

Sydney Technical High School

Annual Report



2016



8141

Introduction

The Annual Report for 2016 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.

Jacqueline Lyons

Principal

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School background

School vision statement

Sydney Technical High School provides a learning environment where students can achieve excellence in all fields of endeavour. We expect students to strive for their personal best performance within the ethical frameworks of integrity and responsibility. We believe school community relationships contribute to the personal growth of every student. We therefore value respectful relationships with peers, school staff, parents and friends of the school. We want our students to value interactions based on principles of equity and justice which will sustain and improve our natural and social environments and prepare them for their future. We encourage our students to value life long learning, and we instill in them a curiosity which will embrace new challenges. We support their learning in intellectual, creative and social domains. We nurture their passion as they develop from guided learners to autonomous and self-regulated young men. We want our students to grow into engaged and motivated adults who make meaningful contributions to society.

School context

Sydney Technical High School is an academically selective school for boys. Entry is through the NSW selective entry test in Year 7. In Year 11, the school accepts an additional number of students for senior school. The school has a wide drawing area, and students come from many different Primary schools. The student population is stable with retention rates of 98%. The school is 90% NESB, with 30 different cultural groups represented. 42% are of Australian Chinese origin. The school is well supported by parents and the community. The school promotes academic excellence for gifted and talented students, underpinned by strong wellbeing systems. The broad curriculum and diverse extra-curricular activities meet the unique needs of gifted and talented boys.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

For schools participating in external validation processes:

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 and participated in an external validation. 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. During the external validation process, an independent panel of peer principals considered our evidence and assessment of the school's progress, aligned with the standards articulated in the School Excellence Framework.

External Validation and Self Assessment

On 5 September the school participated in external validation. In preparation for this meeting a required body of evidence was prepared, reviewed and annotated. The School Excellence Framework has been the subject of two executive reviews in school, one in 2015, the other in 2016. The school is excelling and sustaining and growing in the majority of domains with one exception, our data for Year 9 NAPLAN growth in writing, which although it is all above minimum standards is below comparable selective school data in this area.

Learning

In the domain of learning our evaluation against the School Excellence Framework indicates the school is sustaining and growing. 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. A significant addition to the wellbeing program in 2015 was the software program that tracks student success and progress through our reporting system. It was jointly devised by the school, and software company IRIS. The full potential of this program is currently being realised in terms of improving student learning outcomes

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 sustaining and growing, and our student performance measures in the BI data indicate the school is sustaining and growing in its Value Added HSC data. BI data also indicates that the school is excelling in the proportion of Year 12 students obtaining HSC results in the top two bands in the HSC (5 and 6), which stands at 87%.

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 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 is looking to enhance its practice, however extensive work with the IRIS data base identifies student progress, and tracks faculty A–E grades in Years 7–12.

Professional learning is aligned to the strategic directions of the school. Systematic collaborative practices were established across the school in 2015 as a result of the requirement that all staff should have a Personal Development Plan with class observations 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. Staff professional learning programs are focused on contemporary best practice in teaching and learning 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 two beginning teachers had a reduced teaching load. They received extensive feedback on their practice from their executive mentor, who observed their

practice regularly and this was embedded in the PDP process. 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 school has 10 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 validation process indicate that school is sustaining and growing 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. Our new school website was a major 2016 achievement, and allows us to regularly update the community about school activities and achievements, along with the school Facebook page. Our school developed intranet is an outstanding example of a whole school management and organisational system which supports learning at the school for our community and is a proactive tool 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 2015–16. Of note has been the exceptional response to parents attending Speech Day and Annual Sports Assembly; Parent Partnership meetings; guest speakers such as UAC and cyber bullying talks, and the shared parent evening with St George Girls. White Ribbon Day was another exceptionally well attended event with a multi generational alumni breakfast followed by a student led assembly. Our parent teacher evenings have also been oversubscribed, leading us to analyse some different models of parent teacher communication. The school introduced an exclusive night for Year 7 parents to talk with teachers which was attended by 75% of Year 7 parents. Our Parent Partnership program is an unqualified success, and moved into Year 10 in 2016, 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 has a schedule of alumni events for 2016 and 80 alumni attended a function celebrating '60 Years on the Bexley Site' in Term 2.

The school responded to the 2014 'Tell Them From Me' (TTfm) staff survey which showed a need for enhanced leadership programs to meet the needs of all staff. These were established in 2014, and have assisted comprehensive succession planning.

Leaders at the school engage in extensive professional learning to build their capacity to mentor staff. Long term financial planning means the RAM purchased executive release to support them as literacy and instructional leaders, since 2013. Additional RAM funds target literacy development in Stage 4.

It is the aim of the leadership team to encourage staff to seek accreditation at higher levels with the BOSTES to grow the next generation of system leaders. The school's programs for Accreditation at Highly Accomplished and Lead explored the requirements of accreditation, and the standards using guest and school delivery methods. Staff integrated aspects of the program into their PDP, and three staff registered with the BOSTES. Two staff were promoted. The school networks with other leaders and hosts leadership events, and in turn presents in other environments, thereby enhancing the reputation of the school, and workforce planning and systems leadership. The Principal is the convenor of the St George Secondary Principal Council network.

In all three domains the Validation panel agreed with the school assessment of where the school sat in relation to the School Excellence Framework.

The school's future directions include developing processes and school systems for collecting analysing and reporting local and external data on school performance, guided by a consistent approach to assessment practices and products. With community support, the school will be aiming to develop reading and writing skills with Year 9 students in order to improve the value added data in this area. <https://sparo.schools.nsw.gov.au/#/self-assessment/evidence-bank>

Our self-assessment and the external validation process will assist the school to refine the strategic priorities in our School Plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

<http://www.dec.nsw.gov.au/about-the-department/our-reforms/school-excellence-framework>

Strategic Direction 1

Quality teaching and learning and optimal organisational systems for learning

Purpose

To develop whole school capacity through focused professional learning that creates a culture where every staff member is engaged in ongoing relevant and evidence based learning and practice.

To design and implement gifted and talented learning programs and optimise organisational initiatives that enhance student academic engagement and outcomes.

