skills of Robert Devlin, participation rates in grade sport are very high. Gavin Liang was awarded sportsman of the year; Jarrod Radcliffe was awarded the St George Dragon’s Medal, and Jason Daley was awarded the Tech High sports medallion. Connor Tan was awarded the Pierre De Coubertin Award.

Peter Terry, old boy from the school and past Australian National Soccer League player and coach, was our guest at Sports Award assembly where our major trophies were awarded.

Victor Wong played in the National and NSW table tennis teams, and Dawei Yang was the age champion at regional swimming. The 15s swimming relay team was fourth in the State, and Jason Daley was first at both the zone and regional cross country. John Zhao was first at Combined High Schools 400 metres and 4x400 metres.

Nine students were awarded school blues for their outstanding commitment to sport. Our swimming program for our Year 7 students is an excellent way to ensure their future safety in the water.

National competitions

In the Australian Mathematics Trust competition, Hilton Nguyen was one of two Australian students to receive a perfect score in 2014, and as a consequence, Hilton attended two mathematics olympiad training weeks. Jordan Truong participated in the International Mathematics Olympiad, and is mentored through the Australian Mathematics Trust program. Both students were prize recipients in the Australian Mathematics Competition. Eight students also received a high distinction. In the Australasian Science Competition, 577 students entered the competition, and 12 students received a high distinction. The school entered eight teams in the RACI Chemistry competition. Fifty-one students were awarded a high distinction in the Rio Tinto Big Science Competition, amongst them Matthew Cen gained 100% and won a $250 prize. Students also participated with distinction in the Chemistry, Physics and Earth and Environmental Science Olympiads. Students also participated in the ICAS Computing Skills Competition where three students were awarded high distinctions. Adley Phu competed in the Australian Informatics Olympiad and was invited to a week long Informatics Training Camp in Canberra.
Significant programs and initiatives – policy and equity funding

In 2014 the following programs were significant:

Aboriginal education and background

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 DEC 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 Moffat 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.
- Traditional and contemporary Aboriginal beliefs and spirituality and the impact of dispossession in studies of religion.

<table>
<thead>
<tr>
<th>7. Inclusive School</th>
<th>7.7</th>
</tr>
</thead>
<tbody>
<tr>
<td>I am regularly available to help students with special learning needs.</td>
<td>8.3</td>
</tr>
<tr>
<td>I strive to understand the learning needs of students with special learning needs.</td>
<td>7.9</td>
</tr>
<tr>
<td>I establish clear expectations for classroom behaviour.</td>
<td>9.5</td>
</tr>
<tr>
<td>I help low-performing students plan their assignments.</td>
<td>7.2</td>
</tr>
<tr>
<td>I make sure that students with special learning needs receive meaningful feedback on their work.</td>
<td>8.1</td>
</tr>
<tr>
<td>I make an effort to include students with special learning needs in class activities.</td>
<td>7.8</td>
</tr>
<tr>
<td>I use individual education plans to set goals for students with special learning needs.</td>
<td>5.6</td>
</tr>
<tr>
<td>I create opportunities for success for students who are learning at a slower pace.</td>
<td>7.5</td>
</tr>
</tbody>
</table>

‘Tell them from Me’ Staff Survey Results
Implementation of the Aboriginal and Torres Strait Islander Education Action Plan

The school has one student who identifies as Aboriginal and he attracted funding of $406.27 in 2014. His funds were used in discussion with his family on a number of leadership activities for him. He was awarded a ‘Deadly Kids Doing Well’ award in September for his contribution to the school.

Multicultural education and anti-racism

The school prides itself on being a harmonious multicultural environment where students from 23 different language backgrounds learn and play together. 90% of students are from a Language Background other than English (LBOTE) background. Under the Quality Teaching Framework our teaching and learning programs are culturally inclusive and address such issues such as racism and discrimination. There is a trained Anti-Racism Contact Officer (ARCO) in the school who is available to speak with staff and students.

