

# 2020 Annual Report

## Sydney Technical High School



8141

# Introduction

The Annual Report for 2020 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.

## School contact details

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Sydney Technical High School

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9587 5899



Chris Minns MP visited and welcomed Steven So as new principal of Sydney Technical HS

## School vision

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% EAL/D, 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.



Online learning during COVID - 19

## Self-assessment and school achievement

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 is a statement of what is valued as excellence for NSW public schools, both now and into the future. 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.

Each year, we assess our practice against the Framework to inform our school plan and annual report.

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>

## Strategic Direction 1

Enhancing student learning through evidence based pedagogy

### Purpose

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

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

### Improvement Measures

Increased proportion of students adding value to their achievement in Year 9 and 12.

Increased number of staff incorporating 'Learning to Learn' strategies in Stage 4 and 5 programs and class practice.

Increased proportion of students reflecting on efficacy, control and motivation in their learning evident from surveys.

### Progress towards achieving improvement measures

#### Process 1: *The 'Learning to Learn' project*

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

Evaluation	Funds Expended (Resources)
<p>Faculty specific teaching strategies and resources have been embedded into teaching and learning programs for Year 7 and 8 programs in 2020.</p> <p>A new Year 7 Transition program was successfully implemented to support students to learn essential skills for high school and develop resilience and self sufficiency.</p> <p>Student skill development from the learning to learn project resulted in students:</p> <ul style="list-style-type: none"><li>• Quickly developing a learning vocabulary</li><li>• Understanding themselves as learners</li><li>• Improve resilience</li><li>• Work more collaboratively with their peers</li><li>• Becoming more flexible learners; monitoring what they are doing and changing tack if necessary</li><li>• Taking a questioning approach to learning - wanting to explore the why's and wherefores</li><li>• Enjoying their learning and become more independent learners</li></ul>	

#### Process 2: *The 'Boys' Literacy' project - ALARM and SEAL*

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

Evaluation	Funds Expended (Resources)
<p>All staff were trained or provided refresher training in use of ALARM in class activities.</p> <p>More faculties utilised the ALARM matrix as a planning scaffold for assessment tasks. Improvement in the quality of extended responses is</p>	

## Progress towards achieving improvement measures

evident through teacher feedback to students, student results and teacher comments on reports.

Activities and assessments using SEAL were integrated into faculty teaching and learning programs but expansion was limited due to COVID-19.

### Process 3: *The 'Boys' Literacy' project - READ and NAPLAN*

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

#### Evaluation

#### Funds Expended (Resources)

READ was greatly supported by the library in specialty events across the year leading to a wider school presence and involvement. NAIDOC Indigenous voices across the world was celebrated and highly successful across the community. Unfortunately COVID-19 impacted the expansion of the READ program.



Class time in the Library

## Strategic Direction 2

### Extending Community Excellence

#### Purpose

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

#### Improvement Measures

Increased number of school community at community events, and engaging in school operations and feedback for improved practices from those events.

Administrative and communication operations are rated highly by the community.

The school is an active participant in the Kogarah cluster and its' 2018 focus on Stage 6 teaching and learning thereby increasing collaborative practice and professional dialogue with colleagues.

#### Progress towards achieving improvement measures

##### Process 1: *The alumni careers project*

Leverage the expertise of alumni and careers providers to support our students in their career paths and aspirations by developing a formalised program.

Evaluation	Funds Expended (Resources)
Due to the impact of COVID-19, we were not able to make inroads to connecting with our alumni careers project in 2020..	

##### Process 2: *Engaging the community with Tech excellence*

Whole school commitment to enhancing home/school communication uses diverse media platforms to engage fully with the community and foster connections between school and stakeholders.

Evaluation	Funds Expended (Resources)
Due to the impact of COVID-19, we were not able to make inroads in physically engaging with our community with Tech excellence project.  Authentically, the school quickly transitioned to a distance education model providing students with engaging and high-level virtual face to face and online lessons which were very well received.  The Digital Media Team managed to publish a range of online digital events including Open Day, school assemblies and Parent Partnership meetings improving community communication and engagement.	Resources - Media Team

##### Process 3: *Engaging the community with Tech excellence Stage 2*

Whole school implementation of SENTRAL software program to further enhance school and community partnership in the areas of assessment, communication and wellbeing..

