2022 Annual Report

Sydney Technical High School

8141

Introduction

The Annual Report for 2022 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 Strategic Improvement 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.

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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 physical 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. We understand the privilege associated with the role that our school community has carriage within this service for our students and value the opportunities this provides.

School context

Sydney Technical High School is an academically selective school for boys with a current enrolment of 908 students. Entry is on merit through the NSW selective schools test prior to Year 7. The school also accepts some additional gifted and talented students in Year 11. We pride ourselves on an academically rigorous setting and 100% of our HSC graduates attend university. Despite these outstanding results, our school is committed to pursuing continual improvement in all of our students' literacy and numeracy competencies as we know how crucial they are to learning and indeed, throughout life. The school draws on students from a wide area who travel from many different parts of Sydney and represent many primary school backgrounds. Students have a strong sense of belonging with retention rates of approximately 98% or higher and proudly represent many cultural backgrounds - 94% LBOTE.

The school reflects a strong sense of inclusion and civic responsibility, developing the engagement and mature relationships that build leadership and social capital. Sydney Technical High School has a close relationship with parents/carers and a community highly invested in the wellbeing and achievement of their sons. Wellbeing, including the physical, emotional and psychological development of young men, plays a central role in the school's culture and goals. To meet the unique needs of gifted and high potential boys there is an emphasis placed on higher-level learning across a broad curriculum that integrates with a range of enriching co-curricular activities. Sydney Technical High School is steeped in a long and proud tradition and its students continue to conspicuously serve the community across a wide range of aspirational vocations.

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 Strategic Improvement Plan and annual report.

Our self-assessment process will assist the school to refine our Strategic Improvement 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

Self-assessment using the School Excellence Framework

Elements	2022 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Excelling
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Sustaining and Growing
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

Strategic Direction 1: Student growth and attainment

Purpose

Our purpose is to create the most optimal learning at Sydney Technical High School to maximise student performance in literacy and numeracy where all students are challenged and engaged through explicit evidence-based teaching methods which are informed by data.

A literate and numerate society underpins a democratic one and therefore a world where our student citizens can make valuable contributions. As healthy, informed and resilient young men, it will be their experiences as students at STHS that will provide a bedrock to their own knowledge and capabilities to be critical thinkers and creative problem solvers.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Explicit teaching
- High Leverage HSC Strategies
- COVID ILSP
- Data driven practices
- Student Wellbeing

Resources allocated to this strategic direction

Professional learning: $43,747.16
Socio-economic background: $30,756.63
English language proficiency: $166,676.07
Student support officer (SSO): $96,058.00
Low level adjustment for disability: $91,722.83

Summary of progress

1. Explicit Teaching

Explicit teaching has been a focus in 2022 and aspects of the teaching model have been explored and implemented. across the school. Classroom observations and Faculty teaching and learning programs show evidence of embedding of some Explicit teaching. Further work in 2023 will involve embedding this practice across all KLA in programs as part of implementing the Department of Education curriculum reform.

2. High Leverage HSC Strategies

HSC High Leverage Strategies was in the planning phase across 2022. The key elements of NESA program were mirrored and contextualised to suit our very specific setting which is a high performing selective school for boys. From liaising with key stakeholders currently in the program the team were able to develop a quality program which STHS teacher will be able to used by our HSC teachers to lift student performance in the top two HSC bands. Term 2 2023 will see the project launch across the school allowing teachers to utilise the range of strategies.

3. COVID ILSP

This support program was implemented somewhat differently in 2022 due to staffing shortages. The high level small group support offered during various afternoons offered targeted support from a group of dedicated teachers and ex-student "old boys". Students who took part in the program were well supported across various KLA and data showed high satisfaction and sustained growth. COVID ILSP in 2023 looks to streamline and build on this model which has proven to be a great success.

4. Data Driven Practice

The Data team were able to use HSC analysis data to target formative assessment to identify areas for improvement. Subsequently at the 2022 Executive conference, executive staff were able to share best practice pertinent to the STHS setting regarding formative and summative assessment. Executive then implemented formative tasks in a contextualised manner with their KLA and 2023 will see executive sharing their practice at Executive meetings.