The school values respect and integrity. The new English prescriptions and the introduction of the new Australian curriculum have led the school to revise programs to include new cultural perspectives. The school participated in a number of activities designed to promote intercultural understanding and tolerance of others. Our activities include:

- Students participated in the Model United Nations program MUNA and The University of Sydney United Nations program.
- World history visited the Jewish Museum Sydney, as part of their research into the Holocaust, and many other faculties took excursions with a multicultural focus.
- Students entered the Harmony Day poster competition organised by the B’nai B’rith Anti-Defamation Commission.
- Senior students attended a Japanese workshop at the Nihongo Tanken Centre for cultural immersion and language skills.
- Year 7 English students study myths and legends from different cultural perspectives. They also study multicultural non fiction texts such as *Chinese Cinderella*, *Mao’s Last Dancer*, and *The Diary of Anne Frank*.
- LOTE Year 10 Japanese students won the foundations video competition Matsuri for their piece entitled ‘The Wrong Cell’ exploring problems with reporting bullying.
- The school hosted Nanzan homestay students.
- Year 9 music study music of another culture as part of their elective program.
- In visual arts students study mask making based on their cultural heritage.
- There was a presentation from an expert in Chinese culture Ruby Chan at our 2014 executive conference which extended executive understanding.
- Interpreters were used where required for parent interviews and a significant section of the school newsletter Tech Talk was translated into Mandarin.
- The parent partnership program is deliberately designed to grow understanding between school and home, and bridge the gap between community members from culturally and linguistically diverse backgrounds and share the expectations of the NSW education program.

Exchange program to Japan
Socio-economic background

In 2014 the school received $18,325.77 in the RAM to support students from low socio-economic backgrounds.

The funds were directed to support designated students participate fully in the wellbeing and educational programs running at the school, at no cost to them.

Our funds enhance the physical, social and intellectual wellbeing of our students, and allow extension of their gifts and talents. Funds were also expended on giving our very gifted boys the opportunity to participate in Olympiad training and high level competitions which are often interstate.

Participation in our wellbeing program is an important aspect of developing emotional intelligence and funds assisted us to support this aim. Tech has used the Welfare Assembly Program to forge important links with key community agencies such as University Admissions Centre, The Black Dog Institute, Beyond Blue, Australian Federal Police, Jonathan Beninca, NSW Police Youth Services and recently graduated Old Boys. Such networking gives the school skills to identify student and community needs and work together to find appropriate solutions and life long learning opportunities.

The topics are carefully selected relying on data in a welfare system that tracks specific issues relevant to a year group. An outline of the topics and targets are listed here:

- Year 7: Peer support, transitioning to high school, falling behind and catching up with school work, bullying, conflict resolution, avoiding distractions, and memory training.
- Year 8: personal best goal setting, plagiarism, note taking, cyber safety, resilience, leadership and subject selection.
- Year 8: all students trained in peer support then 45 peer support leaders work with Year 7 in regular sessions focused on orientation to high school, relationships, conflict resolution and cyber safety.
- Year 8: The High Resolves Leadership program.
- Year 9: risk taking, community service, internet misuse, relationships, plagiarism and personal best goal setting.
- Year 10: Leaderships, study timetabling, stress management, memory training, subject selection and personal best goal setting.
- Year 11: Drugs and alcohol, career paths, leaderships, driver education, stress management and personal best goal setting.
- Year 12: Careers and university scholarships, stress management, exam preparation and performance, Education Access Scheme and resilience.

The camps program

The school camp program is an important aspect of our boys education strategy. Low SES students are funded to attend where required. Camps give students the opportunity to forge friendships, take risks in a safe environment, and take up physical and academic challenges. For some students in Year 7, this is the first occasion that they have left the family home. The program targets the different maturation levels of students.