Overall summary of progress

All staff developed the mandated Professional Learning Plans which were linked to school priorities, and undertook collegial observations and feedback of teaching and learning. In addition there was extensive analysis of HSC data from all faculties which was shared with the school community. There is a continued commitment to eradicate Band 3 HSC results and to enhance the performance of students with ATARS between 95–99, and this was a significant achievement in 2016. The new timetable proposal to go to a five period day was put to staff after extensive research from the timetable team, and the recommendations were not adopted, however this will be revisited. Our explicit teaching frameworks for Year 7 started well, but various organisational issues intervened, and the program was carefully evaluated at the end of 2016, and refocused. All staff were professionally developed in our new software programs that track student academic achievement and wellbeing. On balance BI data showed student learning outcomes were enhanced in 2016.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<p>100% of teachers provide and receive feedback from peers and school leaders to improve teaching practices that are focused on school improvement measures.</p> <p>Measures of student engagement reflect positive change.</p> <p>All school staff increase intranet and network knowledge and skills to share with the next generation to ensure our organisational systems remain at the forefront of educational practice.</p> <p>New fit for purpose software will be investigated in 2017 and introduced in 2018, alongside the implementation of LMBR</p> <p>The professional growth of non teaching staff is effectively supported through the new PDP process.</p>	<p>Staff PDPs completed at the conclusion of 2015 and feedback on teaching practice was shared.</p> <p>The timetabling initiative did not proceed and will be relooked at in 2017.</p> <p>Two executive conferences on quality assessment were held, which is a 2017 priority.</p> <p>All staff learnt our new software programs that track student achievement and wellbeing, and use them to support learning.</p> <p>Use of software program to book and track technology issues and response to them from the technology team.</p>	<ul style="list-style-type: none"> • Professional learning funds for 2016: (Total \$54,835.00) • Support for two beginning teachers: (Total \$26,000.00) • Socio-economic background: (Total \$23,167.54) • Computer Coordinator allocation:(Total \$41,022.00) • RAM per capita funding: (Total \$63,174.28)

Next Steps

1. PDP plans reflect strategic priorities of school.
2. The school will focus on meeting the Premier's Priorities in literacy by improving NAPLAN. Three ways of achieving this in the areas of reading and writing are: the school will adopt a common matrix for writing and responding; introduce a 20 minute literacy period and continue with the targeted 7–9 specialist literacy classes; the school will developing procedures to support students who do not achieve Band 8 or higher in Year 9 NAPLAN with a regard to eligibility for the 2020 HSC.
3. The Year 7 Direct Instruction Project will be evaluated in 2017.
4. Quality assessment for learning practices will be revised in 2017–18 and will include: notification procedures: senior monitoring: task criteria: explicit teaching of HSC verbs: revision of feedback practices and policies.
5. HSC achievement monitoring: continued reduction of Band 3 by using subject specific mentors and Careers support who will target underachieving Year 11 students with mentoring and counselling support. Subject selection prerequisites will be evaluated for impact on HSC achievement.
6. The Gifted and Talented team will run a Gifted and Talented course for interested staff which will be evaluated.
7. 2017 investigation of fit for purpose software systems with a move to adopt them in 2018.



Strategic Direction 2

Community Excellence

Purpose

To enhance our learning partnership with the community through engaging parents meaningfully in the education of their sons, and make school practices and processes responsive to constructive community feedback.

To enhance the future needs of our current students through strong community relations including school alumni and university partnerships. To promote a shared understanding of the history, purpose and direction of the school in the community.

Overall summary of progress

The school website was launched at the commencement of 2016, and has received excellent community feedback. The school Facebook page followed, and this has enhanced school home communication. The school rolled over to DoE's ET4L. This resulted in a hold up for revising the school intranet. The school had some meetings with the DoE communications team but did not proceed with an extensive training of the front office staff in customer service, as the requirements were too onerous. The BYOD analysis took place and recommendations are implemented in 2017. Additional parts of the improved school communications strategy were also implemented with success in 2016.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
School website and intranet are modernised, accessible and meet the needs of our 21st century learning community. on an ongoing basis. Facebook page is kept up to date. 5% Increase in staff participation and involvement in school events through linking events to staff identified professional development hours .5% increase in community attending school events as measured by booking data.	<p>The website has enhanced communication to some extent between the school and the community, although ET4L prevents the school from giving parents a log into the school intranet. This has caused a high degree of complaint and anxiety as it was a very popular and useful tool for parents in our previous software.</p> <p>Staff participation rates at optional evening school events remained patchy, and did not significantly increase. However staff participation in overnight camps remained high, and involvement in many extra curricular activities such as Duke of Edinburgh is very strong.</p> <p>There was a 5% increase in community attending a range of school events.</p> <p>The Year 7 parent teacher evening was a great success with 75% of parents attending. Communication in relation to parent teacher organisation for other years was enhanced, by online booking and feedback for the events in the future taken by the senior executive. The provision of our Parent Partnership meetings moved forward into Year 10 and this was very well received by parents who felt that communication about Year 10 was very valuable.</p> <p>Parents were surveyed by the 'Tell Them From Me' survey in 2015. A resurvey will take place at a later date.</p> <p>Applications for Year 11 declined marginally.</p>	<ul style="list-style-type: none">• Community Consultation Funds: (Total \$20,000.00)Community Consultation fundingTime for teams to meet: assess issues and work on solutions.• RAM per capita funding to be used. (Total 63,174.28)

Next Steps

1. Enhancement and development of website will continue with aim of keeping it as up to date as practicable.
2. School intranet and moodle revised with new school branding.
3. Continued encouragement for staff to participate in after hours community events such as Musicale, and recognition of their contribution to extra curricular activities.
4. Enhance the school relationship with the alumni group by issuing invitations to school events such as Musicale; White Ribbon; Careers events. Target specific year groups with specific events of interest such as soccer match.
5. Parent Partnership moves into Year 11 with a focus on senior studies and careers: to be evaluated at conclusion of 2017.
6. The school will investigate a range of initiatives to encourage students to stay at Tech rather enrol in other selective schools at the end of Year 10 including subject acceleration and scholarships.



Strategic Direction 3

Staff and Student Wellbeing

Purpose

To support students to develop into autonomous and self-regulated learners, who are resilient and engaged, combining academic excellence with citizenship and sportsmanship.

To value staff as professional practitioners of the highest calibre who have excellent relationships with members of the school community and are supported in their wellbeing and professional growth.