5. Student Wellbeing

The Student Wellbeing team developed strategies to proactively teach health coping strategies, resilience and self-regulation to build a more positive learning environment. the team continued to refine practice in implementing wellbeing assemblies, incursions, excursions, mentoring and special events. The continued employment of the School Support Officer and Learning and Support Teacher have been critical in the support of our students who have reported improved wellbeing through TTFM data. Refinement in 2023 will see programs that will see further rewarding of positive attitude, behaviour and attendance.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
Students achieving expected growth in NAPLAN numeracy will increase from 2021 results by 1%	2022 NAPLAN growth data in numeracy was unavailable due to the cancellation of 2020 NAPLAN. Despite this STHS continued to support numeracy by delivering a strong school wide focus.
Students achieving expected growth in NAPLAN reading will increase from 2021 results by 2%	2022 NAPLAN growth data in reading was unavailable due to the cancellation of 2020 NAPLAN. Despite this STHS continued to support reading by delivering a strong school wide focus. Further, the English faculty designed and implemented a highly successful writing program for stage 4 and 5 in 2022 and were in the process of creating a wide reading program to be implemented during English in 2023.
Students achieving in the Top 2 Bands for NAPLAN reading will increase from 2021 results by 1%	2022 NAPLAN performance demonstrated a slight downturn however, data indicates student achievement is 2.59% above the upper bound target. A targeted Wider-reading program will be implemented in English during 2023 to support improved student learning outcomes in the top 2 bands.
Students achieving in the Top 2 Bands HSC will improve by 4%	HSC data in 2022 was disappointing by demonstrating a downturn in top 2 band results. Our close involvement by working with NESA will continue in terms of professional learning, HSC marking and support of the HSC strategy will be most beneficial for our students. The implementation of explicit teaching and HSC High Leverage strategies in 2023 will support student improvements in future HSC outcomes.

Strategic Direction 2: Leadership

Purpose

Our purpose is to create a dynamic centre of educational excellence and a school where students and staff alike, love to learn. A culture of collective responsibility will ensure that the capacity of all members of our school community is empowered.

Leadership is about influence. Acknowledging that all members of our school community, be they students, teachers, counsellors, administrative staff, parents, external partners or Alumni - we have a collective responsibility to develop and exercise leadership skills. If leadership is about influence, then any type of improvement that a school wishes to explore must come from the relationships within these dynamics.

Leadership development over the next four years at STHS will explore authentic programs that can identify and cultivate this at several levels. Leadership is not and should not be confined to personnel across the school with particular portfolios. Teachers are leaders in their classrooms. Students are leaders in their sporting teams. Head Teachers are leaders of their faculty's development of pedagogy. We are all leaders for the advancement of public education across NSW.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Student leadership (Awards system)
- Student leadership (House system)
- Leading Staff Wellbeing

Resources allocated to this strategic direction

Professional learning: $11,508.00

Summary of progress

1. *Student leadership (Awards system)*

The Wykeham Award is having a positive effect on the school environment both inside and outside the classroom. The Wykeham Award initiative is on the way to meeting the students' needs for positive reinforcement of learning and engaging students in co and extracurricular activities. The Sydney Technical High School Wykeham Award and Merit Scheme are given out in recognition of sustained or exceptional conduct, effort, or achievement across a range of domains in and out of the classroom. The Wykeham Award is designed to:

- recognise and reward a wide range of achievements;
- provide an incentive for positive contributions to school life;
- acknowledge individual achievement for all students;
- build on and extend the existing system of academic and sporting awards and;
- be inclusive of student avenues of achievement.

Data shows student participation in school sports and clubs - 14% increase, students valuing schooling outcomes - 9% increase and student sense of Belonging - 3 % increase. Impressively, students with positive relations - increased in positive relationships with the cohort.

In 2023 the Wykeham awards will be further streamlined and promoted amongst the community.

2. *Student leadership (House System)*

Student leaders report great optimism for the 2023 expansion of student leadership roles across the revamped House System and the school community warmly received the unveiling of new House mascots at the 2022 Year 12 Graduation assembly.