- Year 7 camp at Point Wolstoncroft provides team building and social bonding for students from 81 different primary schools.
- Year 9 ‘Great Aussie Bushcamp’ at Hawks Nest with ‘commando challenge’.
- Year 11 camp at Jindabyne. This is a ski camp and allows students to experience the thrill of skiing in a safe environment.
- Band camp is an excellent curriculum camp for 100 students passionate about making music from all years in the school. It takes place at the end of Semester 1, before the Musicale Concert. Students attend with staff and music tutors and guest conductors and then return ready to play for the annual concert. In 2014 the camp was held at Stanwell Tops Conference Centre.
Learning and support and low level adjustment for disability

Our Integration funds for 2014 were $4760, and our Learning and support team received $11,449.30.

Under the “Every Student, Every School” government initiative, the Learning and Support Teacher (LaST) in 2014 again supported a small number of students with autism spectrum, mental health issues, literacy support needs and one Indigenous student. The LaST, in collaboration with the individual students, their parents, and the school’s Learning Support and Welfare Team identified the specific learning needs of these students, established goals and developed Personalised Learning Plans. Teachers made the necessary adjustments to classroom learning and the Learning and Support teacher provided individual one-on-one and small group assistance. All students made significant improvements in their engagement and learning outcomes as measured by pre and post testing and yearly reports. As part of the school’s whole-school literacy plan the LaST also provided explicit instruction to small groups of targeted Year 8 students to improve their reading, literacy and organisational skills in order to maximise their learning potential.

Support was also provided to Year 12 students who were struggling to achieve course outcomes and to complete assignments and assessments by due deadlines. These students participated in a 10 week study skills program. This program focused on improving study, time management and organisational skills and provided the additional support they needed to reach the standard expected within the school. The students had a positive response to these sessions and in many cases it motivated the students to improve their academic performance significantly.

A six week stress management program, “Study without Stress” was also offered to senior students. In order to deliver this program, the LaST and the School Counsellor were trained by Macquarie University’s Centre for Emotional Health. The program is based on cognitive behavioural principles, and gives strategies for coping with study related stress and related procrastination/academic perfectionism. Students completed questionnaires designed to assess stress levels before and after the program so that the efficacy of the evaluation could be measured. Again, significant improvements were made and follow up was provided by the School Counsellor or outside agencies where needed.

Other programs

Sustainability

The Student Environment Council (SEC) is comprised of like minded students who are passionate about creating a more ecologically sustainable school. Students meet regularly to discuss ways they can achieve this goal.

Students participated in a number of special days throughout the year including Clean Up Australia Day in March and Plant a Tree Day. In addition to these days the SEC organised to plant a hanging garden. The boys also took part in a regular watering roster.

The SEC also focussed on recycling within the school and conducted an audit into the use and number of paper recycling bins within the school. The boys from Years 7-12 joined together to make Sydney Technical High School more ecologically sustainable in the future.
Student leadership and community engagement

Anzac Day

The annual Anzac Day ceremony at the school is a very significant day in the school’s calendar and emphasises the values of respect and responsibility. The ceremony was attended by around 50 alumni from the school, many of whom attended the school in the 40s and 50s.

2014 marked the 100th anniversary of the commencement of the First World War. Boys involved in this year’s ceremony, with their passion for history, looked at the background to the war and its historical significance. They wished to highlight that Anzac Day should be a time of reflection on those Australians who lost their lives in times of war as well as those from abroad who lost their lives with similar service and sacrifice.

The team efforts of the school band, choir, history faculty all under the coordination of Mr Kirk Grinham, brought together another successful year. Boys are able to speak without notes, and this has a very significant impact on the way their message is received by their audience. The organising team are well aware of their role in not glorifying war and presenting neutral and inclusive perspectives. Pacifism is the order of the day, coupled with the acknowledgment that war, while brutal and catastrophic, has been seen as a necessary evil in history as a means of ending further evil. Our Anzac ceremony is an example of the self direction and autonomy that students in the school are encouraged to show in their learning, and is very much an occasion led by students.

