

Sydney Technical High School Annual Report



2018



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Introduction

The Annual Report for **2018** is provided to the community of Sydney Technical High School as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

Diane Wilson

Relieving Principal

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Message from the Principal

At the end of 2018, Ms Jacqueline Lyons retired from her position of Principal at Sydney Technical High School, which she has held since 2007. Ms Lyons is an outstanding educational leader. She is passionate about student learning, gifted education and the development of students to become active, global citizens. Teacher professional learning was always at the core to ensure students were given maximum opportunities to enhance their learning outcomes.

NESA introduced new syllabuses for many subjects, particularly in Stage 6. Our school involvement in the Kogarah Cluster Project allowed faculties to collaborate with other schools in the area to develop new teaching programs and plan for varied assessment types and procedures. NESA also implemented new accreditation procedures for pre 2004 teachers to be in line with all post 2004 teachers. Staff are all involved in the Performance and Development Procedures and all have a individual professional development plan. A number of professional learning programs are in place to support the needs of staff at the varying stages of their careers.

Our academic excellence continues to be sustained and this is a result of student hard work, teacher expertise and a culture of high expectations. Students are supported to achieve their personal best in the classroom and through wellbeing programs. Feedback has been a key driver in providing students the knowledge and understanding of how to reflect on, evaluate and improve on their performance. The school achieved state rankings in 2 subjects in the HSC – Alfred Nguyen 6th in PDHPE and Martin Li 4th in Japanese Extension.

We continued to be successful in the sporting arena, being Zone Champions in Swimming, Athletics and Cross Country yet again. We had a number of students represent the school at CHS level in each of Swimming, Athletics and Cross Country. We continued to field over 50 teams each week in the summer and winter grade sport competitions and we were named zone champion school for summer and winter grade sport.

Thanks to the support of our P&C committee and members, the school was able to install new seating and garden boxes near the canteen area. P&C funding allowed individual faculties to purchase new textbooks and resources for the new syllabuses. Additional P&C funding allowed faculties to organise special programs for students and plan for HSC curriculum changes.

Our Parent Partnerships Program continues to be well received by our school community and was extended to include our Year 12 parents. Termly seminars for each cohort's parents provide relevant information and strategies for parents to support their sons to thrive and succeed. Particularly popular sessions were on HSC Preparation, Gifted Learners, Metacognition, Gaming and Stress Management.

A major accomplishment in 2018 was the refurbishment of our WW1 Honour Board thanks to Robert Devlin, Head Teacher History and Ken Stevenson, alumni 1962. Full investigations into the names listed on the existing Honour Board as well as records of students and staff of Sydney Technical High School during the years of WW1 were undertaken to

ensure the accuracy of the new Honour Board. This work was done under the support of the Department of Veterans Affairs, State MPs for Kogarah and Rockdale as well as the Teachers RSL Sub Branch. The restoration project culminated in a dedication ceremony, which took place in November 2018. We were privileged to have the Honorable Gladys Berejiklian MP, Premier of NSW as a Guest of Honour to speak to the school community and unveil the new board.

Message from the school community

Sydney Technical High School's P&C Association (STHS P&C) is a voluntary organisation made up of parents and teachers, helping to foster a close relationship between all those involved with the school. Being a part of the P&C Association is a great way to keep informed, contribute to your children'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 parent ongoing support of the P&C Association is fundamental to the development of a successful school community promoting a positive learning and social environment.

2018 was another fantastic year at Sydney Technical High School. For the P&C, 2018 was a year of firsts. This was the first year we had a Mother's Day Morning Tea. This was the first year we had a Father's Day Breakfast. This was also the first year the P&C, on behalf of the parent community, showed their appreciation for the teachers and staff at the school by hosting a Staff Appreciation Day morning tea.

These events may not seem ground breaking but I personally believe they are small steps in which we can form a closer knit community around the school and thus be able to provide better support for the students and teachers of the school.

Another first for the P&C was the introduction of the P&C Facebook page and the P&C Year Group WhatsApp chat groups. High school can sometimes feel daunting for the students but sometimes it is also daunting for the parents who are trying to support their child. While high school is the time to give your kids more responsibility and independence, the P&C Facebook Page and Year Chat Groups allow the parent community a communication channel to each other as well as the P&C and the school if and when it may be required. It also allows parents with kids in the same year to communicate and share their experience with each other or help each other out without feeling embarrassed contacting the school.

For those who have participated on either or both the Facebook page and WhatsApp Chat Groups, I thank you for your involvement and I hope you have found these communication channels to be useful.

As mentioned above, the P&C had a busy year and none of this could have happened without the hard work of all the parents and volunteers who have generously helped us with the events. I would especially like to thank the fantastic P&C committee: Irina Konstantinidis (Vice President), Emily Bae (Secretary), Alex Troyak (Treasurer), Nan Chen (Assistant Secretary) and Siu Hwa Zamany (Assistant Treasurer) for their fantastic support throughout 2018.

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 students and their education. Your efforts are greatly appreciated.

2018 marks the end of my first year as the STHS P&C president. It's been an honour to represent the P&C.

Warren Mak

P&C President

School background

School vision statement

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

School context

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

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

This section of the Annual Report outlines the findings from self–assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self–assessment using the School Excellence Framework. The framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

Learning

In the domain of learning our evaluation against the School Excellence Framework indicates the school is Excelling. There is ongoing commitment within the school community to strengthen and deliver on school learning priorities. In the domain of learning the school is excelling in the area of student wellbeing programs for developing adolescent boys that are strategic, whole school, and responsive to our selective context, and underpin successful learning. Our wellbeing program has been shared with other selective schools and is a model of best practice which uses community groups such as 'Headspace' and other community operators to enhance the real world applications of what is delivered to students.

The school has respectful and positive relationships at all levels of the organisation, and celebrates learning inside and outside the classroom. The Student Representative Council in conjunction with Interact, led initiatives in the area of student wellbeing and were inspirational in promoting our school values: integrity, respect and participation. Student led social justice events were instrumental in promoting mental health and the fight against violence against women. There is a very extensive extra curricular program that gives many learning opportunities to all our gifted students with the support of all staff. Students perform at outstanding levels in Olympiads and external competitions. A range of robust evidence supports this domain.

In the areas of curriculum and learning and assessment, the school identified itself as excelling. Faculties have spent time reviewing and evaluating current teaching and learning programs and new programs have been written for the new NESA courses, which include literacy strategies and Gifted & Talented practices. There is steady improvement on our previous three years in HSC performance. In Student performance measures in the SCOUT data, the school is excelling in its Value Added data Years 9 to 12.