Data shows positive school behaviour increased from 96% to 97% and impressively school pride increased from 81% to 86%

Further work in 2023 will see improved communication of the House System to the community and exploration of better digital communication of House Points

3. Leading Staff Wellbeing

The newly formed Leading Staff Wellbeing Team is having a positive effect on school climate with differentiated opportunities being provided for a variety of staff members. Overwhelmingly positive satisfaction from the T3 SDD evaluations expressing gratitude and a desire for more opportunities like this. Staff wellbeing will be bolstered by the exploration of more frequent staff gathering opportunities, evaluation of the Semester 2 PLC program EduInfluencer's critical friend session.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
2% increase of students reporting positive wellbeing from 2021 *Tell Them From Me data*.	While still below our lower bound target, *Tell Them From Me* data shows an improvement of 0.65% in reported positive wellbeing. TTFM snapshot data obtained in two separate survey windows in 2022 also show important Wellbeing gains in the following sub-categories: • Extracurricular participation increased from 41% to 45% • School sports representation increased from 45% to 70% • Value schooling outcomes increased from 62% to 71% • School avoidance decreased from 4% to 1% • Positive school behaviour increased from 96% to 97% • School pride increased from 81% to 86% The school is looking for an annual 2% increase in students' overall wellbeing (an aggregate of advocacy, belonging and expectations). There can be a strong correlation between the work done with the Wykeham Award initiative attributed here.
Increase teacher leadership capacity from 2021 results through improvements of and commitment to fostering a culture of professional trust within self and others.	Annual progress measure: Internal measures indicate an increased percentage of staff actively engaging in school-based programs that identify and develop aspiring and/or established middle leaders at the school. This is underpinned by positive growth data sets at a granular level that strongly indicates increased satisfaction in measures being implemented to support staff wellbeing. Both school-based progress measures are part of the overall strategic direction towards building professional trust across the school community for all staff members.

Strategic Direction 3: Innovation

Purpose

The purpose of innovation in education is to authentically equip our students for the challenges ahead of them in the 21st Century. Innovative pedagogy and enhanced platforms to access and showcase its results and build the capacity of our students to be more inquiry-based, collaborative and creative are paramount.

Each year 100% of our graduates go on to university. A recent Harvard Business School article identifies that our current generation of young people will experience no less than 17 career/study changes in their lives before - or perhaps not ever - reaching their ideal vocation. Our HPGE students, therefore, require learning opportunities from passionate and expert teachers that can best equip them for their lives ahead for the improvement of our world. This notion is at the essence of public education and we, as privileged educators at a selective high school, are obliged to facilitate.

Across all three of our new Strategic Directions, the epicentre of where its success will evolve is in every single teachers' classroom. Across all three directions, irrespective of the initiatives that will drive it, the expertise of every one of our teachers and leaders is crucial.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Innovative practices
- Showcasing innovation

Resources allocated to this strategic direction

Professional learning: $19,300.00
Socio-economic background: $6,500.00

Summary of progress

1. Innovative practices
Pedagogy and Programs Teams

Whilst acting separately in 2022 the overlap between these teams will see them forming one team from 2023.

In 2022 the team pursued the possibility of offering additional accelerated Stage 6 subjects in Stage 5, where there was not a prerequisite stage 5 subject. IPT will run in year 9 and PDHPE, a new offering, will run in year 10. Business Studies, a longstanding accelerated subject, will not run in 2023 due to experienced staff members on maternity leave. Music and Drama were offered for the first time and did not obtain sufficient student nominations to run in 2023.

With new curriculum from 2024, and consequent planning and programming in 2023, the possibility of compressing subjects such that following courses may commence earlier is to be considered. Compression and acceleration are common at selective and semi-selective schools and outlined in the HPGE policy. It is timely to consider the needs and wants of the students and how to maximise their learning opportunities in their final years.

The identification of overlapping skills between faculties, with the intent of teaching them in similar ways and potentially producing an online booklet of these skills, was not undertaken in 2022. It is envisaged that this may commence in 2023, however the pending implementation of new syllabi from 2024 may affect this (as it is when teaching a syllabus that you deeply observe the skills required). Connected to this is the identification of common topics between KLA, which could potentially be taught simultaneously and opportunities taken for cross-KLA activities, excursions and assessment tasks.

Programs to assess our suite of "work and after school" readiness overlaps with the partnerships team - cross-team consultation required from 2023.

Outside of the SIP, but the consequences of which would be felt by this team, is the 2023 review of the structure of the school day. This will be completed in semester 1 2023, and if substantial alterations are implemented this team may be well placed to offer productive and experienced advice for planning and programming.

Partnerships team

There was a focus on Alumni in 2022. Significant progress was made regarding the solidification of the Old Boys Union (OBU), with a committee formed, constitution written, tie designed and manufactured. The annual dinner was held in

term 4, very successful with over 100 Old Boys in attendance.

Moving into 2023, the cost of the OBU tie for all Year 12 students will be factored in as an annual $5 levy. The potential for Old Boys to mentor students will be expanded (after the initial COVID ILSP tutoring that commenced in the second half of 2023), with the prospect of Year 10 work experience opportunities to be explored.