Other student led programs include:

- **Interact**, the schools charity group, raised a substantial sum for various charities including the 40 Hour Famine and Red Nose Day; they also donated blood, and attended the World Vision Youth Leadership Conference, as well as raising funds with ‘Shave for a Cure’.

- **Peer support** program where all 150 Year 8 students are trained in this mentor and teamwork program, and then 45 students go on to mentor incoming Year 7 students.

- **White ribbon day**: A great day for staff and students to demonstrate we will not be silent about violence against women. The day is organised by newly elected Senior SRC members who spoke on the theme: ‘breaking the silence’. Guest presenter from the White Ribbon Foundation spoke to an assembly and the school took the anti-violence pledge. Staff wore black T shirts donated by Lowes, Hurstville. The industrial arts department made a giant wooden white ribbon that is attached to the front fence so the community could identify us as a white ribbon school. An overwhelming majority of staff and students wore white ribbons and wristbands for the day, to symbolise their commitment.

- **RUOK day** was organised for the second year by SRC students who prepared lesson material to be learned at welfare assemblies about bullying and suicide prevention.

- **Duke of Edinburgh program**: This program is offered to interested students who are 16 years and over. This challenging program is rapidly increasing in popularity. It is run by Paul Graham and Martin Riley and now has more than 120 participants on either bronze or silver awards. In 2014 expeditions went to the Blue Mountains and to Heathcote. The scheme promotes physical challenge, leadership skills, organisation, initiative and the experience of other communities through its volunteering component. It is an extremely valuable and very highly regarded program and the school is very grateful that Mr Graham and Mr Riley are happy to dedicate much time to its organisation. The scheme is very popular and Hamish Clark received his gold medallion.
School evaluation processes

NSW public schools conduct evaluations to support the effective implementation of the school plan.

The school has the following cyclical procedures and processes in place to monitor and evaluate the school plan 2012-14. Data is retrieved from a variety of sources and comprehensively analysed to inform planning.

**Term 1 Weeks 1-4:** Faculty analysis of HSC results using Board of Studies RAP package and SMART data: this information is subsequently shared and scrutinised for further comment by the school community. Results are tracked for the school targets. HSC compliance for staff is monitored.

**Term 1 Weeks 5 and 6:** Executive performance review (EARS) takes place with discussion focused on the school strategic plan, and the alignment of faculty and strategic plan using the annual key targets.

**Term 1 Week 5:** Final draft of school strategic plan and annual targets communicated to all staff and placed in consultation folder for reference: placed on school website for community.

**Term 1:** Year 7 complete their transition to high school feedback, and are issued with interim reports where underachievers are identified for follow up.

**Term 2:** Executive conference looks at emerging issues, and our progress with school targets for the year in question.

Parent surveys are developed based on school plan, and completed at parent/teacher evenings. Information is collated and informs the plan for the following year.

**Term 3:** Executive conference looks at emerging issues to be placed on next year’s targets and program evaluations are presented at conference. These include a number of different staff responsible for different targets. Naplan analysis using SMART data also informs the school targets.

Year Advisers’ conference looks at welfare issues and makes recommendations for following years’ wellbeing plan.

Exit survey from Year 12 presented and collated.

**Term 4:** School strategic plan goes to community for input and discussion.

**Executive conference day** looks at areas requiring significant revision: plan stays in draft form in consultation folder for whole staff input.

Staff completed the ‘Tell Them from Me’ survey. Twenty-five staff elected to take part in the survey and findings will inform part of our 2015-2017 strategic plan.

Budget committee meeting with whole school community representation meets to align budget with school plan. Financial monitoring takes place monthly.

Faculty planning days through the year, and individual professional development programs are aligned to the school plan.

Student underachievement monitoring uses data collated from the twice termly student academic review and at each reporting phase, a software program analyses underperforming students with consequent follow up.

The above listed appraise the effectiveness of the school plan.
School planning 2012—2014

The school planning policy provides direction for the preparation and implementation of school plans including the identification of priority areas, intended outcomes and targets that are consistent with the NSW State Plan and the Department’s planning documents.