Teaching

In the domain of Teaching the results of our analysis indicate that the school is sustaining and growing when mapped against The School Excellence Framework. A common suite of practices to enhance student learning, based on our research with Professor Andrew Martin into metacognition is established with Year 7. The school and all teachers are regularly involved in using performance data (RAP, SCOUT, VALID) to identify the effectiveness of teaching practices in all stages, particularly in the senior years. The evidence from the careers adviser presentation to the community indicates continual HSC achievement for Year 12 students in their ATARS. In the area of specific feedback to students on their performance the school has continued to focus on its' formal and informal feedback practices, so that feedback is regular, individual, specific and useful to enhance student performance.

Professional learning is aligned to the strategic directions of the school. Systematic collaborative practices were established across the school as a result of the requirement that all staff should have a Personal Development Plan with class observations and constructive feedback as part of the practice. By embedding systems to further promote collaboration, observation and discussion we aim to continually improve student outcomes. Collaboration and collective efficacy across schools has been developed through our involvement in the Kogarah Cluster program, where 6 local high schools are working together and sharing best practice. Staff professional learning programs are focused on evidence based pedagogies and executive teachers are particularly leaders of pedagogy in their curriculum areas. Opportunities for staff to modify and improve teaching and assessment programs Years 7–12 are given to all staff in the form of faculty days. Staff engage in and deliver professional learning for colleagues and professional associations inside and outside school. The Beginning Teacher program was very successfully developed by an executive leader, and our 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. They also 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 early career teachers, those maintaining proficiency and aspiring leaders were developed by the school executive and staff shared best practice with each other in these systematic needs based programs. The programs are mapped against the NESA teaching standards. The school has 14 early career teachers, including our beginning teachers. The programs 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 and organisational capabilities. They have been highly evaluated by participating staff.

Leading

The results from the self assessment process indicate that school is excelling in the domain of Leading when measured against The School Excellence Framework. 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 encourage students to aspire to undertake further education, and recognise their potential as future national and global leaders. The school leadership team has a long term history of analysing and communicating teaching and learning data to improve student outcomes with staff, students and the community. 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. The school website allows us to regularly update the community about school activities and achievements, along with the school Facebook page which is well used and very popular with over 1500 hits a week. Our school developed intranet and our implementation of the new Sentral software are outstanding examples of whole school management and organisational systems which supports learning at the school for our community and are proactive tools to enhance student organisation and curriculum understanding and knowledge.

The school has overwhelming support from parents and special guests who have come to the school in large numbers for many educational events in 2018. Of note has been the exceptional response to parents attending Speech Day and Annual Sports Assembly; Parent Partnership meetings; Musicale; guest speakers such as UAC and cyber bullying talks, and the shared parent evening with St George Girls High School. Involvement in our parent teacher evenings has increased substantially, leading us to analyse some different models of parent teacher communication. The school introduced an exclusive night for Year 12 parents in 2018 to talk with teachers, which was attended by 80% of Year 12 parents. Our Parent Partnership program is an unqualified success, and moved into Year 12 in 2018, by parent request. Our Parent Partnership program has received extensive input from parents, and will continue to bridge the information divide between school and home on a termly basis. The school also had a schedule of alumni events for 2018 which were well attended.

Our self-assessment process will assist the school to refine our school plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

<https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability/sef-evidence-guide>

Strategic Direction 1

Enhancing student learning through evidence based pedagogy

Purpose

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

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

Overall summary of progress

A review of the Direct Instruction program for Year 7 was undertaken and a new program called Learning to Learn was developed to incorporate metacognitive strategies as well as transition to High School. Attitudes to Learning profiles on reports were reviewed and new profiles developed to reflect the elements of the Learning to Learn program. Members of the Learning to Learn team and school executive attended a conference run by Professor Andrew Martin, Educational Psychologist, in relation to metacognition. They researched and implemented a variety of classroom practices and led all faculties to consider those relevant to their KLAs and to embed these into Stage 4 teaching programs. All staff were trained in ALARM, an explicit writing matrix and introduced this to Year 11 students through classwork, assignments and assessments to improve extended response writing. Reading regularly and of a variety of genres also assists with enhancing student writing. A Reading program was introduced and the school day was restructured to include a 20 minute reading period at the beginning of each day. New NESA syllabuses implemented for Year 11.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increased proportion of students adding value to their achievement in Year 9 and 12.	English language proficiency funds (\$60000.00) used to staff an extra English class Years 7–10.	Targeted literacy classes of 15 students in place for Years 7–10. Concentrated work on grammar, spelling, writing, comprehension. Reading program introduced for the whole school. ALARM writing matrix training for staff and introduced for Year 11. Higher quality extended responses from Year 11. Review of Year 10 to 11 subject selection procedures and refinements made. Increase in student satisfaction with subject selections.
Increased number of staff incorporating 'Learning to Learn' strategies in Stage 4 and 5 programs and class practice.	Designated Professional Learning Time (no monetary cost)	Focus on Stage 4 only. Learning to Learn team worked in pairs to research and implement a number of evidence based teaching strategies in their own classes. The team shared this with the whole staff and faculty teams selected appropriate strategies to embed into Stage 4 teaching programs for implementation in 2019.
Increased proportion of students reflecting on efficacy, control and motivation in their learning evident from surveys.	Professional Learning Funds	Teachers released from class to administer electronic surveys, analyse data and present to staff. Same cohort surveyed 10 months apart showed an increase in self motivation, self regulation, sense of belonging and high academic self concept. Wellbeing Assemblies and Year group sessions include sessions that address study skills, self regulation and self efficacy. Principal and School Captain address the students regularly at assembly in relation to goal setting, self reflection and personal best.

Next Steps

Evidence based practices continue to be a school priority with data from CESE, RAP, SCOUT and Tell Them From Me surveys being used to steer programs and teaching strategies to improve student outcomes. This is to be reflected in staff PDPs, faculty plans and the School Plan. The new Learning to Learn program will be run with Year 7 students and the Direct Instruction Strategies implemented in Stage 4 classroom practice by teachers. Attitudes to Learning profiles on Stage 4 reports will be modified to reflect this. ALARM will continue to be run with the new year 11 cohort as well as the initial group who are now in Year 12. It will also be introduced in a modified form with year 9. Staff will undergo further training in the ALARM matrix. The Reading program will continue.



Strategic Direction 2

Extending Community Excellence

Purpose

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

Overall summary of progress

School Intranet was upgraded and rebranded to be reflective of the public Website. The Alumni program was developed to include a larger number of ex students sharing their careers experiences and expertise with senior students. A review of the Hall of Fame was undertaken and a number of new alumni were nominated to be invested. The P&C supported the school to more widely publicise school events, which led to a large increase in school community attendance and involvement in some events. Communications systems were extended to include email to parents. An electronic communication application was investigated to enhance school/parent communication to be introduced in 2019. The ANZAC ceremony was held and also attended by alumni, including veterans. The WW1 Honour Board was refurbished following major research and a dedication ceremony was held in term 4. The Wellbeing Assemblies Program and Parent Partnership Program were reviewed and the schedules were adjusted accordingly. The Parent Partnership Program was extended to now include all year groups. Parent Portal access to SENTRAL was provided so parents can gain access to their son's attendance, timetables and reports. Interim reports for Year 7 & 11 were provided for parents in term 1. School reports for all year groups were completed using the SENTRAL software. Review of Parent Teacher Interview organisation was undertaken. Combinations for individual or pairs of cohorts for each Interview session was adjusted based on the feedback.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increased number of school community at community events, and engaging in school operations and feedback for improved practices from those events.	Teacher and community time	Evaluation of Parent Partnership Program content. Extension of PPP to include Year 12. School promotion via email, SMS, newsletter, assemblies, daily notices, flyers, Facebook.
Administrative and communication operations are rated highly by the community.	RAM Funding \$5000	Professional Learning provided to non-teaching staff on Customer Service, workplace communication and respectful relationships. Introduction of the role of Business Manager. SAM & BM actively promote a positive culture of collegiality. A noted reduction in number of customer complaints.
The school is an active participant in the Kogarah cluster and its' 2018 focus on Stage 6 teaching and learning thereby increasing collaborative practice and professional dialogue with colleagues.	Teacher time	Time provided once per term in lieu of Executive Meeting for Head Teachers to meet with other HTs from the Kogarah Cluster to plan sessions for all staff in their KLAs in relation to Stage 6 curriculum, assessment and reporting. Time provided on a School Development Day for all staff to engage in collaborative practice and professional dialogue with colleagues and development teaching programs and assessment practices.

Next Steps

The upgrade of School Intranet is to be continued. Information and photos on the School Website is to be made more current. Steps are to be taken to try to merge the Old Boys Union and the Alumni Group. Alumni Careers program to continue for students. Recommendations of PTI review are to be incorporated, including stand alone days for Years 7 & 12 and new combinations of pairs for 8–11. Work with the P&C will continue so as to increase attendance and involvement at all school events. The administration will utilise the School Bites software for parent invoicing. The School Stream App for School/Parent communication will be launched. Investigation into moving Moodle from the School Intranet to Sentral will occur. The Wellbeing program will continue to support students and ensure they are aware of the services they can access in an out of school for their wellbeing. The Kogarah Cluster program will continue for the schools to share ongoing best practice.



Strategic Direction 3

Leading Staff Educational Leadership and Compliance

Purpose

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

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

Overall summary of progress

Teachers gained an understanding of the requirements involved in HSC monitoring and ensured that Stage 6 class folders were kept accurate and up to date so as to ensure requirements are met and procedures followed as well as satisfy NESA requirements. All pre 2004 teachers received their accreditation at Proficient level and were guided through requirements to maintain their proficiency. Professional learning programs were provided to support all staff as well as targeted groups such as teachers new to STHS, Beginning Teachers and Aspiring Leaders. Beginning teachers were supported by the Head Teacher Teaching and Learning to complete requirements in order to gain their Proficient accreditation. The 2IC initiative was put in place to support the administration load of Head Teachers and to provide leadership opportunities for classroom teachers. New NESA syllabuses were implemented following program development, including embedding gifted education strategies. Staff Wellbeing was highlighted as a priority to ensure optimum working environment and build collegiality. Non Teaching staff were provided professional learning relevant to their needs including customer service and building respectful relationships. All staff participated in working collaboratively with staff from schools in our local area (The Kogarah Cluster) to form working, collegial relationships, to share workloads and practices to enhance student learning particularly in relation to new Stage 6 syllabuses and the development of new teaching programs.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
The school has a high performing teaching staff as measured by the Australian Professional Standards, whose capacities are continually built through professional learning and evaluative thinking.	Professional Learning Funds \$66 098	Culture of high expectations exist in relation to staff and their teaching and learning practices. All pre 2004 teaching staff were given Proficient accreditation by NESA. Three Beginning Teachers attained Proficiency. All teaching staff are maintaining their accreditation at proficiency. Suite of professional Learning programs continued. They were evaluated and adapted based on the feedback. Training provided to non teaching staff in relation to PDPs to begin in 2019.
Teachers develop teaching and learning programs as a result of their collaborative practice that are dynamic, meet individual student need, and meet new HSC requirements.	Time P&C funding for relief days	Teaching and Learning programs for the new HSC syllabuses were developed and implemented based on collaboration with the Kogarah cluster schools. Programs include G&T strategies, compacting, extension, literacy and enrichment.

Next Steps

The Kogarah Cluster program will continue for the schools to share ongoing best practice. Future goals of the Kogarah Cluster to be determined beyond Stage 6 programs, assessment and reporting possibly in the area of leadership development. The suite of programs of professional learning will continue to be offered to cater for the needs of teachers and varying stages of their development/career. Professional learning for non teaching staff will be provided to allow respectful relationships to continue to develop. A staff wellbeing team will organise leisure activities to build a positive work environment and collegiality.



Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$1293 • Aboriginal background loading (\$0.00)	The school has an Aboriginal student in year 12 with a personalised learning plan (PLP) implemented with support from parents and our Learning Support team. He is very aware of the many opportunities open to him, and regularly attends targeted seminars and workshops supported by the school. He is supported by an individual mentor in the Learning Support team.
English language proficiency	\$60483	The school used the EALD grant to contribute towards additional targeted literacy classes in year 7–10 to reduce the class size from 30 to 15 to support our 92% EALD third phase learners, who require direct support with writing, inference decoding and metalanguage. The majority of Year 7 & 9 students in these separate literacy classes reached Band 7, 8 benchmarks. All 17 Year 10 students not achieving HSC Minimum Standards in 2017 were supported to achieve minimum standards in 2018. Small class establishment and extra individualised support by Learning and Support Teachers is valued by students and carers.
Low level adjustment for disability	\$83553	The additional funds were allocated to an additional Learning Support teacher to meet the needs of students who require curriculum adjustments as a result of disability who are in our mainstream classes. Issues such as organisational skills, curriculum modification, assessment support are given to targeted students identified by parents, counsellors, year advisers and the wellbeing team. In some instances students with disabilities entering Year 7 are not identified, but they are picked up by our year 7 Term 1 interim report for investigation, and consequent support.
Socio–economic background	\$28926	Our equity funds support low socio economic background students to fully enter into the extra curricular life of the school. Wellbeing camps, Band camps; summer school Olympiad training, competitions, Duke of Edinburgh scheme are some of the many ways this grant is spent to give our students equality of opportunity. BI Data indicates we are very successful in this regard.
Support for beginning teachers	\$71800 • Support for beginning teachers (\$0.00)	The beginning teacher program consists of a school induction, and a number of special seminars on evidence based pedagogy. Beginning teachers have a faculty mentor, and a reduction of face to face periods. Where the school knows in the previous year that a beginning teacher is entering the school, then all allowances are integrated into the timetable. This is a preferred option. The program has been very highly rated by our Beginning Teachers.

Student information

Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	919	921	910	917
Girls	0	0	0	0

Student attendance profile

School				
Year	2015	2016	2017	2018
7	97.1	97.3	97.1	97
8	96.7	95.9	94.9	96.8
9	96.4	97.4	95.1	95.5
10	95.8	96.7	96.2	95.5
11	95.9	96.7	95.9	97.1
12	96.3	95.5	95.6	96.3
All Years	96.3	96.5	95.8	96.4
State DoE				
Year	2015	2016	2017	2018
7	92.7	92.8	92.7	91.8
8	90.6	90.5	90.5	89.3
9	89.3	89.1	89.1	87.7
10	87.7	87.6	87.3	86.1
11	88.2	88.2	88.2	86.6
12	89.9	90.1	90.1	89
All Years	89.7	89.7	89.6	88.4

Management of non-attendance

The school statistics on attendance are outstanding they reflect the nature of the school community. Despite the fact that students come from a wide geographical area attendance across all years exceeds the state mean. The year to year variation is minimal. Where student attendance is unsatisfactory then a range of measures to improve the situation is put in place by the school wellbeing team, including student interviews with the Year Adviser and/or Head Teacher Wellbeing and parent meetings. On occasions the HSLO is involved. These interventions have been most successful.

Post-school destinations

Proportion of students moving into post-school education, training or employment	Year 10 %	Year 11 %	Year 12 %
Seeking Employment	0	0	0
Employment	0	0	0
TAFE entry	0	0	0
University Entry	0	0	100
Other	0	0	0
Unknown	0	0	0

All students who graduated from Year 12 in 2018 accepted offers of positions at university.

Year 12 students undertaking vocational or trade training

Three students from Year 12 undertook vocational or trade training in 2018. Two students studied Financial Services and One student studied Automotive Mechanics.

Year 12 students attaining HSC or equivalent vocational education qualification

100% of Year 12 students attained the HSC qualification.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	2
Head Teacher(s)	10
Classroom Teacher(s)	46.2
Learning and Support Teacher(s)	0.4
Teacher Librarian	1
School Counsellor	2
School Administration and Support Staff	11.37
Other Positions	1

*Full Time Equivalent

No members staff report that they are of Aboriginal or Torres Strait Islander background.

Teacher qualifications

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

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	25

Professional learning and teacher accreditation

Sydney Technical High School expects all staff to be active participants in their professional development. Professional learning is focused on evidence based teaching practices, as research demonstrates that teacher effectiveness is the single most important factor in improving students outcomes. The school's commitment to fostering a love of life long learning among its' student population extends to its staff. In 2018, Sydney Technical High School spent the entire \$66,098 from the Department of Education on teacher professional development, inclusive of casual teachers replacement fees, course fees and other costs. This does not include additional funds that were taken from the school budget for faculty development days, and does not include the head teacher allocation of increased release time which used RAM per capita funds. The nature of professional development undertaken by staff is linked to the school strategic directions as well as mandated DoE compliance and

NESA accreditation regulations. It included: Staff compliance training in CPR and Anaphylaxis; curriculum development and professional association conferences; student and staff wellbeing seminars and training. Time was also negotiated to allow staff to complete mandated on line training such as Child Protection. The school also held two executive conferences, and a number of seminars presented by experts such as Steven So and Lisa Jamieson from EPAC and Margot Brathwaite from NESA.

In 2018, all pre 2004 teachers were acknowledged through being given accreditation at Proficient level.

Three Beginning Teachers gained accreditation at Proficient level.

No staff were seeking accreditation at higher levels. A suite of programs to support teachers at all levels of accreditation operate at the school and can be found in the Strategic Plan. Both Deputy Principals completed the online Leadership and Management Credential in preparation for applying for Principal positions.

In 2018 Sydney Technical High School had five full development days as scheduled by the DoE.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2018 to 31 December 2018.

	2018 Actual (\$)
Opening Balance	582,326
Revenue	10,665,316
Appropriation	9,211,946
Sale of Goods and Services	280,027
Grants and Contributions	1,162,834
Gain and Loss	0
Other Revenue	0
Investment Income	10,510
Expenses	-10,520,804
Recurrent Expenses	-10,520,804
Employee Related	-8,899,847
Operating Expenses	-1,620,957
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	144,512
Balance Carried Forward	726,838

reflects why the excursions figure is so high.

Financial summary equity funding

The equity funding data is the main component of the 'Appropriation' section of the financial summary above.

	2018 Actual (\$)
Base Total	8,394,177
Base Per Capita	175,869
Base Location	0
Other Base	8,218,308
Equity Total	174,255
Equity Aboriginal	1,293
Equity Socio economic	28,926
Equity Language	60,483
Equity Disability	83,553
Targeted Total	6,577
Other Total	214,218
Grand Total	8,789,227

This summary financial information covers funds for operating costs to December 2018 and for the first time includes expenditure for permanent salaries. The school operates a school canteen which is run by managers with parent volunteers. The profit from the canteen in 2018 was approximately \$25,000. The school has a building fund and a library fund. In 2018 the senior study area in the library continued to be refurbished and new reading resources were purchased, particularly for the READ program. The renovation of the PE changerooms commenced, and \$80,000 was deposited into Asset Management for the job. The building fund also paid for some school painting, some air conditioning and the installation of seating and garden beds in the canteen area. The P&C have a levy that is paid by parents in place of fundraising. The P&C contributed to items such as textbooks for new Stage 6 syllabuses, to professional learning, and to leadership training for students. The school has solid financial support from the community, who support the school by paying voluntary contributions and monies into our two trust funds. Our community derived funds maintain technology management support, additional site management support, as well as student literacy support. Computers, projectors and monitors were purchased as well as computer systems software. Head Teachers were given additional release from face to face teaching to support programming initiatives. Extensive funds were used on short term relief for professional learning and executive development. The school is a busy place of learning, and many excursions are organised to complement in class learning. Some of the excursion funds are the deposit for a 2020 excursion to NASA USA which

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

A full copy of the school's 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.

School performance

NAPLAN

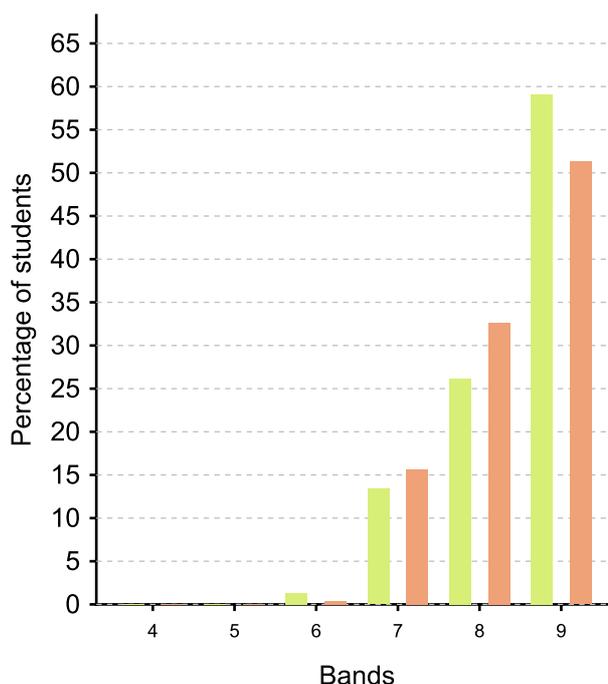
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

From 2018 to 2020 NAPLAN is moving from a paper test to an online test. Individual schools are migrating to the online test, with some schools attempting NAPLAN on paper and others online.

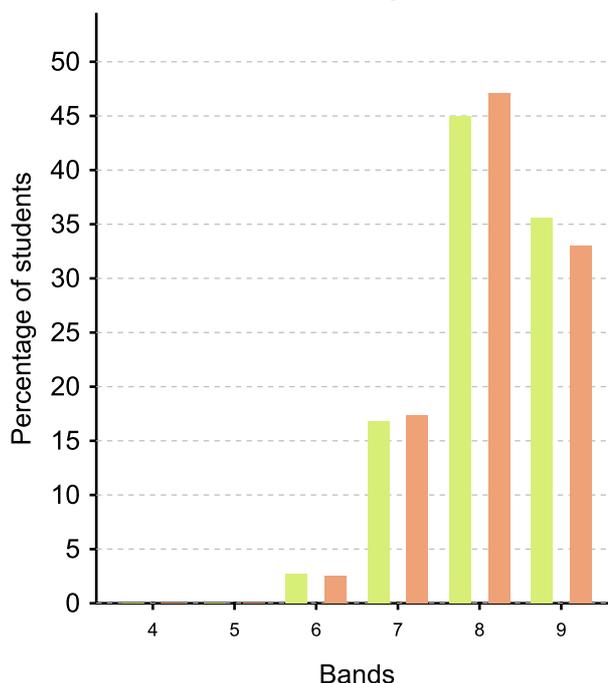
Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should take into consideration the different test formats and are discouraged during these transition years.

Students enter the school in Year 7 from the selective schools unit come from over 80 different primary schools with varying degrees of language sophistication. At least 40% of students speak another language at home according to B1 data with parents who are not fluent readers in English. 73 different backgrounds are represented in the school. The majority of students are third phase learners who are 'consolidating' their skills. In 2018, the EALD grant was a very modest \$60483. The literacy competence of our students presents unique challenges. Students have limited skills in inference, and their reading and writing skills are not as strong as their numeracy. Staff are trained to scaffold, explicitly teach metalanguage and the particular writing skills of their subject area. Students sat for the paper testing in NAPLAN in 2018 and will be moving to the online testing in 2020. In 2018 the school continued to strongly encourage the Year 9 cohort into taking NAPLAN more seriously, organised information sessions, practice tests and ran seminars for parents on NAPLAN as well. There are specialised literacy classes 7–10. SCOUT data for 7–9 value added in NAPLAN indicated the school is working towards delivering in literacy, a slight drop on the previous year. However in comparison to similar selective schools, students enter the school with lower overall levels of literacy competence. A Reading program was introduced for the whole school in 2018, as well as a writing matrix program, ALARM, for Year 11. Our whole school commitment to literacy improvement is systematic, ongoing and strategic. The issues relating to boys' reading in a world of technology are worthy of a research note, and our survey into boy's reading habits reflects a general Australian downward trend noted in the international survey, PISA.

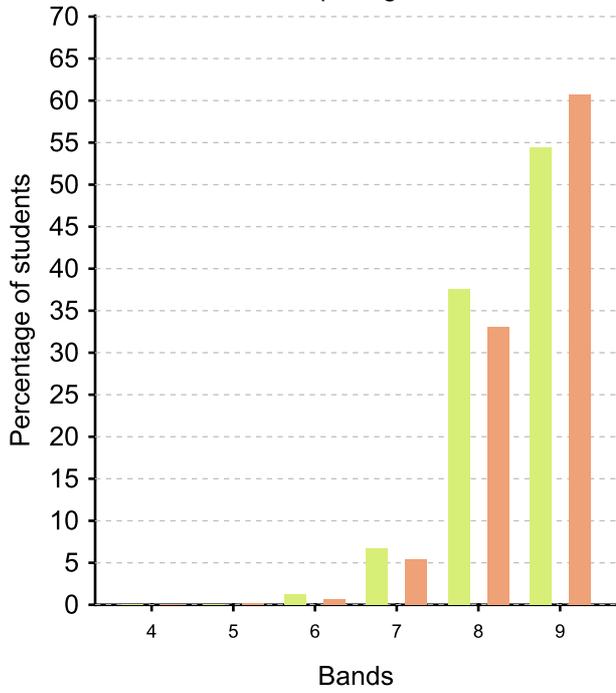
Percentage in bands:
Year 7 Grammar & Punctuation



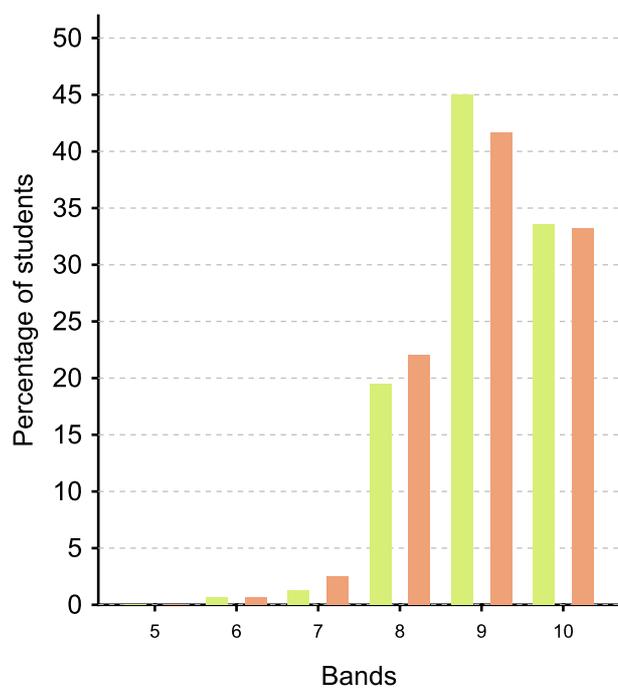
Percentage in bands:
Year 7 Reading



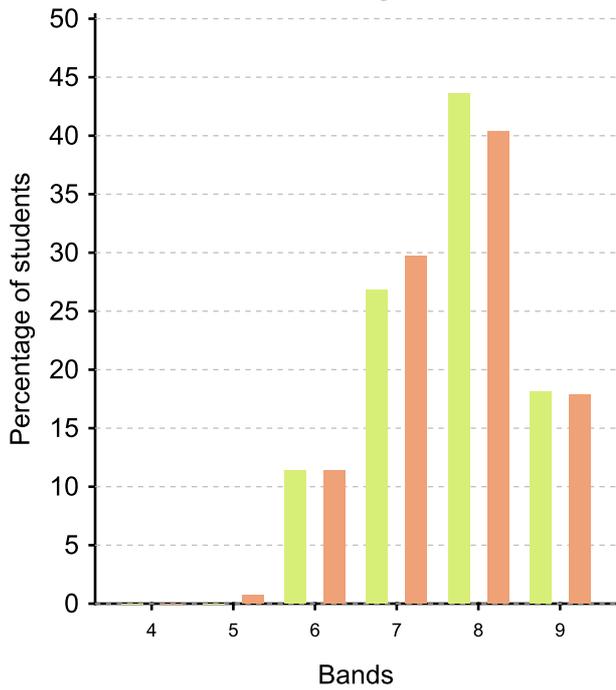
Percentage in bands:
Year 7 Spelling



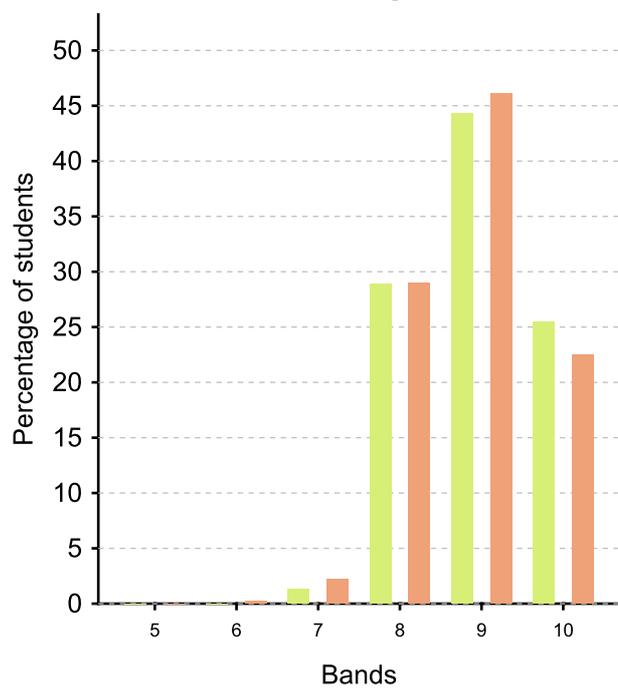
Percentage in bands:
Year 9 Grammar & Punctuation



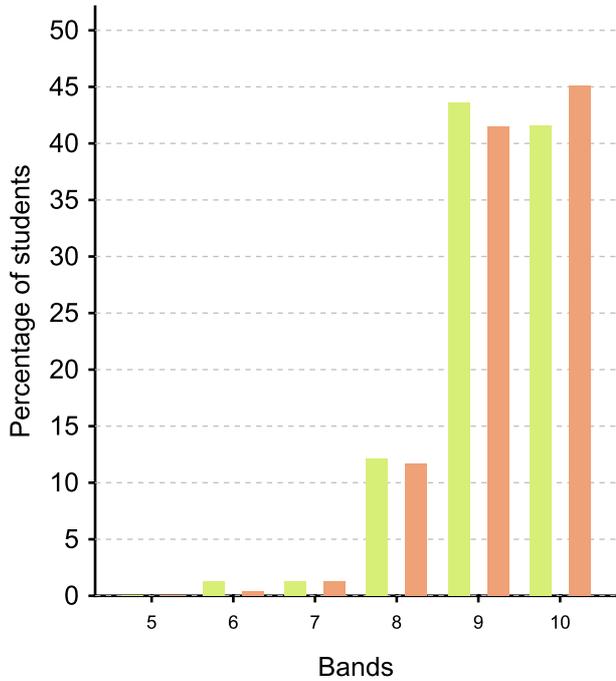
Percentage in bands:
Year 7 Writing



Percentage in bands:
Year 9 Reading



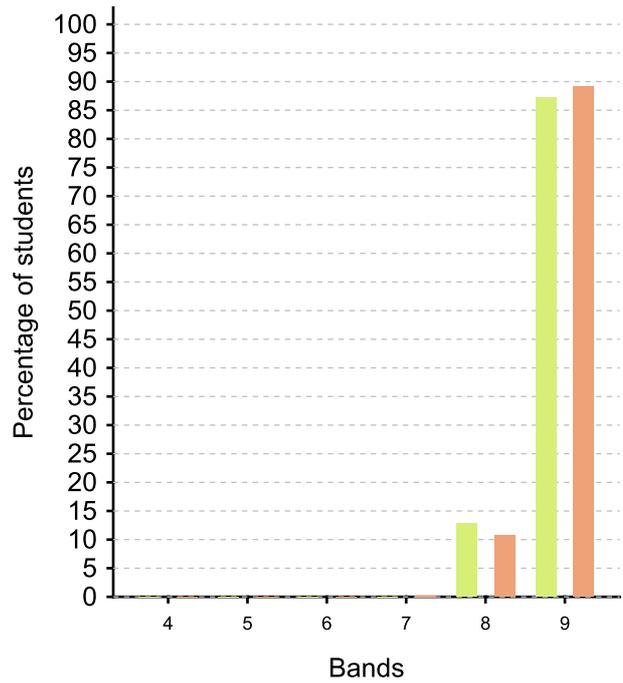
Percentage in bands:
Year 9 Spelling



Percentage in Bands
School Average 2016-2018

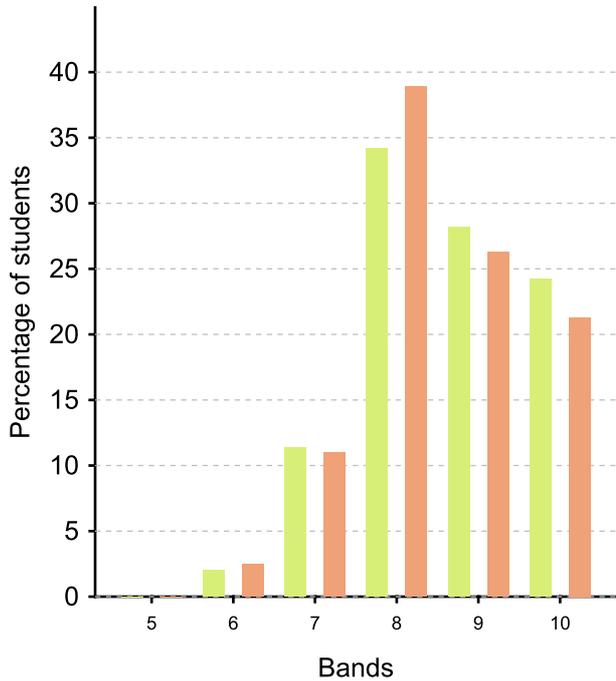
majority of students the stage 4 & 5 curriculum is compacted so that they learn at a faster pace.

Percentage in bands:
Year 7 Numeracy



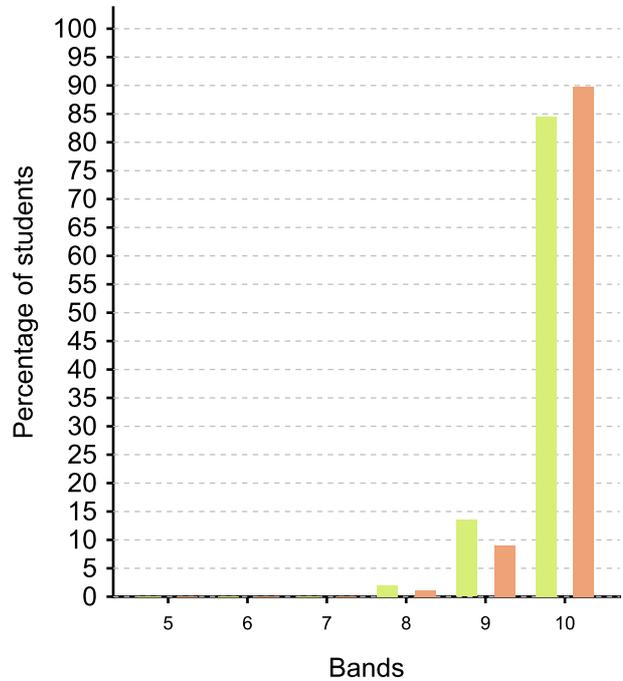
Percentage in Bands
School Average 2016-2018

Percentage in bands:
Year 9 Writing



Percentage in Bands
School Average 2016-2018

Percentage in bands:
Year 9 Numeracy



Percentage in Bands
School Average 2016-2018

For our selective boys, it is most characteristic that numeracy is a strong suit for them. This is evident in both the year 7 & 9 graphs, where the vast majority of the cohorts are in the top Band. Students entering year 7 are pretested to ascertain their numeracy skills. A Year 8 numeracy class assists a some students who are struggling with their mathematical concept development, alongside an extension class. For the

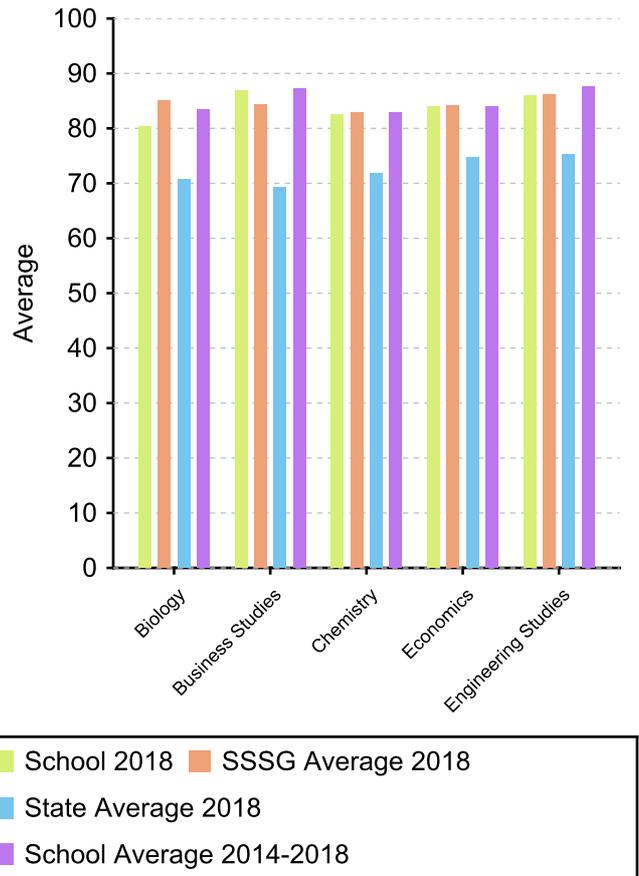
The My School website provides detailed information and data for national literacy and numeracy testing. Go to <http://www.myschool.edu.au> to access the school data.

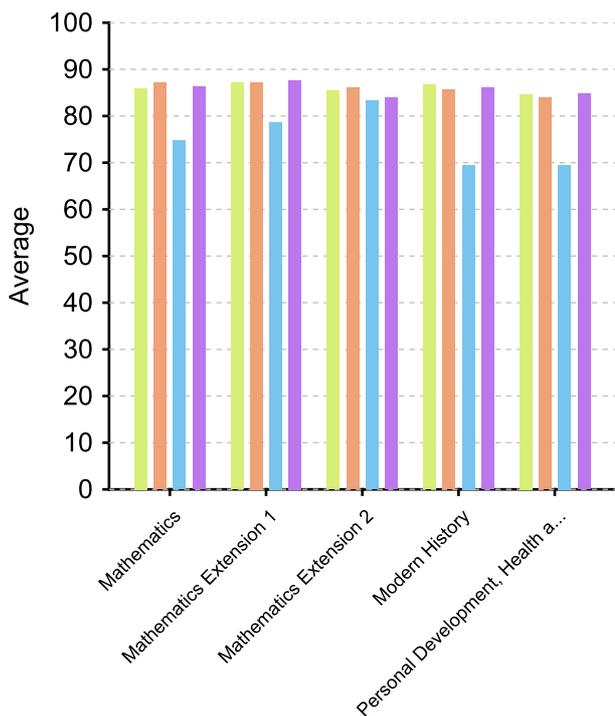
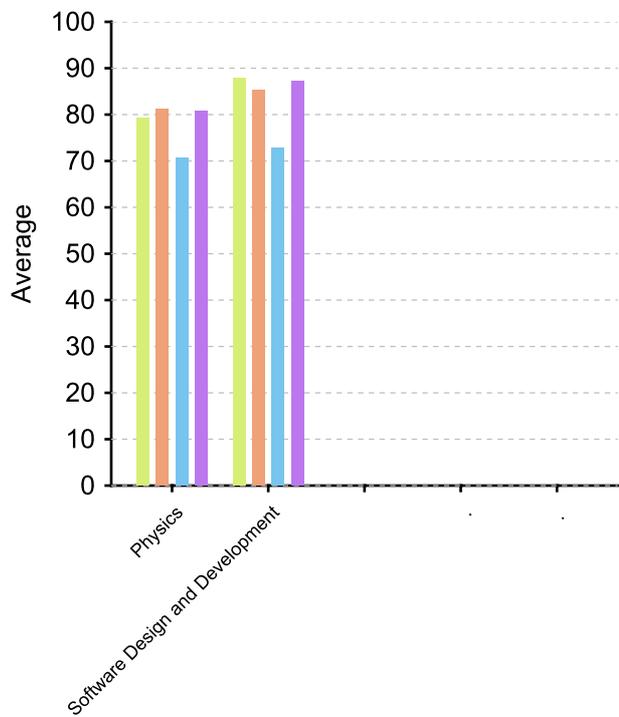
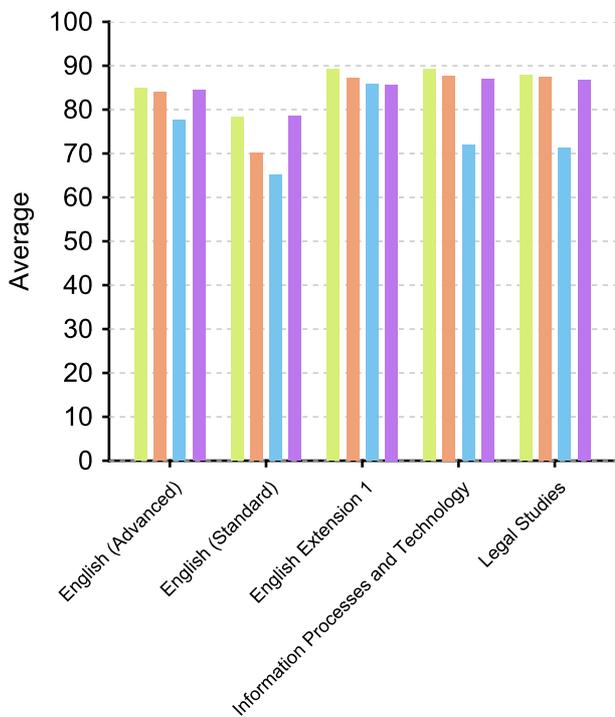
The school developed a suite of practices to improve the literacy outcomes of Year 9 students discussed above, and this resulted in improved NAPLAN results, particularly in Reading and Writing. Students in Years 7 & 9 who did not achieve in the top 2 bands for the literacy components received additional, individual support from the Learning and Support teachers and their final year reports showed significant improvement.

Higher School Certificate (HSC)

The performance of students in the HSC is reported in bands ranging from Band 1 (lowest) to Band 6 (highest).

The school moved up in state ranks to 24, a pleasing achievement. We had a number of state rankings and congratulate our students, their parents and teachers for their success. Alfred Nguyen was fifth in the State in PDHPE and Martin Li was sixth in the State in Japanese Extension. According to SCOUT data, the school added value to the majority of students from years 9–12, with quite a number of boys significantly above expected growth.





The school performed extremely well in comparison to the State. School averages across the subjects are all well above the state average. Seven subjects were over 10 marks above the state average. The Information Processes and Technology class consisted entirely of year 10 accelerant students and their average mark was an impressive 15.61 above the state mean, with all students achieving Band 5 or 6. The small cohorts of Japanese and Music 1 & 2 also saw all students achieving Band 5 or 6. Legal Studies had an amazing 97% of students achieve in the top two bands, PDHPE 93% and Business Studies 90%. The subject averages are also on a par and, in many cases, above the average for similar schools.

The total number of Band 6s increased from 160 to 178 but unfortunately the number of band 3s doubled. This will be an area of focus for 2019.

Parent/caregiver, student, teacher satisfaction

Parent Teacher Communication

In 2017, STHS undertook a review of parent-teacher interview organisation and as a result of parent and teacher feedback, a stand alone Year 7 parent-teacher session was introduced. Further review in 2018, provided more specific data. It indicated a need for Year 12 stand alone event as well as a repairing of the combinations for Years 8-11. The separate stand alone events were held in the afternoons for Year 7 and 12 and evening events for Years 8 & 10 and Years 9 & 11. The timing of these events are aligned with the completion of semesterised assessment and reporting so as to enhance the effectiveness of these interviews

and the relevance and accuracy of the information shared between teachers and parents. Our internal data sources have therefore been able to best direct our management decisions through evidence relating to how effective feedback enhances student performance. These changes will enhance our home school partnership, with our EALD parents, a strategic direction of the 2018–20 school plan.

Student Feedback

Year 9 students participated in a Tell Them From Me Survey. Results indicated an increase in school pride and a greater sense of belonging at school. Students feel that their voice is heard and that they are being challenged in their learning.

Parent Partnership Program

STHS runs a Parent Partnership Program to

At the end of 2018, the program was evaluated to ensure it was appropriately meeting the needs of the parent community. The contents of the program were updated to reflect the feedback received.

Year 7:

Term 1 – Meet the Team and School Curriculum

Term 2 – Sentral and BYOD @ Tech

Term 3 – Cyber Safety and Cyber Bullying

Term 4 – Reading and Gifted and Talented Education

Year 8:

Term 1 – Metacognitive Skills for Adolescent Learners

Term 2 – Sentral and BYOD @ Tech

Term 3 – Cyber Safety and Cyber Bullying

Term 4 – Lessons beyond the Classroom

Year 9:

Term 1 – Naplan Advice for Parents

Term 2 – Sentral and BYOD @ Tech

Term 3 – Gifted Learners and Acceleration

Term 4 – Gaming and Adolescence

Year 10:

Term 1 – Work Experience: What Parents Should Know

Term 2 – Academic Advisers, Subject Selection, HSC Minimum Standards Testing

Term 3 – The Thriving Senior Student

Term 4 – Tips for Parents of Future Senior Students

Year 11:

Term 1 – HSC Preparation

Term 2 – University Pathways

Term 3 – Stress Management

Term 4 – Supporting your Son in Year 12

Year 12:

Term 1 – University Scholarships

Term 2 – EAS, Misadventure and Equity

Term 3 – Which University?

Based on feedback received from Tell Them From Me surveys, as well as individual program evaluation, students, staff and parents are extremely satisfied with aspects of the school's operation.

Policy requirements

Aboriginal education

The school has a supportive learning environment for all students, including Aboriginal students. Staff access D o E 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

- In TAS Stage 4 graphics complete a unit on aboriginal housing and architecture requiring students to research a NSW aboriginal community
- The school has a student who identifies as Aboriginal and he has an Individual Learning 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
- The Honourable Linda Burney MP for Barton, the school's electorate, has spoken of her own leadership journey as a politician and the first aboriginal woman to sit in the House of Representatives at a formal school assembly, and regularly attends Speech Day to present prizes to students

The school has a culture of tolerance. Events such as White Ribbon reinforce that violence against women crosses all cultural and economic boundaries for our students, and also promote tolerance. The ARCO was not required to be called upon in any official capacity in 2018.

Multicultural and anti-racism education

Multicultural Education

The school is 95% LBOTE with 73 different cultures represented. Our major student groups come from China, Hong Kong, India and Vietnam. 40% 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. Students are offered opportunities to host homestay students from Nanzan in Japan, and to take up opportunities for cultural exchanges. Interpreters 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. We have very low rates of bullying and suspension, and all students share a commitment to living in harmony with each other and the community.

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, regardless of socio economic or cultural background. Programs such as the Duke of Edinburgh program and our wellbeing camps give our students a different cultural perspective.

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

Anti racism

There is an Anti Racism Contact officer 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.