The Talented Students day for our Georges River Network primary schools has been arranged for 2023 Term 1, to be hosted by STHS. This builds on engagement with local schools in 2022 such as via our Clubs Roadshow. We will continue to have collaboration with musical showcases (such as ANZAC Day ceremonies) with local primary schools.

The potential for a selective schools cluster, for faculties with similar courses and content, has been preliminarily discussed with some schools. This will be expanded upon in 2023.

2. Showcasing innovation

There is a very wide brief for this team and it overlaps with the work of the Communications team.

With training from the Schools Media Unit and Safe Kids Together, the administration of the schools' official Facebook page was updated and restricted. The timing and content of posts has become more strategic such that we have seen significant growth in the typical number of views and interest from posts. More needs to be done with respect to consolidating social media accounts, and the linkages with student-run accounts to be analysed.

Our auditorium is a tremendous resource and opportunity to provide links with local primary schools and the local community. For this to be ideal, significant upgrades to sound and lighting are proposed - quotes have been obtained with the view to completing the works in 2023. A Sound and Lighting Manual for Dummies has already been produced to provide clear guidance for novices..

A plan for showcasing the works and talents of each KLA is being formulated. Already we have commenced showcasing Creative Arts works (displays, concerts, social media posts) and this will extend to other faculties from 2023.

The school newsletter has moved to Sway, a more dynamic and engaging web-based format (as compared to the previous pdf version). The school website has been refreshed. Once major capital works around the school are completed, and fences and scaffolding removed, a flyover video of the school will be undertaken and launched on the website and social media so that potential students of the school can gain a feeling for the school and its' facilities.

2022 saw the launch of subject selection videos, such that students and families could gain consistent information regarding all elective subjects.

The Digital Media Team continued to provide quality still photography and video to major and requested events - the means of engaging them was reinforced to staff so that their time could be scheduled. Video screens around the school were repurposed from text to photos of students, staff and events.

Our next steps

Pedagogy and Programming Team

The survey of faculties to identify common skills and techniques, and identifying topics from different KLA for alignment of a similar theme, will be our starting point in 2023.

Partnerships Team

We shall be planning and implementing more and in depth interactions with our local primary schools, building on the pilot visits by our clubs in 2022. The merging of Interact teams (visits to expos, invitations to STHS fundraising events), and the hosting of the inaugural stage 3 Mathematics Day at STHS are 2023 term 1 activities. Further sporting alliances shall be pursued to build on STHS provision of after school coaching sessions with primary school students. Recent alumni will be providing our after school tutoring program involving subject specific and study skills.

Showcasing Innovation Team

It is planned for each KLA to rotate through showcasing their works and talents in the foyer and library for staff, students and visitors to appreciate. The auditorium hall and lighting upgrade has been costed and along with general repairs should be undertaken in 2023, allowing for more professional events and more attractive hosting opportunities. The STHS Gallery will be pursued, in rotation showcasing the talents of our students. Opportunities will be sought for further collaboration opportunities with feeder primary schools and our sister school, St George Girls.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
• Increase percentage of student attendance of 2021 by 2%	Student attendance unfortunately took a downward turn on late 2022. Compounding increased illness was strong family desire to apply for extended leave. The school will put in place a more stringent process of application for student extended leave during school term in line with the Department's Leave policy.
• 60% of permanent teachers have achieved their Certificate of Gifted Education or equivalent accreditation	The school continued to encourage teachers to achieve the Certificate of Gifted Education (COGE) or equivalent. Data shows permanent school staff currently is progressing towards the 60% target. In 2023 the school will continue to support HPGE professional learning and will start the year by leading a new scheme teacher HPGE conference and encourage COGE credentials and the like.