<table>
<thead>
<tr>
<th>Priority Areas</th>
<th>Summary of Targets</th>
<th>Achieved/Not Achieved</th>
</tr>
</thead>
</table>
| • Improve Year 9 NAPLAN results with more students in the proficiency Bands 9 and 10 | • The school aims to maintain over 75% of students proficient in WRITING to 2014 with a desired improvement over time in writing of 2% per year 2013-14 as measured by Year 9 NAPLAN.  
• The school will analyse reading practices in the school 2014 with a view to developing a strategic plan to improve reading proficiency Years 7-9 over time.  
• The school will map and teach explicit process learning skills in Year 7 and 8 across all KLAs.  
• The school aims to maintain a steady improvement in HSC results by reducing the number of students receiving Band 3 or below in any course by 1% each year from 2013-14. | Achieved  
Achieved  
Not Achieved  
Achieved |
| • Quality Teaching across the curriculum is using ICT to promote student engagement and higher order thinking | • Implement quality teaching gifted and talented strategies using ICT including the Year 7 BYOD program. | Achieved |
| • Provision of quality teaching and gifted and talented programs and initiatives which target the needs of our selective students in partnership with their parents | • Develop classroom strategies and assessments reflecting G&T research that will be integrated into the new Australian curriculum for 2015 implementation.  
• Develop and run the parent partnership program in Year 8 with parents. | Achieved  
Achieved |
| • Provide engaging intellectually challenging curriculum relevant to the needs of gifted boys in line with State and National requirements | • Mandated Australian curriculum requirements are prepared for implementation that integrate differentiated and intellectually challenging curriculum for gifted students.  
• Elective options ready to start in Semester 1 2015 that enrich the curriculum for gifted and talented boys by providing a personal interest project.  
• Evaluate Year 7 and 8 programs in terms of gifted and talented challenge. | Achieved  
Achieved  
Not Achieved |

All strategies relating to the school targets are in the Strategic School Plan, which is on the school website and can be found at [www.sths.nsw.edu.au](http://www.sths.nsw.edu.au)
Outcomes from 2012-2014

School priority 1

- Improve Year 9 NAPLAN results with more students in the proficiency bands.
- Improve HSC results by more students achieving Band 4 or above at the HSC 2012-2014.

Evidence of progress towards outcomes in 2014/Strategies

Improve NAPLAN: The 2014 school plan includes multiple strategies to improve NAPLAN that were originally established in 2012. Our 2014 top band NAPLAN results indicate that we have achieved our target in writing in Band 10 and have improved against similar school groups. This is a most pleasing result from three years’ focus on literacy teaching in Years 7-9. Our reading target will continue to be a focus in 2015.

Three successful strategies included:

- Dr Ann Morrice, literacy consultant worked on embedding literacy strategies across the school.
- Tracking the achievement of the literacy classes established through English to monitor progress shows that the targeted smaller class in Years 7-9 have been very successful in improving student competencies.
- Our learning support team has had a significant impact on student literacy outcomes as measured by our NAPLAN and HSC results.

Improve HSC: Band 2 and Band 3 statistics have been analysed since 2011. In 2014 HSC there was a significant reduction in our Band 3 results as a result of continually refining our teaching practices and wellbeing support.

- In five HSC subject areas, there were no Band 3 results at all, a notable and significant achievement. One subject, Standard English did not run in 2014. In other subjects, Band 3 results were reduced by 50% on average, and in the case of physics there was a 60% reduction.
- In addition there has been a 12% increase from 2013-2014 in the ATAR band 95-99. This is a remarkable achievement.