Overall summary of progress

A suite of targeted professional learning for teachers at the school was designed by the Senior Executive and implemented by the Deputies. The focus was on early career teachers, graduate and those maintaining proficiency as well as Lead and Highly accomplished. The program used the BOSTES teaching requirements. The programs accessed external experts as well as using the knowledge and skills of staff in school.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<p>Fewer Year 12 HSC students receive a Band 3 in any 2 unit course.</p> <p>There is a 2% increase in ATARS between 95–99</p> <p>The number of students obtaining a Band 8 NAPLAN result in numeracy and writing meets the required standard for 2020 HSC</p> <p>In Years 7–11 no student receives a grade E in any subject by end of 2017.</p> <p>There is a 2% increase in student engagement as measured by Tell Them From Me baseline survey data.</p> <p>100% of beginning teachers rate the professional mentoring and support they have received as positive and constructive.</p> <p>5% of staff engage in accreditation at the next level of their career journey, and are successful at gaining that accreditation.</p> <p>Tell them from Me surveys indicate a 10% increase in teacher satisfaction with leadership support systems in the school.</p>	<p>The number of students with a Band 3 in any HSC course reduced by 1%.</p> <p>There was a 5% in ATARS between 95–96: an excellent result and one that has tracked upwards for four years.</p> <p>There was a reduction in Band 6 students in writing between 2015 to 2016. The figure for 2015 was 12 Band 6 (8%), this was reduced to Band 6 in writing in 2016 (3.3%) and no Band 5.</p> <p>Grades continue to be monitored by Year Advisers on semester basis with parental follow up for students with 'D' and 'E' grades.</p> <p>The 'Tell Them From Me' students survey was not completed in 2016.</p> <p>There is a vibrant program for beginning, early career and teachers maintain proficiency. They presented at our twilight seminars, developed collegial relationships, worked on projects with each other related to teaching and learning, and complied with BOSTES registration requirements.</p> <p>Staff have the knowledge to access highly accomplished and Lead teacher accreditation but have not continued with the process, citing pressure of work, in particular the implementation of new syllabus.</p> <p>Leadership Tell Them from me Survey completed: results to be accounted for in 2018 planning.</p>	<p>Beginning teacher funds: (Total \$26,000.00)</p> <p>Professional learning allocation: (Total \$54,835.00)</p> <p>P&C funds for Faculty Days (Total \$10,000)</p>

Next Steps

1. HSC will continue to be monitored with Band 3 reduction and Band 6 enhancement: RAP package will be made available to all staff for use as an evaluative teaching tool.
2. The school will focus on maintaining its commitment to improving NAPLAN in accordance with the Premier's Priorities.
3. An evaluation will take place of the 2016 prerequisites put in place by the school for subject selection to determine if as a consequence, results have improved.
4. All teachers will be required to have subjects specific literacy strategies incorporated into the PDP process.
5. The suite of targeted leadership programs will be maintained and evaluated in accordance with DoE policy and NESAs requirements.
6. Any beginning teachers will have the mandated DoE requirements for time and mentoring met, and follow the school's beginning teacher program.
7. Staff will be supported to access highly proficient, lead and Principal accreditation by using flexible professional learning funds to do so.
8. All non teaching staff will have a PDP including goals relating to the introduction of LMBR and customer service.
9. The executive will analyse the 2016 'Tell Them from Me' Leadership survey and determine directions for 2018 leadership capacity building.



Key Initiatives	Impact achieved this year	Resources (annual)
English language proficiency	The school did not receive any funding for English language proficiency in 2016.	no funding received • Low level adjustment for disability (\$0.00)
Low level adjustment for disability	Funds for low level adjustment were given to additional specialist learning support, to assist identified students with organisation; writing skills; oral presentations; assessment preparation and other metacognitive skills for learning. The small group learning support is extremely valuable in helping students achieve good learning outcomes such as no Band 3 HSC results.	(Total \$71,124.00)
Socio-economic background	Funds for socio economic background students delivered all students the opportunity to attend wellbeing camps; go on excursions; access international and national Olympiad training; enter competitions of many different sorts, pursue sporting excellence and leadership activities such as the Duke of Edinburgh scheme and the school's prestigious Wykeham Award, and participate fully in the extra curricular life of the school in an equitable way. The funding creates equal opportunity for leadership growth. Leadership programs and extra curricular opportunities are shared through our community parent partnership initiative. BI data in this area is excellent.	(Total \$23,168.00)
Support for beginning teachers	The school had two beginning teachers in 2016. The program that they undertook complied with DoE requirements in terms of release time (two hours per week) and mentoring supervision (one hour per week), along with classroom observation and support and collegial feedback. Both teachers attended extensive professional learning in their subject areas, and also followed a program designed for their needs based on the BOSTES teaching standards. Their mentors assisted them with subject specific help in terms of curriculum development and assessment and reporting. Their practice was observed by the Principal as part of their teaching certificate award. They both integrated fully into the life of the school community.	Beginning teacher funds (Total \$26,000) mentor allocation, additional HT time from RAM capita funding: (Total \$63,174.28)



Student information

Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	919	925	922	922
Girls	0	0	0	0

The school enrolment is stable. Students enter Year 7 from the High Performing Students Unit based on the selective high schools placement test and are capped at 150. The school takes a few additional students in Year 11 based on reports, and interview and test.

Student attendance profile

School				
Year	2013	2014	2015	2016
7	96.6	97.9	97.1	97.3
8	96.7	96.4	96.7	95.9
9	96	96.8	96.4	97.4
10	96	95.6	95.8	96.7
11	96	96.3	95.9	96.7
12	95.3	96.1	96.3	95.5
All Years	96.1	96.5	96.3	96.5
State DoE				
Year	2013	2014	2015	2016
7	93.2	93.3	92.7	92.8
8	90.9	91.1	90.6	90.5
9	89.4	89.7	89.3	89.1
10	87.7	88.1	87.7	87.6
11	88.3	88.8	88.2	88.2
12	90.1	90.3	89.9	90.1
All Years	89.9	90.2	89.7	89.7

The school statistics on attendance are outstanding reflecting the nature of the community. Despite the fact that students come from a wide geographical area attendance across all years exceeds the state mean. There is only marginal year on year variation. Where student attendance is unsatisfactory then a range of measures to improve the situation is put in place by the school wellbeing team. On occasions the HSLO is involved.

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 in Year 12 successfully apply to go to University from the school.

Year 12 students undertaking vocational or trade training

No students in the school undertook vocational or trade training in 2016.

Year 12 students attaining HSC or equivalent vocational education qualification

100% of Year 12 students obtained an HSC in 2016

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	2
Head Teacher(s)	10
Classroom Teacher(s)	45.6
Learning and Support Teacher(s)	0.4
Teacher Librarian	1
School Counsellor	2
School Administration & Support Staff	11.37
Other Positions	1.7

*Full Time Equivalent

There are no staff at the school who identify as Torres Strait Islander or Aboriginal.

Teacher qualifications

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

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	55
Postgraduate degree	45

Professional learning and teacher accreditation

Sydney Technical High School expects all staff to be active participants in their professional development. The school's commitment to fostering a love of life long learning among its' student population extends to its staff. In 2016, Sydney Technical High School spent the entire \$58 499.29 from the Department of Education on teacher professional development, inclusive of casual teachers replacement 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 linked to the school strategic directions as well as mandated DoE compliance and BOSTES accreditation regulations. It included: Staff compliance training in CPR and Anaphylaxis; curriculum development and professional association conferences; student and staff wellbeing seminars and training. It also included two executive conferences, and a number of seminars presented by experts such as CESE evaluation expert, Duncan Rintoul; Hurstville Boys Principal Leanne Larcombe on Fit for Excellence, Daniella Faleki on staff wellbeing.

In 2016, two permanent staff gained accreditation at Proficient level. Two staff registered for accreditation at Highly Accomplished with the BOSTES. No staff engaged in accreditation at Lead levels.

In 2016, six permanent staff were maintaining proficiency, however no staff were seeking such maintenance at either Highly Accomplished or Lead levels.

In 2106 Sydney Technical High School operated with a combination of three full-day Staff Development Days at the start of Term 1, 2 and 3. Teachers voted in favour of also participating in four three hour 'twilight' staff development sessions. Sessions were developed with staff input, and satisfaction with the seminars, identified through evaluations, was very high. Many of the twilight sessions offered teachers who were seeking or maintaining proficiency the opportunity to work with teacher-mentors and present engaging workshops to their peers across a variety of topics including gifted education, 4MAT pedagogy, quality assessment, coding and ICT education.

Financial information (for schools using OASIS for the whole year)

Financial information

This summary financial information covers funds for operating costs to December 2016 and does not involve expenditure areas such as permanent salaries, building and major maintenance. The school operates a school canteen which is run by managers with parent volunteers. The school has a building fund and a library fund. In 2016 the Library was renovated and monies spent on many new resources. The new school meeting room was established in 2016 and funds were spent on its renovation. Upgrades to the Common Room toilets were undertaken. The school is saving for the renovation of the Senior Boys' Toilets and has been doing so for a number of years. The P&C have a levy that is paid by parents in place of fundraising. The school has solid financial support from the community, and is therefore able to maintain a part time Technical Support Officer, and additional site management support. The extensive funds used on short term relief are concerning as DoE supplementation will conclude in 2016.

Income	\$
Balance brought forward	504 380.49
Global funds	849 713.95
Tied funds	214 963.60
School & community sources	816 975.45
Interest	15 553.06
Trust receipts	449 358.96
Canteen	296 862.79
Total income	3 147 808.30
Expenditure	
Teaching & learning	
Key learning areas	185 414.95
Excursions	272 175.27
Extracurricular dissections	361 848.53
Library	4 020.90
Training & development	43 403.61
Tied funds	208 115.59
Short term relief	202 440.04
Administration & office	353 798.36
School-operated canteen	239 817.46
Utilities	133 459.75
Maintenance	118 602.54
Trust accounts	449 476.23
Capital programs	27 928.20
Total expenditure	2 600 501.43
Balance carried forward	547 306.87

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.

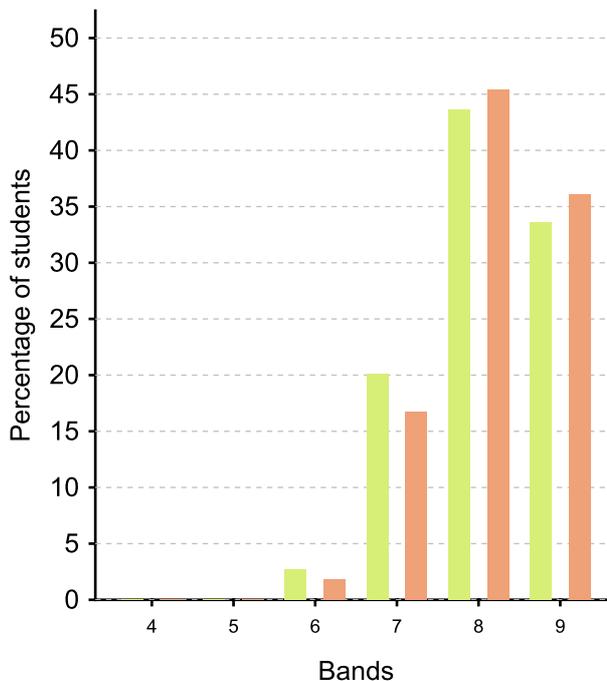
School performance

NAPLAN

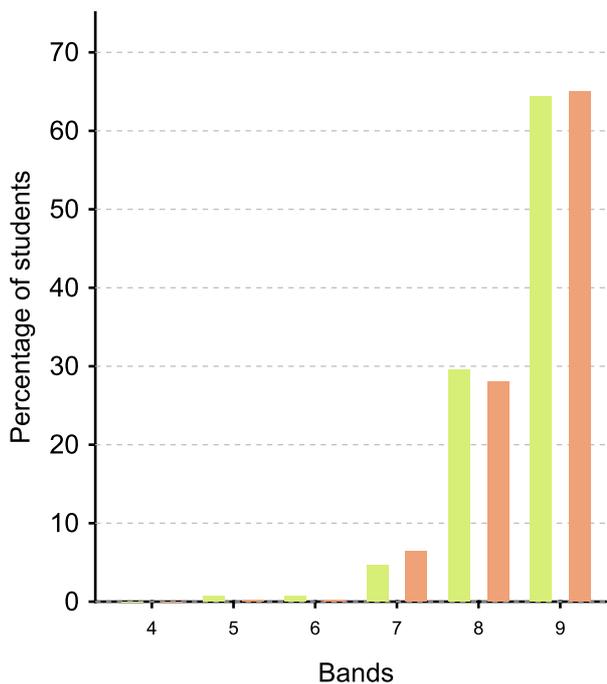
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

Our NAPLAN results indicate that our students, while above average in all aspects of literacy development should not be represented in Band 6 or Band 7 in any dimension, but need to be developing their skills in all areas tested by NAPLAN. Extensive work has already taken place to improve the school's record in this area, including establishing a targeted class who receive intensive teaching in Years 7, 8 and 9. A reading program was established two years ago, and BI data indicated a small increase in our value added NAPLAN in Year 9 in 2016, although this trend needs to continue strongly to enable students to meet the newly established required HSC literacy benchmarks. The school is 90% EALD and students are third phase learners. The school had no funds at all for EALD in 2016. Further steps to encourage students writing are in the 2017 School Plan and faculties will be expected to present an explicit literacy plan for 2017 indicating what they will be doing at a classroom level to enhance our student capabilities.

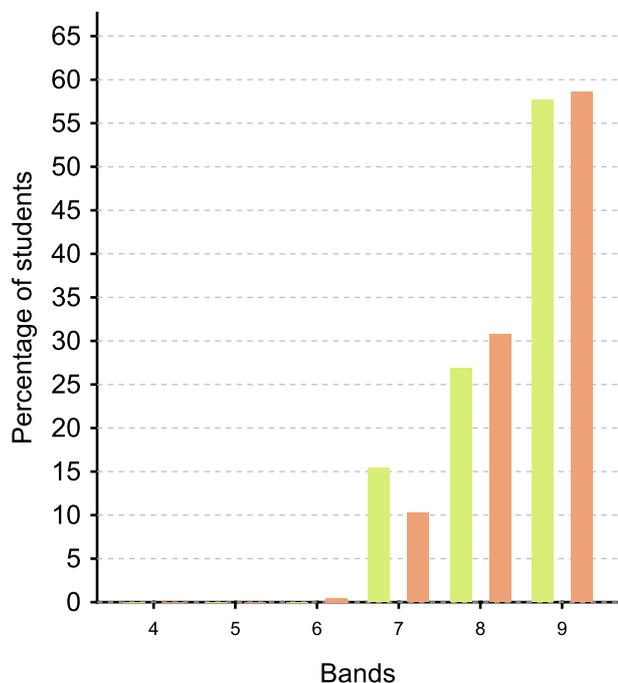
Percentage in bands:
Year 7 Reading



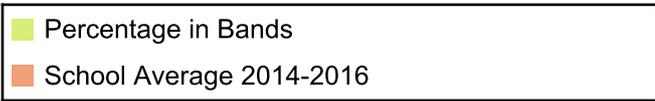
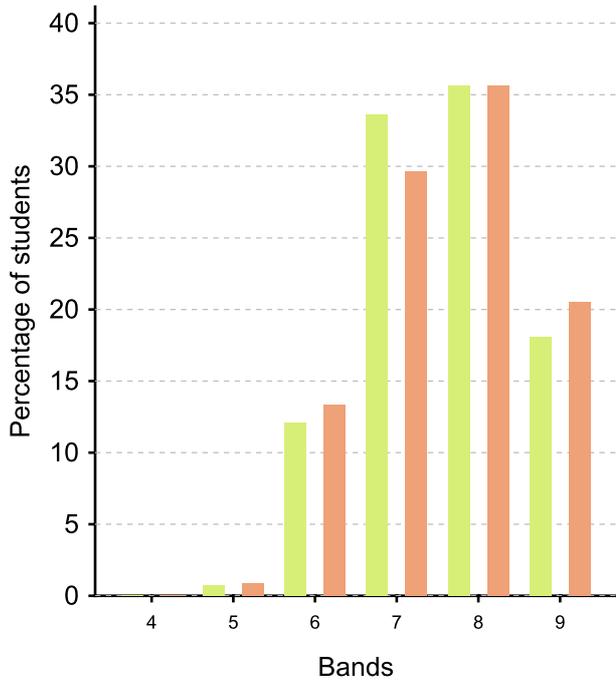
Percentage in bands:
Year 7 Spelling



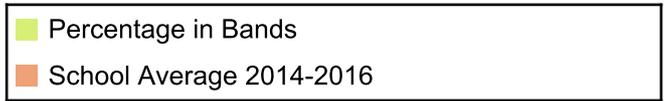
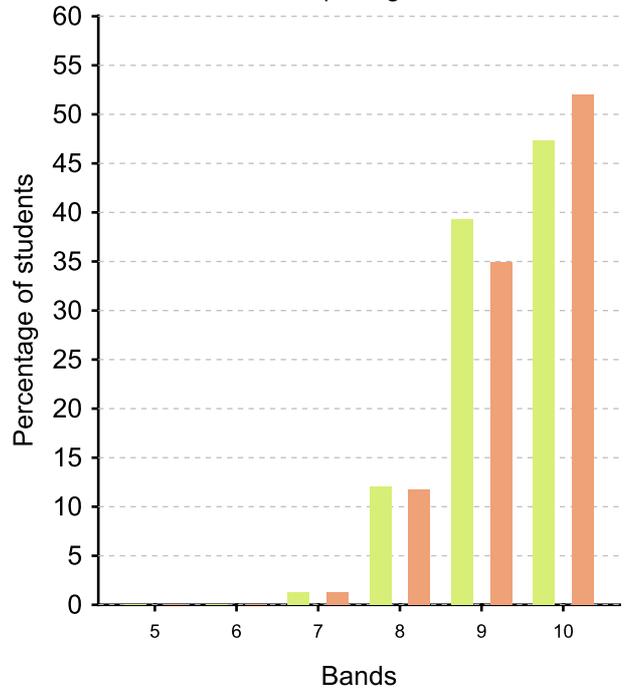
Percentage in bands:
Year 7 Grammar & Punctuation



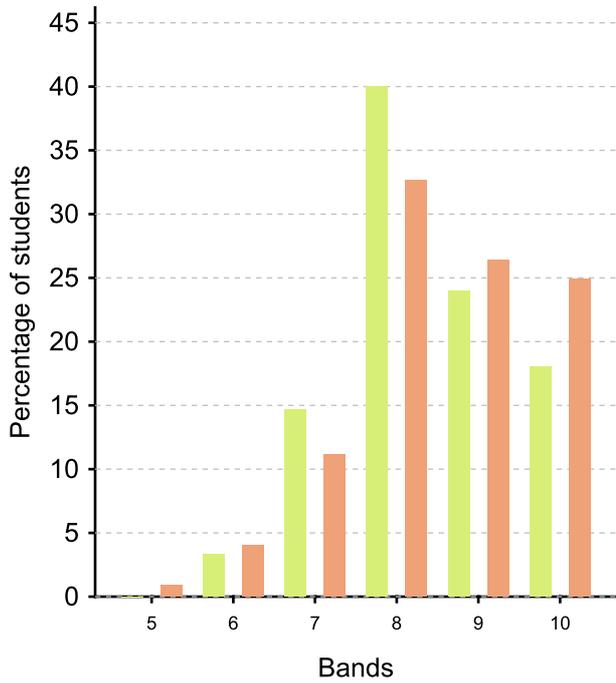
Percentage in bands:
Year 7 Writing



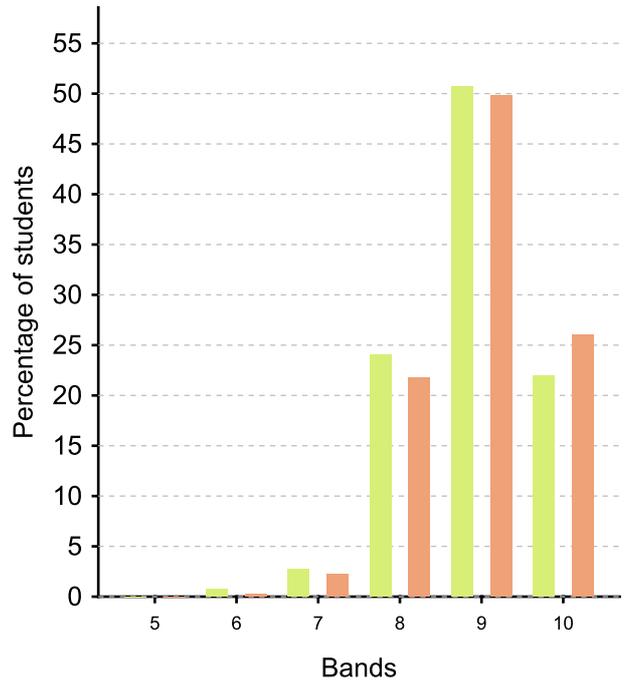
Percentage in bands:
Year 9 Spelling



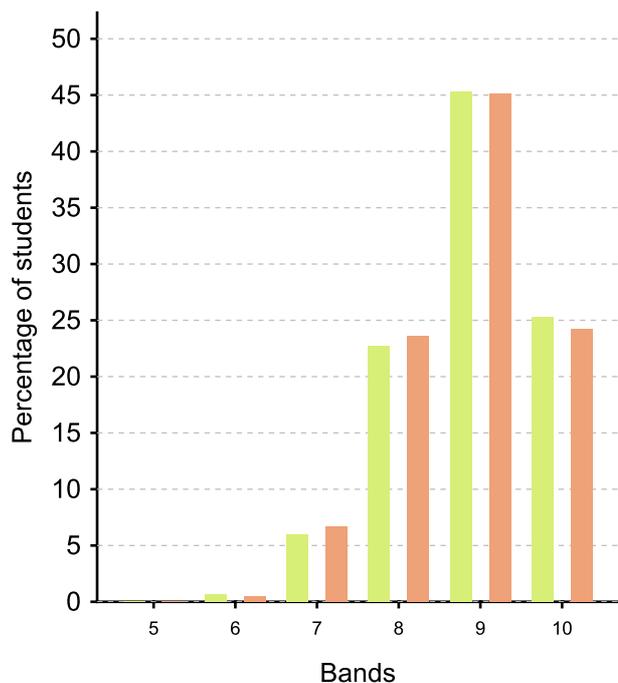
Percentage in bands:
Year 9 Writing



Percentage in bands:
Year 9 Reading

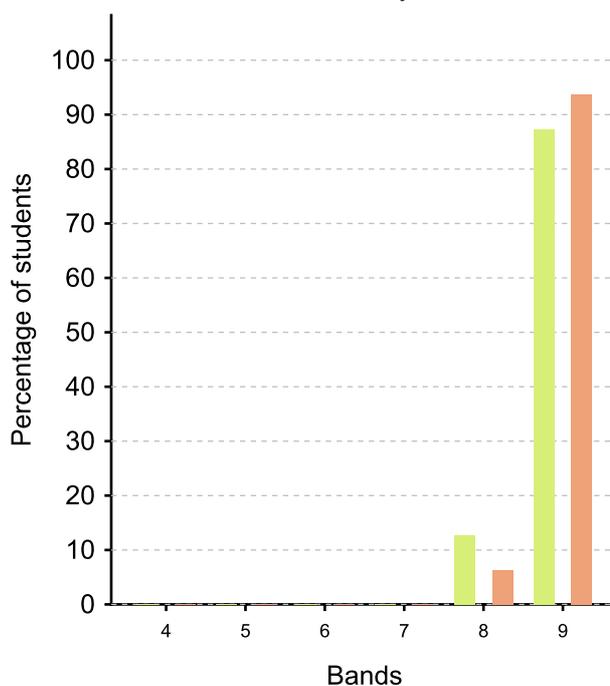


Percentage in bands:
Year 9 Grammar & Punctuation

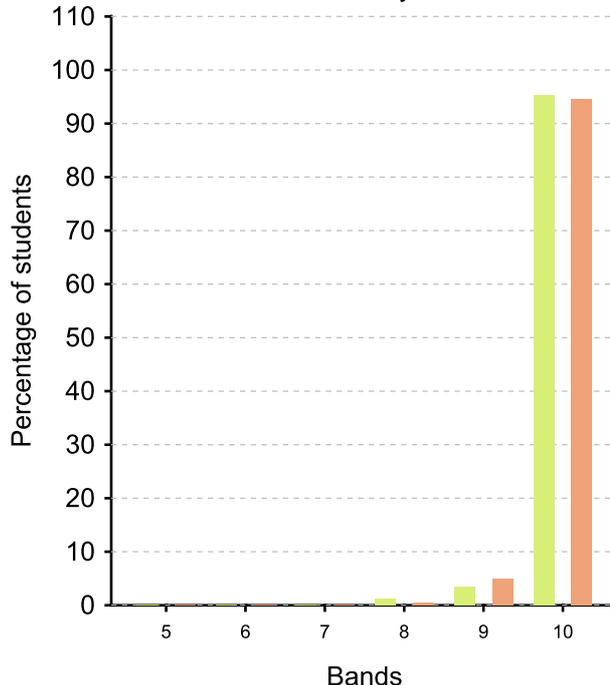


The school's record in numeracy is traditionally strong reflecting the interests of the student cohort in problem solving and in the structured nature of mathematics. The very few students not in the top two bands are given individual support early in Year 7. The mathematics faculty seeks to meet the needs of gifted learners by extending and accelerating the curriculum, and students coming into Year 7 are tested to ascertain their performance levels, as they come from more than 80 different primary schools.

Percentage in bands:
Year 7 Numeracy



Percentage in bands:
Year 9 Numeracy



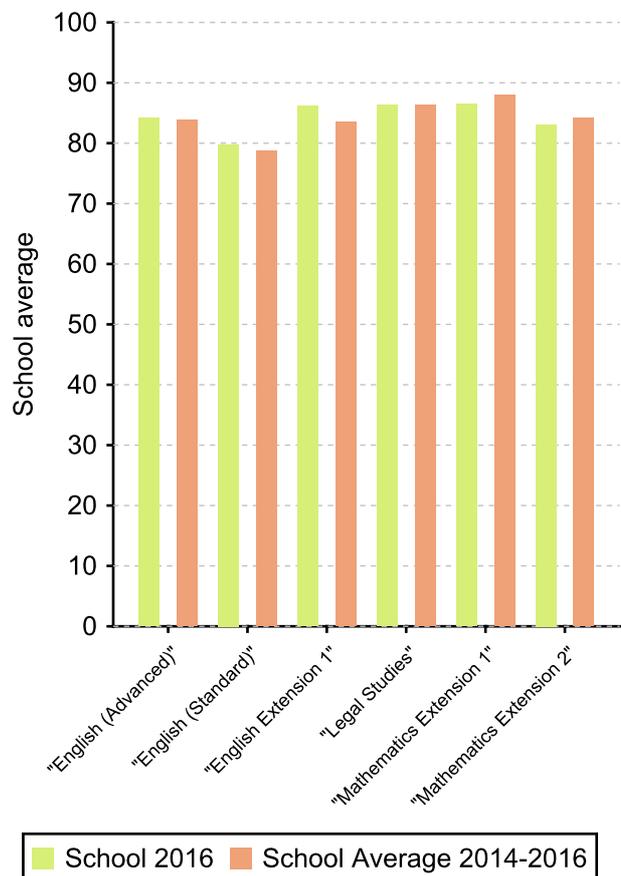
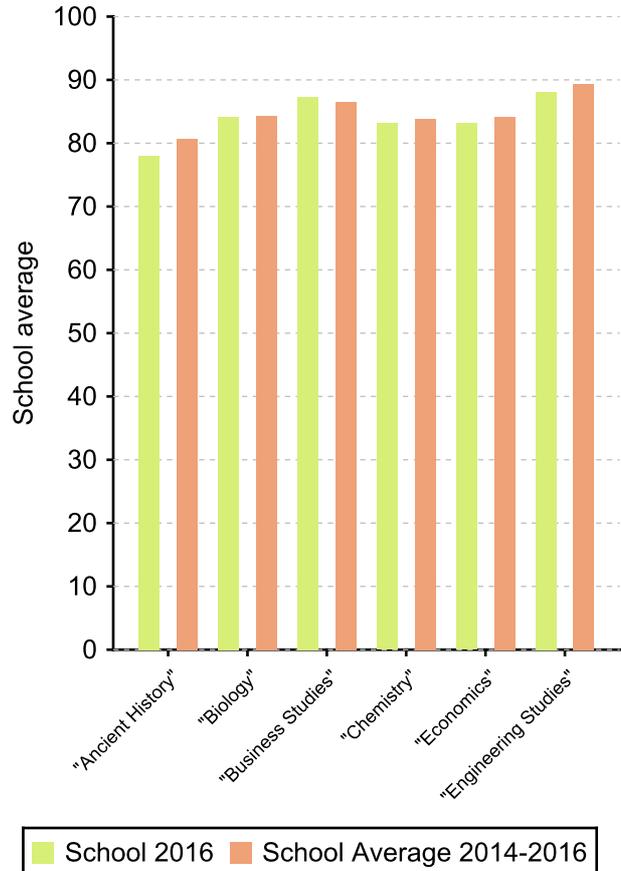
The My School website provides detailed information and data for national literacy and numeracy testing. Click on the link <http://www.myschool.edu.au> and insert the school name in the Find a school and select GO to access the school data.> My School website compares the school with others of similar socio economic backgrounds.

All students met National Minimum Standard. The school met the Premiers Priorities in numeracy with all students in 2016 gaining a Band 9 or 10 with the exception of two, who gained a Band 8 (1.3%). Intensive analysis of the two students show no discernible pattern of issues, but just careless errors in computation. In writing, 22 students (14.7%) gained Band 7 in writing. This was the same statistic as in 2015. There was a reduction in Band 6 students in writing between 2015 to 2016. The figure for 2015 was 12 Band 6 (8%), this was reduced to 5 Band 6 in writing in 2016 (3.3%), and no Band 5. The reduction is a result of intensive work from the Learning Support Teacher team and from whole school writing initiatives. Students are 3rd phase EALD learners although the school received no EALD funds for this in 2016, and many students therefore have problems in decoding 'inference'. The school is currently addressing these issues with a 7–10 reading program.



Higher School Certificate (HSC)

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



Parent/caregiver, student, teacher satisfaction

2016 STHS community review into our BYOD Policy and Program.

The 'Bring Your Own Device' program has been in place in the school since the demise of the DER Federal laptop program. The school made the decision to recommend that Year 7 buy an iPad for school. The program has operated for the last three years. Feedback from parents at Parent Partnership meetings has raised many issues of concern around the laptop program, particularly in relation to the level of maturity of Year 7 students, and the fact that students were opting to game at lunchtime, rather than engage in physical activity. At home, students were also focused on their iPads and parents expressed a need for explicit guidelines on dealing with the issue of their sons non educational use of the device.

The school committed to evaluate the BYOD program in the 2016 plan.

Three surveys were opened up for student, staff and parent feedback on the relevance, functionality and future of our BYOD policy and procedures. The surveys were promoted among these three groups via various means including staff email, student Edmodo groups, Tech Talk, (the school newsletter) word of mouth and MGM Wireless SMS.

A total of 161 responses were obtained (46 parents, 24 staff and 91 students).

95% of parent respondents had students in Years 7–9.

100% of student respondents were in Years 7–9 (7:21%, 8:57% and 9:22%).

Important results – a snapshot

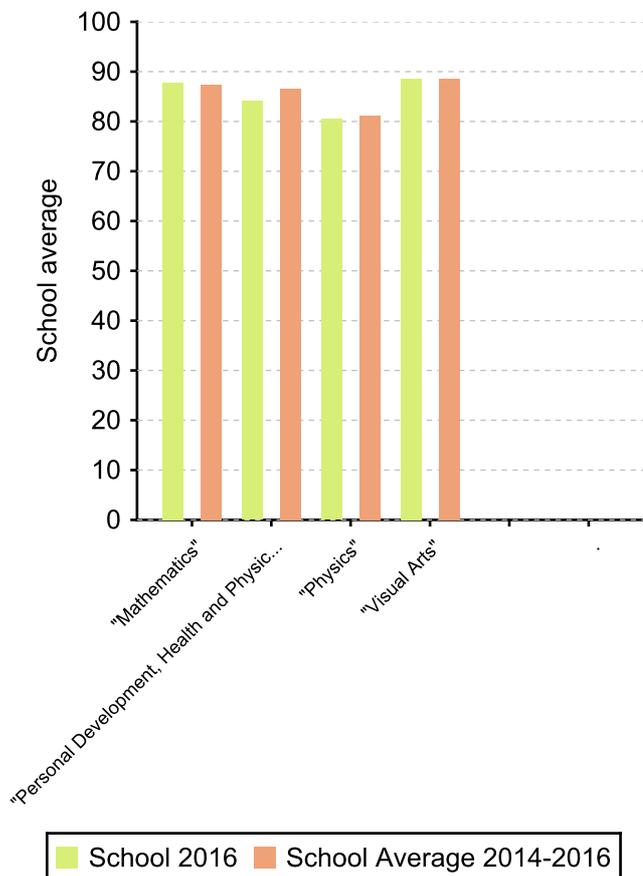
90% of BYOD users utilise the Apple iPad as their regular device. Other students primarily use a laptop option.

On average, 75% of users bought/obtained this device for use at the school specifically, however the majority of students use their device mostly when they are not at school.

BYOD produces minimal conflict/bullying issues between students and possibly assists in the transition to high school for students, as they are able to make social connections through technological means, with their peers, given the distance they live from school.

Years 7–9 are where classroom use of the BYOD device is most encouraged.

The devices allow for convenient and instant access to information/images/media and are primarily used as a web browser.



The school has maintained its performance levels across HSC subjects in 2016 and had some extremely pleasing State Rankings. In Engineering Studies, Chester Cao was 1st in the State followed by Ryan Betbedder Matibet at 5th and Joshua Ibanez Cruz at 8th. This achievement was exceptional, given that John Simmonds, one of our well loved, and long term Engineering teachers died suddenly in May, and staff stepped in to support the HSC cohort. Alex Zhu was 3rd in the State in Extension 2 Mathematics. Tandee Wang was 5th in the State in Legal Studies, and 14th in the State in Modern History. Our Mathematics results showed a very pleasing increase, as a result of intensive analysis in 2015, and implementation of new strategies, and in Advanced English all students were placed in Band 4 and above. A large number of subjects were above State Mean by a very large margin, including Biology; Business Studies; Information Processes and Technology; Legal Studies; PDHPE; and Software Design and Development. The broad range of student achievement across diverse curriculum choices is an indication that where students select their curriculum with interest and passion, then they do well in either science or humanities subjects. There was a 1% decline in Band 3 results, and a 5% increase in ATARS between 95–99.

Ebrahim Khanbhai was selected to have his art work hung in ARTEXPRESS, at Sydney's Hazelhurst

Issues for the School Community to respond to

There was a 50/50 split in opinions from all respondents regarding student or school regulation of the device and its (mis)use but the majority of respondents were not in favour of a complete ban on BYOD at the school.

There were some contradictory results across three groups in relation to the advantages/disadvantages of BYOD, parent/student control and the concept of self regulation at various stages of adolescent development.

There were also contradictory perceptions of the common Teaching and Learning practices that take place in the classroom – results between students and staff were almost inverse. This was particularly evident when students reported that lecture–style teaching was the most common classroom technique compared to staff ranking this approach as a method used considerably less. Current brain and memory research strongly indicates that information retention is less effective through lecture–style pedagogy, and an investigation into class teaching strategies is required. A follow up question for the teaching staff to further investigate therefore is, how effective is lecture style in engaging gifted and talented boys in the learning process?



Recommendations:

The list below details seven critical recommendations that student, staff and parent input identified through a combination of qualitative and quantitative data obtained through the surveys.

- BYOD to continue and, for the time being, iPads remain the suggested device.
- No non educational use of devices at recess and lunch time. School acquisition of additional playground physical/social equipment such as all–weather table tennis tables and giant chess
- From 2018, community consultation will begin around the viability of a delayed introduction of BYOD from Year 8 or 9 instead of from the start of Year 7.
- STHS to strongly encourage parents to have full or at least shared family settings to control all installation of apps/software to ensure the device is strictly for learning purposes wherever possible.
- BYOD User Charter to be reviewed in line with classroom management procedures at Tech to explore systematic and consistent practices for repeated misuse.
- Parent Partnership Program provide family workshop sessions to teach parents how to manage the security/control settings of the devices.
- Quality teaching and learning strategies that focus on student engagement are to be part of the 2017–18 school plan.

Policy requirements

Aboriginal education

The school has a supportive learning environment for all students, including Aboriginal students. Staff access DoE programs to support individual students.

Curriculum, teaching and assessment programs are challenging and culturally appropriate. In implementing the Aboriginal Education and Training Policy the school ensures that it integrates Indigenous perspectives into all key learning areas and educates all students in Aboriginal histories, cultures and perspectives. The National curriculum has a strong focus on Aboriginal perspectives. Some examples of our teaching and learning approach include:

- Environmental management, studies and lectures from Aboriginal leaders on water management and the composition of Aboriginal communities during field trips
- Dreamtime stories, poetry, short stories, and Aboriginal films, Aboriginal authors in English as part of the National curriculum and new texts using an Aboriginal perspective in Years 7 and 9 such as the text 'True Blue? On Being Australian' edited by Peter Goldsworthy and studies of religion analyses Aboriginal spiritual beliefs.
- Astronomy in science, genetic studies and the study of how Aboriginal and Torres Strait Islander peoples develop and refine knowledge about the world through observation and prediction and trial and error to understand the natural world.
- Counting systems in mathematics.
- Aboriginal art and music in creative arts, with a music unit in Year 10 using the work of Yothu Yindi. Year 7 study central desert styles and artists. Year 10 and 11 study contemporary Aboriginal artists such as Tracey 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. He was recognised for his commitment to his learning at the Ultimo 'Deadly Kids Doing Well' Awards.
- The school has an Anti Racism contact officer who has invited DoE Aboriginal elder to come to school to speak to students about her history.

Multicultural and anti-racism education

The school is 90% LBOTE with 30 different cultures represented. 50% of students speak another language at home, and that skill is valued highly by the school which encourages students to study at Open High School. One student was 1st in the State in Heritage Chinese in 2016. 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.

In the 'Tell Them From Me' (TTfm) Survey for parents, the school scored 7.7 as a safe school. Our students are mostly third phase language learners, and although we did not attract RAM funding for them in 2016, the school has funded a strong literacy program to develop skills in all learners including specialist assistance. School equity funds are used to ensure that all students can participate in the many co curricular events at the school.

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

Anti racism

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