Funding sources	Impact achieved this year
Socio-economic background $37,256.63	Socio-economic background equity loading is used to meet the additional learning needs of students at Sydney Technical High School who may be experiencing educational disadvantage as a result of their socio-economic background. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Explicit teaching • Innovative practices **Overview of activities partially or fully funded with this equity loading include:** • professional development of staff through explicit teaching to support student learning • employment of a Learning and Support Teacher to support students with additional learning needs • providing students without economic support for educational materials, uniform, equipment and other items **The allocation of this funding has resulted in the following impact:** Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including: • Explicit teaching • Data driven practices • High leverage strategies • Wellbeing • Improved leadership opportunities • Innovative practices This has resulted in increased student confidence and competence in accessing previously identified aspects of the curriculum. **After evaluation, the next steps to support our students will be:** To determine the effectiveness of English support from Year 8 and the after removing support in Year 7 in prior years due to concerns around labelling at a selective school..
English language proficiency $166,676.07	English language proficiency equity loading provides support for students at all four phases of English language learning at Sydney Technical High School. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Explicit teaching **Overview of activities partially or fully funded with this equity loading include:** • Overview of activities partially or fully funded with this equity loading include: • additional staffing to provide reduced teacher: student ratio in targeted literacy and numeracy classes. to support identified students with additional needs. **The allocation of this funding has resulted in the following impact:** Increased student confidence and competence in accessing previously identified aspects of the curriculum. Students have progressed out of these classes and have been successful in their new mainstream classes. **After evaluation, the next steps to support our students will be:** This ongoing initiative is evaluated and adjusted annually to ensure our students' successful integration into mainstream classes.
Low level adjustment for disability	Low level adjustment for disability equity loading provides support for students at Sydney Technical High School in mainstream classes who have

$91,722.83	a disability or additional learning and support needs requiring an adjustment to their learning. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Student Wellbeing **Overview of activities partially or fully funded with this equity loading include:** • Student wellbeing **The allocation of this funding has resulted in the following impact:** The provision of this program has allowed for greater accuracy and consideration applied to all students with recognised low level disabilities. The 2IC works with Wellbeing Team members to differentiate teaching and learning programs and assessments that make these more accessible and equitable for all. **After evaluation, the next steps to support our students will be:** This crucial initiative is evaluated and adjusted annually to ensure our students' wellbeing is optimally supported via accessible and differentiated teaching and learning programs.
Professional learning $74,555.16	Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy at Sydney Technical High School. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Explicit teaching • Student Wellbeing • Leading Staff Wellbeing • Innovative practices • Showcasing innovation **Overview of activities partially or fully funded with this initiative funding include:** • Staff continue professional learning in the area of explicit teaching, learning intentions and success criteria. • Staff continue professional learning in the area of HPGE policy and application including the completion of UNSW mini COGE and similar courses. **The allocation of this funding has resulted in the following impact:** Staff skills have increased due to Professional learning provided to staff across a range of areas, including high potential and gifted education and pedagogy. **After evaluation, the next steps to support our students will be:** Targeted professional learning of explicit teaching supported by HSC High leverage strategy rollout in 2023.
COVID ILSP $41,518.00	The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2022. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Other funded activities **Overview of activities partially or fully funded with this targeted funding include:** • Small group support and tuition

COVID ILSP $41,518.00	**The allocation of this funding has resulted in the following impact:** Teachers and ex-students were employed to deliver small group tuition to the groups of students. Student data showed significant improvement in literacy, numeracy and general study skills. **After evaluation, the next steps to support our students will be:** Students have voiced their interest in increasing contact with ex-student tutors to deliver more targeted support. In 2023 there will be a mixture of predominantly "old boy" and teacher tutor support for the successful COVID ILSP program.
Student support officer (SSO) $96,058.00	These funds have been used to support improved outcomes and the achievements of staff and students at Sydney Technical High School **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Student Wellbeing **Overview of activities partially or fully funded with this Staffing - Other funding include:** • Employment of SSO to counsel student, support attendance and transition and aid in the planning of wellbeing events **The allocation of this funding has resulted in the following impact:** The SSO has had a significant and very positive impact on the wellbeing of the students at STHS. The wide lens provided by the position means broader initiatives may be included as well as a deep and narrow focus at student level is possible. **After evaluation, the next steps to support our students will be:** The SSO role continues to evolve and grow at STHS due to our unique context. This will ensure every student is supported at STHS.

Student information

Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	918	912	916	908
Girls	0	0	0	0

Student attendance profile

School				
Year	2019	2020	2021	2022
7	96.3	97.0	97.5	90.8
8	94.6	96.3	96.4	88.9
9	95.7	96.2	96.1	89.1
10	95.2	96.0	94.1	88.6
11	96.2	97.5	95.3	88.7
12	94.8	97.1	94.2	89.9
All Years	95.4	96.7	95.6	89.3
State DoE				
Year	2019	2020	2021	2022
7	91.2	92.1	89.7	85.5
8	88.6	90.1	86.7	82.1
9	87.2	89.0	84.9	80.5
10	85.5	87.7	83.3	78.9
11	86.6	88.2	83.6	80.0
12	88.6	90.4	87.0	83.9
All Years	88.0	89.6	85.9	81.7

Attendance

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 2020. 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.