<table>
<thead>
<tr>
<th>Year</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cohort</td>
<td>166</td>
<td>163</td>
<td>147</td>
<td>166</td>
</tr>
<tr>
<td>Band 2</td>
<td>10</td>
<td>7</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Band 3</td>
<td>16</td>
<td>25</td>
<td>34</td>
<td>13</td>
</tr>
<tr>
<td>% Band 3</td>
<td>10%</td>
<td>15%</td>
<td>23%</td>
<td>8%</td>
</tr>
</tbody>
</table>

This program has had multiple leverage points and although quality outcomes may not ever be reduced to a number, our improve HSC worked because it was a common goal shared by staff and students, and continuously worked at by staff and students. Our shared approach resulted in many staff devoting additional time to run HSC workshops, modelling answers; giving feedback and making the HSC expectations explicit.

School Priority 2

- Quality teaching across the curriculum is using ICT to promote student engagement and higher order thinking.

Angus Lauder-Elix – Memories of a City
HSC Artwork
Evidence of progress towards outcomes in 2014 Strategies

During 2014 the school conducted a survey of staff, students and parents about the appropriateness of the school’s BYOD approach and the effect it was having on student outcomes. Feedback from all stakeholders was generally positive, with students saying the devices were predominantly beneficial to their education. Some staff questioned the iPad as the recommended device in part due to printing capabilities, but on balance it was felt that the simplicity of the iPad and its excellent battery life made it a suitable default device. The school maintained the policy that students could bring alternative devices, and specifications were provided that a student’s chosen alternative device had to match. After evaluating the 2014 trial, it was decided to continue in 2015.

School Priority 3

- Provision of quality teaching and gifted and talented programs and initiatives which target the needs of our selective students in partnership with their parents.

Evidence of progress towards outcomes in 2014 Strategies

The school has focused on underachieving gifted students and made significant inroads in supporting them. There was an increase of 50% of students seeking a teacher mentor to support them in Year 12. Extensive use of the school’s intranet supported students in their curriculum; organisation and in terms of welfare. The site is also very useful to parents wishing to support their sons in their learning.

Strategies to continue supporting gifted learners include but are not limited to:

- The successful completion of the IRIS software program by the HT welfare was used to support targeted senior students at the conclusion of 2014. The uses of the program have been demonstrated to the wellbeing team, and letters of commendation and concern were used at the conclusion of the 2014 reporting period by every year adviser. The program will be fully utilised in the academic year 2015 by all teaching staff.

- A new approach to students in Year 10 selecting their curriculum options was developed by the HT welfare and the careers adviser. Each student completed a VIA strength survey on line about their individual gifts and talents. Students then had a curriculum information night with their parents where head teachers were available to speak with individuals. Students then had an interview with an academic adviser to discuss their proposed selections. The program was not successful in reducing the number of changes to curriculum by Year 11 students, and we will need to relook at our practice in this area. It was however successful in preventing a number of students from taking unsuitable extension courses in English and mathematics.
School Priority 4
Provide engaging intellectually challenging curriculum relevant to the needs of gifted boys in line with State and National requirements.

Evidence of progress towards outcomes in 2014/Strategies
Faculties continued to redevelop their programs for the National Curriculum. There was a focus on integrating the school priorities: literacy; intellectual quality and gifted education. English, mathematics, science and history are all teaching the national curriculum as required by the Board of Studies, Teaching and Educational Standards (BOSTES).

Strategies to continue support of the National Curriculum include:
• The new units of work were evaluated at the conclusion of 2014 in light of gifted education and student engagement.
• The gifted and talented elective option for students to complete a personal interest project was completed during Term 4, and will commence in Term 1, 2015.
• The proposal to examine all Year 7 and 8 programs for intellectual quality has not yet commenced.

Note all targets and strategies to achieve priority areas in 2014 are in the school plan that can be found on the School website.

Professional Learning
Professional learning is the cornerstone of improving our classroom practice and in 2014 our tied professional learning funds from the department were supplemented with significant additional expenditure from the school. In total, $66,256.19 was expended on professional learning in 2014.

The major categories of expenditure were:
• New National Curriculum and new HSC prescriptions
• Beginning Teachers
• ICT Integration
• Literacy with consultant Dr Anne Morrice
• Quality Teaching for gifted students
• Teacher Career Development
• Student Wellbeing
• Over the course of the year all school staff participated in five staff development days.