Evaluation	Funds Expended (Resources)
Due to COVID-19 the use of SENTRAL to co-deliver remote learning was vital. SENTRAL data was used to identify students requiring support allowing the school to inform parents.  The implementation of paperless reports allowed the school to update parents with essential feedback on student learning and progress.	



Although we had limited visitors to the school, Linda Burney MP was able to visit the school to open the new cricket nets.

## Strategic Direction 3

### Leading Staff Educational Leadership and Compliance

#### Purpose

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

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

#### Improvement Measures

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

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

#### Progress towards achieving improvement measures

##### Process 1: *The Kogarah cluster Stage 6 HSC project*

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

Evaluation	Funds Expended (Resources)
Strong links to the St George and Kogarah cluster were maintained despite the inability to connect schools across the network. Executive staff attended a network meeting prior to lock down and continued to share resources online.	

##### Process 2: *High Potential and Gifted Education Implementation*

Collect qualitative data from student focus groups and provide TPL to aid in development of the HPGE strategy 2021-2024

Evaluation	Funds Expended (Resources)
HPGE strategy targets were set and increasing teacher licensure via Teacher Professional Learning events including mini COGE delivered by the University of NSW. Student focus group research project initiated and interviews across the community were conducted gaining data for analysis in 2021.	

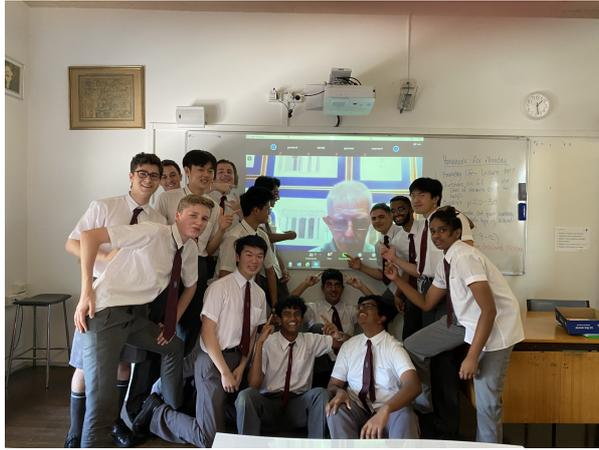
##### Process 3: *Staff Wellbeing project*

Office staff are assisted in their skills development and wellbeing and a cohesive office staff builds relational trust with the community

Evaluation	Funds Expended (Resources)
Positive feedback form staff feeling valued leading to increased cohesion and collegiality and improved relational trust with the community.	

##### Process 4:

Evaluation	Funds Expended (Resources)
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Taking advantage of Learning through COVID - 19

Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	<b>Funding Sources:</b> • Aboriginal background loading (\$994.00)	Support was valued by student and carers. Positive attitude towards studies and improved results as indicated through teacher comments and outcomes on school reports, comparing 2019 to 2020.
<b>English language proficiency</b>	<b>Funding Sources:</b> • English language proficiency (\$98 690.00)	Smaller class sizes in Stage 4 and 5 provided opportunity for significant individual attention and timely feedback on learning.  Teacher-student trust and rapport improved with smaller class sizes. and clear class routines were established and concrete structures allowing students to feel supported in the classroom.
<b>Low level adjustment for disability</b>	<b>Funding Sources:</b> • Low level adjustment for disability (\$90 555.00)	Extra individualised support was valued by students and carers.  Individual Learning Plan goals were achieved.  Rigorous reflection on success of extra support to students requiring curriculum adjustments indicates this initiative should continue into 2021.
<b>Socio-economic background</b>	<b>Funding Sources:</b> • Socio-economic background (\$37 228.00)	The SCOUT Data indicate that value added for participation of students from disadvantaged backgrounds are in-line with students from higher SES backgrounds.
<b>Support for beginning teachers</b>	<b>Funding Sources:</b> • Support for beginning teachers (\$28 962.00)	Funds were used towards staffing to reduce beginning teacher and mentor workloads as well as casual relief required to cover beginning teachers undertaking professional learning. All beginning teachers are working towards completing the NESAs proficient teacher requirements. Beginning and second year teachers continue to access individual needs based professional learning for their curriculum area and for teaching and learning growth and student management. Successful conclusion of mentor support program and invitation to staff to mentor Beginning teachers in 2021.



Year 7 excursion to Taronga Park Zoo

# Student information

## Student enrolment profile

Students	Enrolments			
	2017	2018	2019	2020
Boys	910	917	918	912
Girls	0	0	0	0

## Student attendance profile

School				
Year	2017	2018	2019	2020
7	97.1	97	96.3	97
8	94.9	96.8	94.6	96.3
9	95.1	95.5	95.7	96.2
10	96.2	95.5	95.2	96
11	95.9	97.1	96.2	97.5
12	95.6	96.3	94.8	97.1
All Years	95.8	96.4	95.4	96.7
State DoE				
Year	2017	2018	2019	2020
7	92.7	91.8	91.2	92.1
8	90.5	89.3	88.6	90.1
9	89.1	87.7	87.2	89
10	87.3	86.1	85.5	87.7
11	88.2	86.6	86.6	88.2
12	90.1	89	88.6	90.4
All Years	89.6	88.4	88	89.6

NSW student attendance data in 2020 is not comparable to previous years due to the effects of the COVID-19 pandemic. The NSW Government encouraged students to learn from home, where possible, for a seven week period from 24 March to 22 May. During this period, schools monitored engagement with learning to determine whether students were marked present. This changed the attendance measure. There was also some evidence of varied marking practices as schools adjusted to the learning from home period, with some schools recording higher attendance rates while others recording markedly lower rates.

## Management of non-attendance

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Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non-attendance.

## 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

## Year 12 students undertaking vocational or trade training

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0% of Year 12 students at Sydney Technical High School undertook vocational education and training in 2020.

## Year 12 students attaining HSC or equivalent vocational education qualification

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100% of all Year 12 students at Sydney Technical High School expected to complete Year 12 in 2020 received a Higher School Certificate or equivalent vocational education and training qualification.



Year 12 History Extension Class study day at Sydney University

# Workforce information

## Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	2
Head Teacher(s)	10
Classroom Teacher(s)	46.1
Learning and Support Teacher(s)	0.4
Teacher Librarian	1
Teacher ESL	0.2
School Counsellor	2
School Administration and Support Staff	11.37
Other Positions	1

\*Full Time Equivalent

## Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2020, 3.7% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

## Workforce ATSI

Staff type	Benchmark <sup>1</sup>	2020 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
School Support	3.30%	6.30%
Teachers	3.30%	2.80%

Note 1 - The NSW Public Sector Aboriginal Employment Strategy 2014-17 introduced an aspirational target of 1.8% by 2021 for each of the sector's salary bands. If the aspirational target of 1.8% is achieved in salary bands not currently at or above 1.8%, the cumulative representation of Aboriginal employees in the sector is expected to reach 3.3%.

Note 2 - Representation of diversity groups are calculated as the estimated number of staff in each group divided by the total number of staff. These statistics have been weighted to estimate the representation of diversity groups in the workforce, where diversity survey response rates were less than 100 per cent. The total number of staff is based on a headcount of permanent and temporary employees.

## Teacher qualifications

All casual, temporary and permanent teachers in NSW public schools must hold a NSW Department of Education approval to teach. Teachers with approval to teach must be accredited with the NSW Education Standards Authority, and hold a recognised teaching degree. All NSW teachers must hold a valid NSW Working With Children Check clearance.

## Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice. Professional learning includes five student-free School Development Days and induction programs for staff new to our school and/or system. These days are used to improve the capacity of teaching and non-teaching staff in line with school and Departmental priorities.

In 2020, an additional School Development Day was included at the start of Term 2 to assist school leaders, teachers

and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.



L-R: Diane Wilson (Deputy Principal), Steven So (Principal) and Kirk Grinham (Deputy Principal)

# Financial information

## Financial summary

The information provided in the financial summary includes reporting from 1 January 2020 to 31 December 2020. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2020 Actual (\$)
<b>Opening Balance</b>	789,583
<b>Revenue</b>	10,426,367
Appropriation	9,613,612
Sale of Goods and Services	222,296
Grants and contributions	587,059
Investment income	3,401
<b>Expenses</b>	-10,169,069
Employee related	-9,159,041
Operating expenses	-1,010,028
<b>Surplus / deficit for the year</b>	257,298
<b>Closing Balance</b>	1,046,881

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.



Year 10 Commerce "Shark Tank" Competition

## Financial summary - Equity loadings

The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

	2020 Approved SBA (\$)
<b>Targeted Total</b>	5,860
<b>Equity Total</b>	227,467
Equity - Aboriginal	994
Equity - Socio-economic	37,228
Equity - Language	98,690
Equity - Disability	90,555
<b>Base Total</b>	8,781,383
Base - Per Capita	220,807
Base - Location	0
Base - Other	8,560,577
<b>Other Total</b>	462,089
<b>Grand Total</b>	9,476,799

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.



Year 10 History - modelling World War II Hats

# School performance - NAPLAN

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

The My School website provides detailed information and data for national literacy and numeracy testing. Go to [myschool.edu.au](https://myschool.edu.au) to access the school data.

## 2020 NAPLAN

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As agreed by the Education Council, the National Assessment Program (or NAPLAN) did not proceed in 2020 due to the COVID-19 pandemic. This was to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

The Education Council also agreed to defer the full transition to NAPLAN Online from 2021 to 2022 and the continuation of current NAPLAN governance arrangements through 2021.

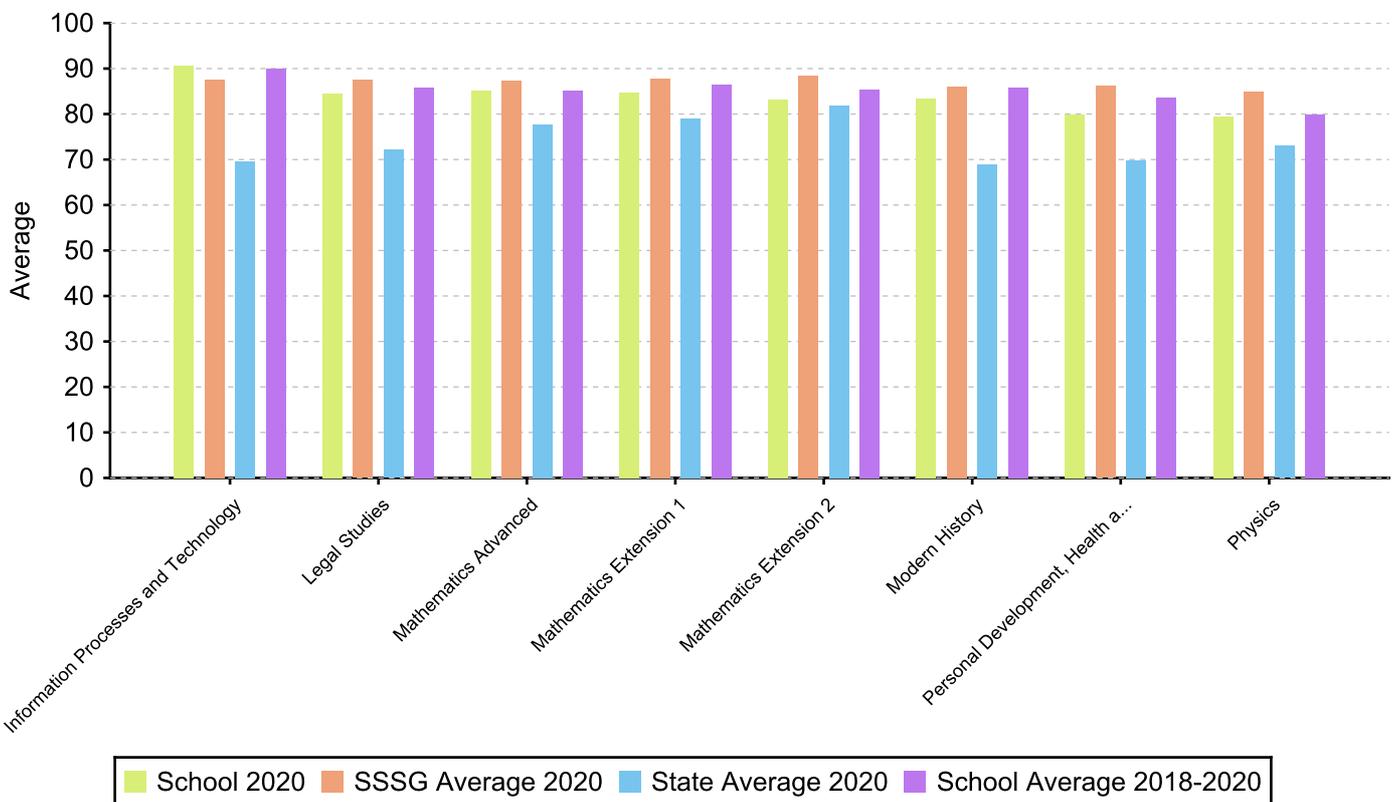
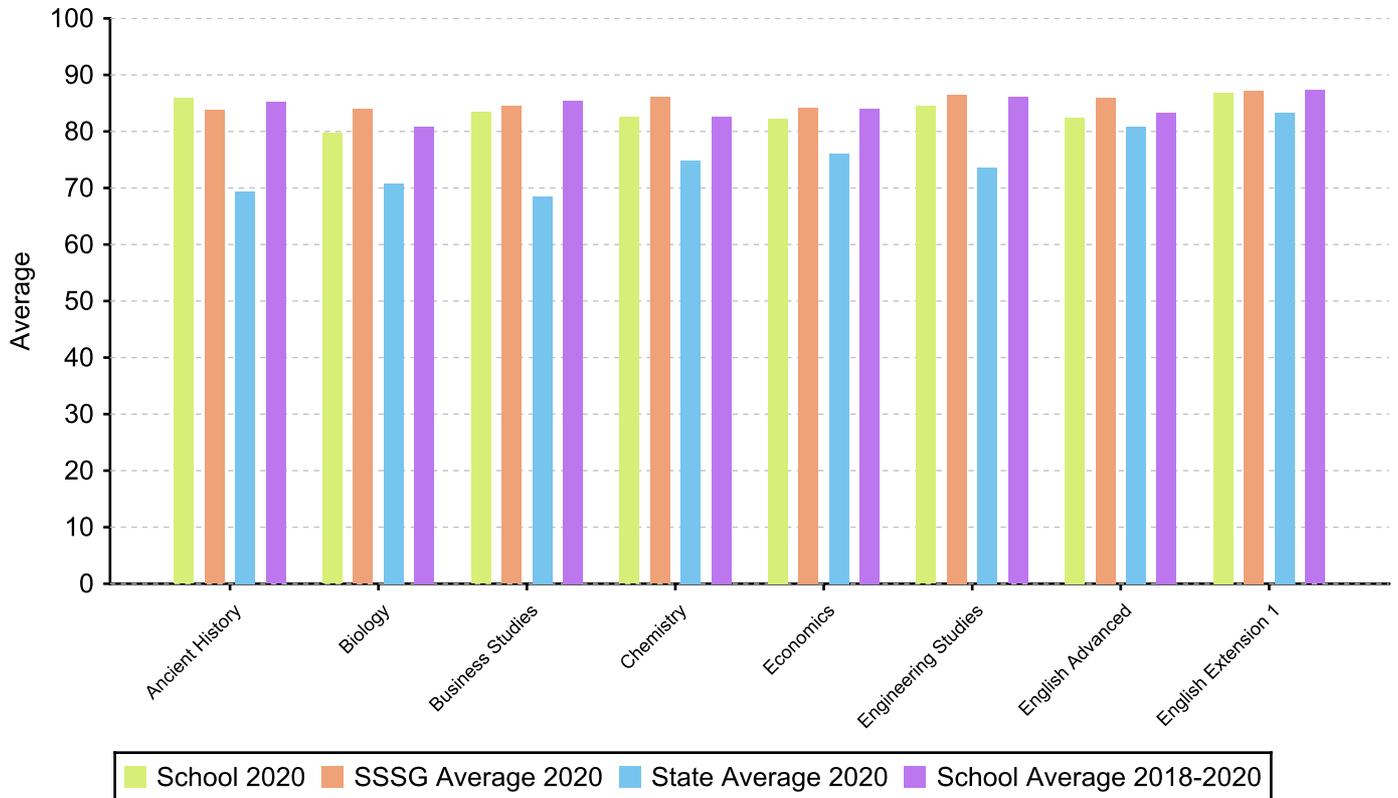


Stage 5 Technology lesson

# School performance - HSC

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

The information in this report must be consistent with privacy and personal information policies. Where there are fewer than 10 students in a course or subject, summary statistics or graphical representation of student performance is not available.



Subject	School 2020	SSSG	State	School Average 2018-2020
Ancient History	85.9	83.7	69.4	85.2
Biology	79.7	84.0	70.8	80.8
Business Studies	83.4	84.5	68.6	85.4
Chemistry	82.5	86.0	74.8	82.6
Economics	82.3	84.3	76.1	84.1
Engineering Studies	84.5	86.5	73.6	86.1
English Advanced	82.4	86.0	80.8	83.3
English Extension 1	86.9	87.3	83.4	87.3
Information Processes and Technology	90.6	87.6	69.6	89.9
Legal Studies	84.5	87.5	72.1	85.9
Mathematics Advanced	85.2	87.3	77.7	85.2
Mathematics Extension 1	84.7	87.8	79.1	86.4
Mathematics Extension 2	83.2	88.4	81.8	85.5
Modern History	83.5	86.0	68.9	85.9
Personal Development, Health and Physical Education	79.9	86.2	69.9	83.6
Physics	79.4	85.0	73.0	79.9

Our SSSGs - Statistically Similiar School Groups - are all of the other fully selective high schools.



Most of the cohort of Year 12 2020

## Parent/caregiver, student, teacher satisfaction

Parents and the school community have regular opportunities to provide their feedback and input into the school through monthly P&C meetings as well as parent/teacher events. The school community feel valued and are supportive and appreciative of school programs and practices. Parents are actively involved in their child's learning and provide feedback when developing individual learning plans.



Students on Duke of Edinburgh expedition

# Policy requirements

## Aboriginal Education Policy

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The responsibility for enacting the Aboriginal Education Policy rests with all Departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings.

Evidence of effective implementation of the policy included:

- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
- Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.

## Anti-Racism Policy

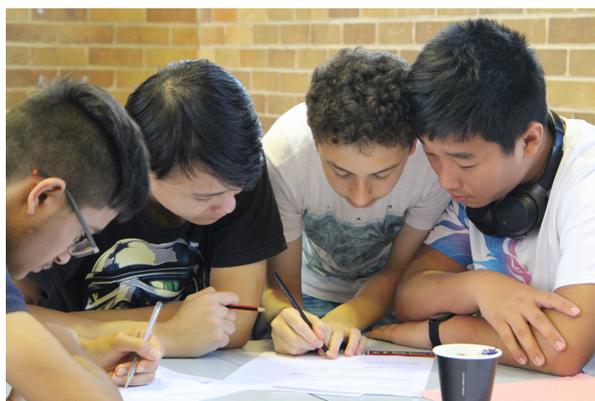
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All teachers are responsible for supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. Principals are responsible for examining school practices and procedures to ensure they are consistent with the policy. All schools have an Anti-Racism Contact Officer who is trained to respond to concerns in relation to racism.

## Multicultural Education Policy

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Teachers address the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. Principals are responsible for ensuring that school policies, programs and practices respond to the cultural, linguistic and religious diversity of the school community, and provide opportunities that enable all students to achieve equitable education and social outcomes.



Year 10 Mathematics Day