Attendance figures from 2021 were calculated differently to align with the third edition of ACARA's National Standards for Student Attendance Data and Reporting. Changes include treating partial absences over 120 minutes as a half day absence (instead of their actual value, calculated as a proportion of a nominal 6-hour day) and covers all weeks during Semester 1. Prior to 2021, the final week of Term 2 was excluded.

Furthermore, the department implemented an automated attendance feed (AAF) system in Semester 1 2021. AAF transfers data automatically from third-party attendance management systems to the department's centralised data warehouse every night. The AAF significantly improved data quality in 2021, which has affected data comparability with

previous years.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2021, COVID-19 continued to affect student attendance. Analysis of attendance codes showed a change in the structure of absence reasons in 2021.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2022, student attendance was impacted by a range of factors:
- Families evacuating and relocating due to NSW floods
- Sick students staying at home until a negative COVID-19 test was returned
- Household members testing positive to COVID-19
- The easing of COVID-19 border controls at the beginning of 2022 which allowed families to travel inter-state and overseas.

Management of non-attendance

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	99
Other	0	0	1
Unknown	0	0	0

Year 12 students undertaking vocational or trade training

0% of Year 12 students at Sydney Technical High School undertook vocational education and training in 2022.

Year 12 students attaining HSC or equivalent vocational education qualification

100% of all Year 12 students at Sydney Technical High School expected to complete Year 12 in 2022 received a Higher School Certificate.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	2
Head Teacher(s)	10
Classroom Teacher(s)	45.9
Learning and Support Teacher(s)	0.4
Teacher Librarian	1
Teacher ESL	0.8
School Counsellor	2
School Administration and Support Staff	12.37
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 2022, 4.6% of the department's overall workforce identify as Aboriginal and/or Torres Strait Islander Peoples.

Aboriginal and Torres Strait Islander school workforce composition

Staff type	Benchmark[1]	2022 Aboriginal and/or Torres Strait Islander representation[2]
School Support	3.00%	4.10%
Teachers	3.00%	3.30%

Note 1: The NSW Public Sector Aboriginal Employment Strategy 2019-2025 takes a career pathway approach in that it sets an ambitious target of 3% Aboriginal employment at each non-executive grade of the public sector by 2025.

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.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2022 to 31 December 2022. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with department policy requirements.

	2022 **Actual** ($)
Opening Balance	1,497,416
Revenue	12,016,670
Appropriation	10,455,241
Sale of Goods and Services	245,647
Grants and contributions	1,294,642
Investment income	21,141
Expenses	-11,856,511
Employee related	-9,975,915
Operating expenses	-1,880,596
Surplus / deficit for the year	160,159
Closing Balance	1,657,575

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.

Financial summary - Equity loadings

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

	2022 **SBAR Adjustments** ($)
Targeted Total	0
Equity Total	295,656
Equity - Aboriginal	0
Equity - Socio-economic	37,257
Equity - Language	166,676
Equity - Disability	91,723
Base Total	9,076,514
Base - Per Capita	231,404
Base - Location	0
Base - Other	8,845,110
Other Total	669,546
Grand Total	10,041,716

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.

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 to access the school data.

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.
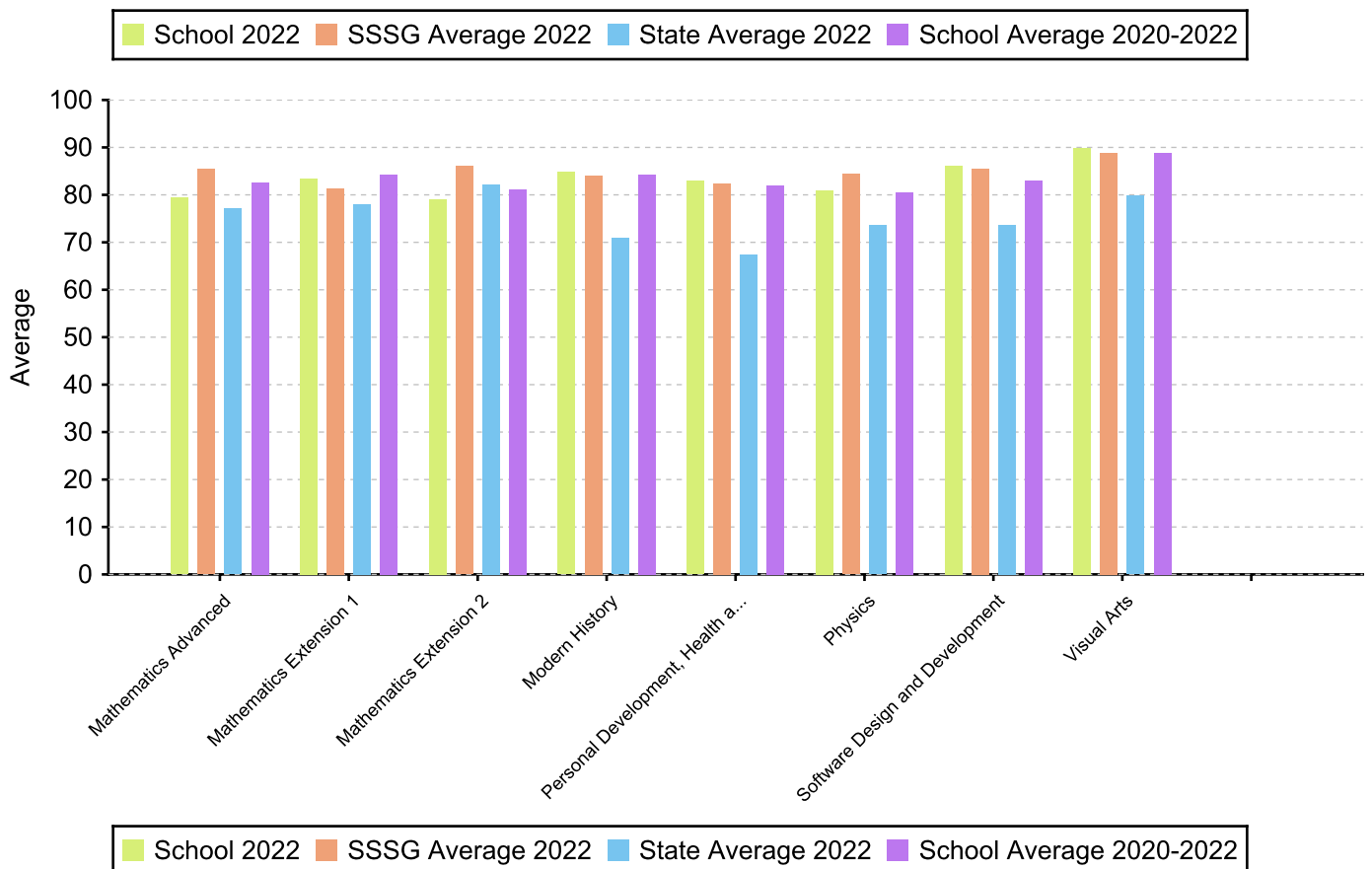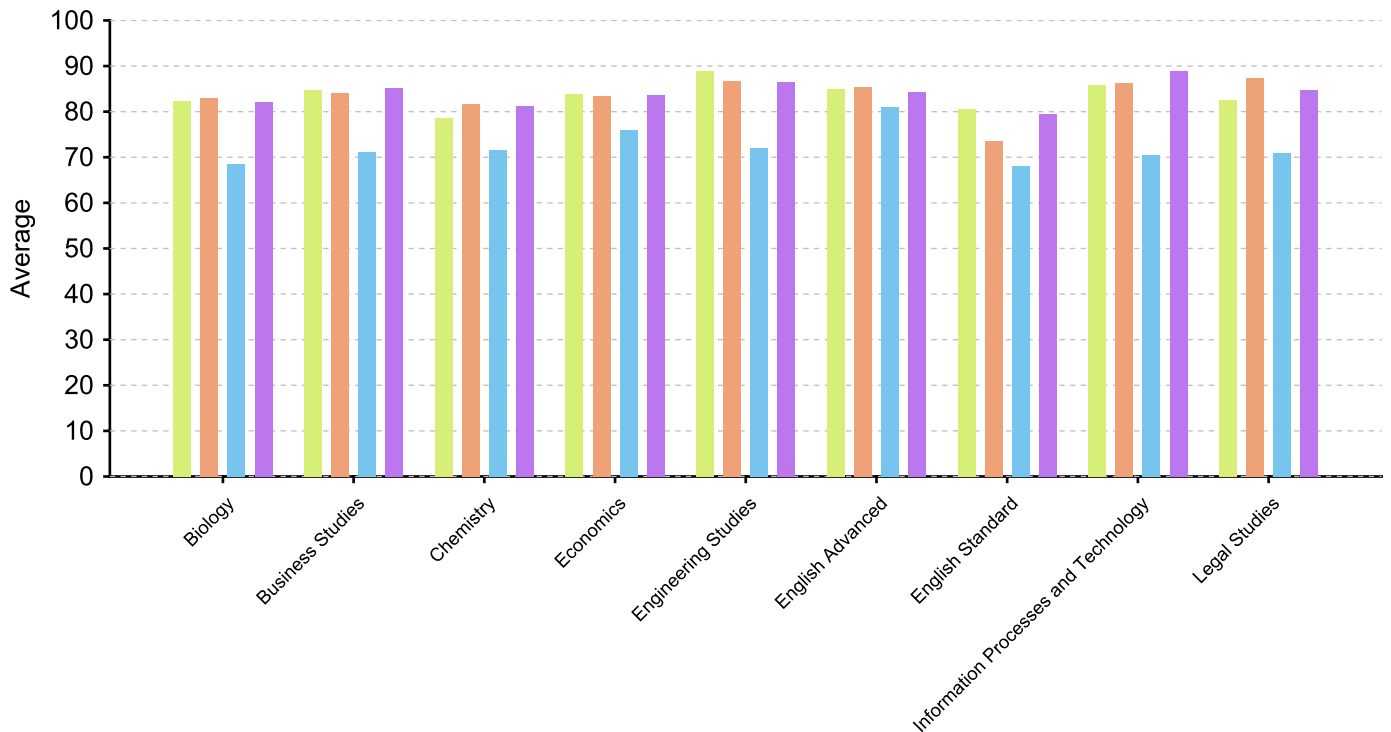
Subject	School 2022	SSSG	State	School Average 2020-2022
Biology	82.4	83.0	68.5	82.0
Business Studies	84.8	84.2	71.2	85.2
Chemistry	78.7	81.7	71.7	81.3
Economics	83.9	83.4	76.0	83.6
Engineering Studies	88.9	86.8	72.0	86.5
English Advanced	85.0	85.3	81.0	84.3
English Standard	80.5	73.7	68.1	79.5
Information Processes and Technology	85.8	86.3	70.5	88.8
Legal Studies	82.6	87.4	70.8	84.7
Mathematics Advanced	79.4	85.4	77.1	82.6
Mathematics Extension 1	83.5	81.4	78.0	84.3
Mathematics Extension 2	79.1	86.0	82.2	81.2
Modern History	84.8	84.1	70.9	84.2
Personal Development, Health and Physical Education	82.9	82.4	67.5	82.0
Physics	80.9	84.4	73.5	80.5
Software Design and Development	86.2	85.5	73.7	83.1
Visual Arts	89.9	88.8	79.8	88.9

Parent/caregiver, student, teacher satisfaction

Parents and caregivers

Our parent community residing all over greater Sydney has always presented its challenges and remnants of remote learning has been used to support engagement of parents via video conference. Events including parent-teacher interviews and parent partnership workshops and P&C meetings have remained online allowing for an increase in accessibility. Where possible parents were invited to attend for face to face functions including subject selection and social events.

Students

Student voice has been an authentic and integral part of shaping the initiatives associated with our revised SIP. Throughout 2022, student voice was captured and showcased through TTFM, surveys, assemblies and competitions. 2022 saw the highly successful launch of the Wykeham Award and House system that has supported engagement. Over 30 extra-curricular clubs are now operational across the school in any given week at STHS ranging from student leadership, sport, the arts and STEM over 40% of the student population belong to at least one of these. Most recently student voice has allowed for the introduction of subtle changes to school uniform including a more modernised sport uniform, cap and STHS scarf for winter.

Teachers

The new High Potential and Gifted Education Policy came into effect at the start of 2021, STHS set out to implement this in our own selective school context by creating its implementation, monitoring and evaluation strategy. We set the ambitious target of ensuring that 100% of our teachers would have up to date credentials in the professional learning of these unique students' needs through training in the mini COGE or its equivalent by 2024.

Policy requirements

Aboriginal Education Policy

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

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

Multicultural Education Policy

Teachers are responsible for addressing the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. The Principal is 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.