These days focussed on:
• Mandatory Department training eg. child protection, emergency care, fire and evacuation procedures.
• Integrated gifted and talented strategies into teaching programs.
• Direct instruction – Professor Andrew Martin.

Once again in 2014, considerable support was provided to individual teachers wishing to develop their professional expertise in areas such as curriculum knowledge, pedagogical skills, leadership, sport coaching and first aid. In order to meet our targets a number of small teams were

• A gifted and talented 100 hour course for Year 10
• A timetable team, looking at optimum period lengths
• A ‘Tell Them from Me’ survey team who investigated intellectual rigour and motivation in Year 9 and 10 students
• The school support staff also undertook courses in first aid, library, science laboratory safety and computer skills.

The school also analysed its vision and values as part of the strategic planning process.
Parent/Caregiver, Student and Teacher Satisfaction

In 2014 the school sought the opinions of students, parents and teachers about the school, their responses are printed below:

Student satisfaction survey

In 2013 students completed the ‘Tell Them from Me’ survey and as a result of some concerning comments relating to intellectual engagement of Year 9 in their learning and their motivation in comparison to Year 8, a school team re-interviewed in depth students in Years 9 and 10 who had taken part in the 2013 survey to learn more about their concerns. Questions about intellectual engagement and rigour; effective learning time; expectations of the school and teacher pupil relationships were canvassed in the follow up interviews. A critical point students made very strongly was the need for teachers to give them more frequent and useful feedback to improve their learning. They commented that they like structure in their lessons, to feel mastery over the topics studied, and they like to have good and relevant examples to study. Personal relevance and links to real life meaning were also critical to students. They wanted laptops closed, and hated copying information from the board or from power points. Motivation increased where topics were related to their world, were accelerated; and they liked humour; feedback and expert teachers who could see your weakness. They dislike teachers who yell and who are not passionate about teaching. In terms of intellectual rigour, students requested that the bar should be set high, and that high level thinking should be encouraged. Laptops work against rigour and in Years 9-10 intellectual challenge was very important. Our current 80 minute periods meant that not all the time was spent learning effectively, and they preferred the shorter periods on Wednesday. This fits with the latest brain research, and will be looked at as part of the 2015 strategic plan. Teacher pupil relations were rated by students as extremely important for effective learning.
Teacher satisfaction survey

Twenty-five staff (1/3) completed the ‘Focus on Learning’ teaching report from the ‘Tell Them from Me’ survey instruments. 14.3% of the respondents were temporary teachers; 85.7% of the respondents had permanent status. Their teaching experience varied. 20% of the teachers were in the early stages of their career. 80% had five years or more experience. The survey analysed eight drivers of student learning and while the school rated very highly in the dimensions of learning culture, (8.1) data informing practice (8.3) and inclusive school, (7.7) teachers rated as low their involvement with parents about students learning, (5.9) opportunities and programs for leadership (5.8). Staff rated the four dimensions of classroom and school practices well. These included challenging and visible goals, (7.3) planned learning opportunities; (7.3) quality feedback (7.2) and overcoming obstacles to learning (7.3). Staff concerns are noted and are part of the 2015-2017 strategic plan in the areas of enhancing feedback practices to staff through class observation, and enhancing our current suite of leadership programs.

<table>
<thead>
<tr>
<th>1. Leadership</th>
<th>5.8</th>
</tr>
</thead>
<tbody>
<tr>
<td>The School Executive has helped me establish challenging and visible learning goals for students.</td>
<td>6</td>
</tr>
<tr>
<td>The School Executive has helped me create new learning opportunities for students.</td>
<td>5.9</td>
</tr>
<tr>
<td>The School Executive provides me with useful feedback about my teaching.</td>
<td>4.5</td>
</tr>
<tr>
<td>The School Executive has helped me improve my teaching.</td>
<td>5.2</td>
</tr>
<tr>
<td>The School Executive provides guidance for monitoring student progress.</td>
<td>6.7</td>
</tr>
<tr>
<td>I work with the School Executive to create a safe and orderly school environment.</td>
<td>7.9</td>
</tr>
<tr>
<td>The School Executive has taken time to observe my teaching.</td>
<td>4.9</td>
</tr>
<tr>
<td>The School Executive has supported me during stressful times.</td>
<td>5.1</td>
</tr>
</tbody>
</table>

![Distribution of Teachers' Average Scores for Leadership at Sydney Technical High School](chart1)

<table>
<thead>
<tr>
<th>4. Data Informs Practice</th>
<th>8.3</th>
</tr>
</thead>
<tbody>
<tr>
<td>My assessments help me understand where students are having difficulty.</td>
<td>8.5</td>
</tr>
<tr>
<td>I use formal assessment tasks to help students set challenging goals.</td>
<td>8.2</td>
</tr>
<tr>
<td>I regularly use data from formal assessment tasks to decide whether a concept should be taught another way.</td>
<td>7.1</td>
</tr>
<tr>
<td>I use formal assessment tasks to discuss with students where common mistakes are made.</td>
<td>9</td>
</tr>
<tr>
<td>When students' formal assessment tasks or daily classroom tasks fail to meet expectations I give them an opportunity to improve.</td>
<td>8.2</td>
</tr>
<tr>
<td>I provide examples of work that would receive an &quot;A&quot;, a &quot;B&quot;, or a &quot;C&quot; (or their equivalent).</td>
<td>7.5</td>
</tr>
<tr>
<td>I use results from formal assessment tasks to inform my lesson planning.</td>
<td>8.5</td>
</tr>
<tr>
<td>I give students feedback on how to improve their performance on formal assessment tasks.</td>
<td>9.1</td>
</tr>
</tbody>
</table>

![Distribution of Teachers' Average Scores for Data Informs Practice at Sydney Technical High School](chart2)
Parent satisfaction

The school community is extremely diverse, and lives across metropolitan Sydney. The Parent partnership program was established in 2012 with the aim of connecting learning at home and school, increasing communication between our culturally diverse community and building school identity. The presentation format is breakfast so that parents can visit the school on their way to work. There is a short presentation followed by general discussion and sharing over refreshments.

Year 7 topics include:
• Meet the team and the school curriculum
• Reading for Success
• The school wellbeing team
• Gifted and Talented education

In Year 8 the topics included:
• Adolescent development
• Adolescents and computer games
• Cyber safety and cyber bullying
• Motivating students into Year 9

The school evaluated the program with parents for its usefulness in meeting the goals described above. The findings were: Parent numbers indicate that this is a successful initiative with as many as 50 and sometimes 70 parents coming to the seminars. Year 8 parents say that the program has had significant social benefits for themselves and their sons. It has assisted them get to know other parents in the school. They feel that the seminars are an opportunity to ask questions; clarify expectations and share stories. Year 8 parents wanted the seminars continued into Year 9, and this has been organised.
Future Directions

2015-2017 School Plan

NSW DEC is implementing a new school planning process for 2015-17. The new plan will be published on the school's website from the beginning of Term 2, 2015.

The school planning process is outlined on page 22 of this document. As this was a new plan we engaged ethicist Dr Andrew Crosbie to assist us in our planning deliberations. He was our guest presenter at our Term 4 executive conference, and was the guest speaker at a whole staff seminar where we examined our values and our strategic purpose and directions. In addition he worked with the SRC to develop a vision and values statement and to gain their input into the strategic directions of the school. In addition the parent partnership program was invaluable in inputting into the schools plan along with the P&C plans for the school. The plan went through many drafts and was in our consultation folder for community input for a number of weeks.

The school has three strategic directions. These are:

1. **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.

2. **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 a shared understanding of the history, purpose and direction of the school in the community.

3. **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.
About this Report

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

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Parents can find out more information about Annual School Reports, how to interpret information in the reports and have the opportunity to provide feedback about these reports at: