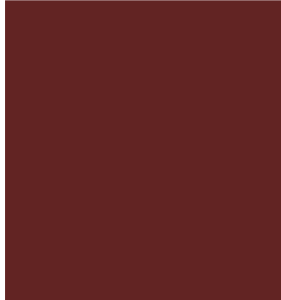
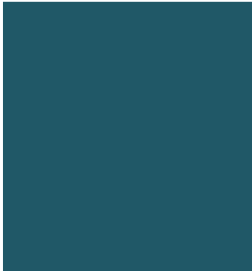
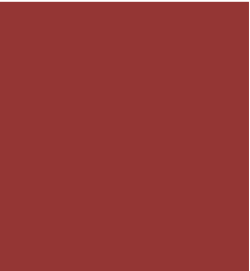
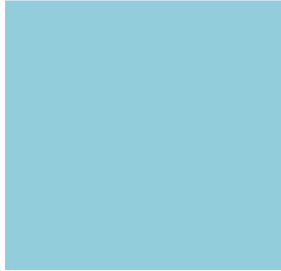


# 2010 Annual School Report Cherrybrook Technology High School

NSW Public Schools – Leading the way



## Messages

### Principal's message



Throughout 2010 Cherrybrook Technology High continued to provide outstanding educational opportunities for all students of the school. NAPLAN testing data and School Certificate results reflected consistent student improvement whilst the Higher School Certificate results were amongst the best ever attained by the school. Sixteen students gained the NSW all rounders award for their outstanding achievement and over ninety students earned ATARs greater than 90, whilst twelve scored ATARs greater than 99. Three individual students scored marks that placed them in the top 20 in the state in at least one course of study and 146 students gained marks that placed them in the top band awarded in one or more of their courses of study. Cherrybrook students also had works selected for *Art Express*, *DesignTECH* and *Encore*.

Once again the school's creative and artistic programs were hugely successful with students involved in all manner of school productions, community performances, ensembles and displays. Equally, in the field of sport, individually and in team events, the school enjoyed enormous success with students competing at every level from classroom to international standard with Jenny Blundell representing Australia at the Youth Olympics held in Singapore.

During 2010 the school continued to invest heavily in teacher professional learning focussing on the further introduction of student laptop computers, the creation of more effective learning environments using technology and the redevelopment of teaching programs to promote independence in learning. The appointment of Mrs Marianne Bonnor to the position of relieving Head Teacher Mentor to support early career teachers has further enhanced the professional development program at the school.

Resources from both the State and Commonwealth Governments have been used for the refurbishment of science laboratories and construction of a state of the art cardio room. The school's new multipurpose courts

were officially named and opened by Mrs Lucy Schilling. Students also benefitted from the construction of new shelters and purchase of additional seating for the playground. Planning for an extension to the MPC is in the final stages and work should begin early in 2011 on a new staffroom for the PDHPE staff and additional storage facilities.

I certify that the information in this report is the result of a rigorous school self-evaluation process and is a balanced and genuine account of the school's achievements and areas for development.

Gary Johnson,  
Principal

### P & C message

It gives me great pleasure to present the P&C President's report for 2010. First, I would like to congratulate the Principal, Mr Johnson and the dedicated staff for the excellent academic, cultural and sporting results achieved last year.

During the year I was invited to attend several school functions including the Year 12 Graduation, the High Achievers' Awards, Years 8 and 9 Public Speaking Finals, the Volunteers' Thank You lunch and the Sports Awards assembly. It was a pleasure and an honour to be there and to present awards to many students. My thanks goes to one of our vice presidents, Janice Scott, for attending the Year 6 into 7 orientation day and for speaking to the parents and families present. This was a great opportunity to remind parents of the need to support the P&C and the school's main fund raising activity, school contributions.

At the Volunteers' Thank You Lunch it gave me great pleasure to acknowledge the many 'behind the scenes' helpers including the library, sorting of the lost property and all other helpers. It also gave me an opportunity to thank Heather Lane and May Ng and their team who work hard and enabled the canteen to donate \$40 000 to the P&C.



**The Volunteers' luncheon**

A highlight of the year was the attendance of teachers at the P&C meetings, either to give informative presentations in their subject areas or to discuss ways of increasing numbers at musicals, to introduce new



and exciting initiatives or to explain private and public school funding. My sincere thanks goes to Mrs J Weal, Mr J Perry, Mr B Clements, Mr C Mortimer, Mr G Robinson and Mr A Foley. Mr Foley conducted the school string ensemble, which performed at one of our meetings. Thank you to Mrs Weal for organising guest speakers for these presentations.

We also had an informative evening at one of our meetings when Sharon Mizzi, youth co-ordinator from Hornsby Council spoke about youth programs and the dangers of alcohol consumption.

The P&C continued to be actively involved with ground improvements in 2010. Last year was the "Year of Environmental Sustainability." Several members of the P&C worked closely with Mr B Clements, who has worked very hard to develop the School Environmental Management Plan, SEMP, and improve the school grounds. One of the areas targeted was the front of the school and a successful working bee was held to beautify the front area with native plants and mulch. Thank you to Mrs Narelle Smith for her efforts in ensuring these activities were a success.

The P&C continued to support many causes at the school. Significant aspects worth mentioning during the 2010 year include:

- The canteen transferred \$40 000 to the P&C General Account as per their budget.
- The P&C funded \$1200 towards student sponsorships.
- We continue to support the Duke of Edinburgh program by buying equipment.
- The P&C contributed \$1250 for Music Scholarships and \$1227 towards the Yamaha Band Festival.
- The P&C donated \$1606 that was used for the Immunisation program. This initiative started in 2009 to assist the school in paying for casual staff to supervise classes while teachers were involved with the students being immunised. This proved to be a great help to staff and will be continued in the future.

P&C building funds will go towards the extensions of the MPC. Our gratitude goes to the members of the School Council for 2010.

This year we welcomed Karen Zilm and Sunil Mistry to the executive. I would like to thank all the executive for their input and enthusiasm. Our thanks go to outgoing members Megan Moon, Roz Tockuss and Tony Chau.



### ***The Cherrybrook Technology High School String Ensemble play at the P&C meeting***

We welcomed Mr Vishnu Naidu, who will be providing his services as the P&C and canteen auditor.

It concerns me that parent contributions and canteen profits are down from last year. Let us hope this trend will reverse in 2011.

This is my final report as President of the P&C, as I am stepping down from the executive. I have immensely enjoyed the contact with Mr. Johnson and the school and the close relationship we have. Congratulations and good luck to all those elected to the executive for 2011. Thank you.

Mike Charlton.

### **Student representative message**

It is bittersweet to reflect and write about our time in the Student Executive for the Annual School Report. We have so many fond memories of our role as School Captains in 2010. Some of our most memorable moments were the weekly assemblies, the fun videos we made not only to support charity events but to develop school spirit and to promote upcoming events, the world cup breakfast and the countless ambitious plans.

The year began with the selling of roses for Valentine's Day. This was a huge success, raising \$4000 for relief after the devastating earthquake in Samoa. Other charities or programs that we supported included the Oxygen Factory and 'Shades for Aids'. We will never forget the lasting smell of delivering 200 pizzas to the school in one small car.

The Cherrybrook Technology High School Talent Show was another success, where a majority of the students and a handful of teachers crowded into the hall to watch the performances. The school was so supportive of every act and we saw some absolute talent. The winners of the competition were Ben Byrne, Nathan Singh, Brendan Tan, Daniel Cattell and Dev Govil.

One initiative we introduced this year was the World Cup Soccer breakfast. This was a great event, even though we had to get up at 4am and cook sausages for the rest of the school! There was a real sense of national pride as we watched the Socceroos win 2-1.

The student executive had many opportunities to represent the school as a whole - one of these being the 25<sup>th</sup> Chinese Australian Forum anniversary dinner held in the July school holidays where we had to wear our full school uniform and work as hosts for about six hours. Another was participating in the International Youth of the Year competition where we competed against students from all around the region.

We also had other fun events like competing against the sports executive in a soccer match. To everyone's surprise, it was a close game and we played really well. As part of the year group, we actively participated in the two dress up days – coming in Hawaiian attire for the swimming carnival and looking like clowns for the athletics carnival.

All in all, it was a fantastic year and we enjoyed every minute of it.

Joshua Henry and Jessica Waterson



**Joshua Henry and Jessica Waterson welcome the High Achievers of 2009 at the 2010 Assembly.**

## Our school at a glance

Opened in 1992, Cherrybrook Technology High School is situated in the north-west Sydney metropolitan region.

Our school is a purpose-built technology high school with modern and well maintained learning areas located in a bush setting. The school has a reputation for being one of the most dynamic, innovative and high performing comprehensive schools in the state. Students at our school appreciate the excellent facilities that the school offers and enthusiastically

immerse themselves in a broad range of learning experiences.

We have a harmonious multicultural population, excellent student welfare programs and outstanding parent support.

## School context

Our school has an excellent reputation within the community and this is reflected in the continuous growth in enrolment numbers each year and in the number of enquiries for enrolment from outside the catchment area. In 2010 the school had a total enrolment of 2001 students. Fifty five per cent of students are from language backgrounds other than English.

## Student information

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

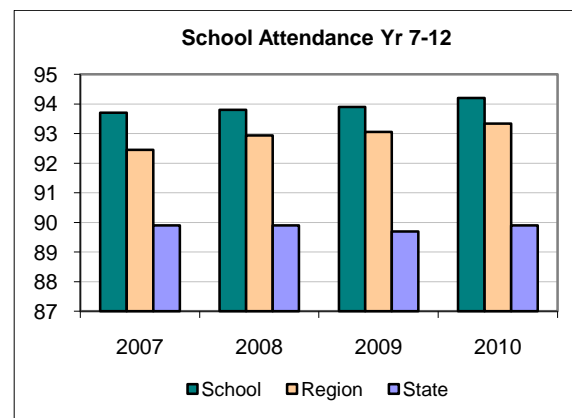
### Student enrolment profile

The following table shows the number of students enrolled at Cherrybrook Technology High School, by gender, over the past 4 years.

	2007	2008	2009	2010
Male	937	974	1006	1023
Female	875	906	940	978

### Student attendance profile

Attendance at Cherrybrook Technology High School is above the average attendance for both the state and the region.



The following table presents the attendance for students in each year in 2009 and 2010.

	Year	2008	2009	2010
<b>School</b>	<b>7</b>		95.8	96.6
	<b>8</b>		95.1	95.2
	<b>9</b>		94.0	94.8
	<b>10</b>		93.1	93.4
	<b>11</b>		93.3	93.2
	<b>12</b>		91.8	92.6
	<b>Total</b>	93.8	93.9	94.2
<b>Region</b>	<b>7</b>		95.4	95.3
	<b>8</b>		93.7	94.2
	<b>9</b>		92.8	93.2
	<b>10</b>		92.2	92.4
	<b>11</b>		92.5	92.7
	<b>12</b>		91.6	92.1
	<b>Total</b>	92.9	93.1	93.3
<b>State</b>	<b>7</b>		92.3	92.6
	<b>8</b>		90.0	90.5
	<b>9</b>		88.8	89.1
	<b>10</b>		88.7	88.3
	<b>11</b>		89.4	89.1
	<b>12</b>		89.4	89.8
	<b>Total</b>	89.9	89.7	89.9

### Management of non-attendance

In order to maintain and restore regular school attendance we have established sound attendance monitoring practices and regular follow-up of unexplained absences. Parents are notified promptly on the day of their child's absence via an SMS text messaging system and are further advised in writing if an explanation for the absence has not been received. A range of school based strategies are implemented to resolve attendance difficulties that have the welfare of the student as their focus. These include: student and parent interviews via phone calls, letters or interviews, referral to the school welfare team and/or the learning support team, referral to the school counsellor or the development of a school based attendance improvement program. If these interventions prove unsuccessful, support from the Home School Liaison Program is requested and a formal Attendance Improvement Plan may be put in place.

### Retention to Year 12

	SC05- HSC07	SC06- HSC08	SC07- HSC09	SC08 - HSC10
<b>School</b>	83.4	79.6	87.0	90.2
<b>SEG</b>	82.1	80.4	82.3	85.3
<b>State</b>	60.8	60.3	61.0	62.7

### Post-school destinations

The destinations of the Year 12 students who completed the HSC in 2010 are as follows:

University	68%
TAFE	15%
Private colleges	6%
Employed	7%
Overseas/Unknown	4%

### Year 12 students undertaking vocational or trade training or those students' attaining HSC or equivalent vocational educational qualification

In 2010, Cherrybrook Technology High School had three Year 12 students undertaking School-Based Traineeships. (One in Retail, one in Horticulture and one in Hospitality).

There were 68 students undertaking VET courses at local colleges. Along with the 44 school based Hospitality students. This represents 33% of the Year 12 cohort of 342 students.

Students undertaking VET courses leading to a Certificate 2 or Statement of Attainment accounted for 23% of the Year 12 cohort.

The following list presents the courses that students from the 2010 cohort attended.

<b>Accounting</b>	<b>18</b>	<b>Construction</b>	<b>2</b>
<b>Primary Industries</b>	<b>1</b>	<b>Information Technology</b>	<b>3</b>
<b>Industry-based Learning</b>	<b>2</b>	<b>Automotive</b>	<b>2</b>
<b>Business Services</b>	<b>8</b>	<b>Electrotechnology</b>	<b>1</b>
<b>Hospitality 45+41(school based)</b>		<b>Retail Services</b>	<b>1</b>
<b>Tourism</b>	<b>4</b>	<b>Hairdressing</b>	<b>4</b>
<b>Plumbing</b>	<b>1</b>	<b>Media</b>	<b>1</b>
<b>Sport and Recreation</b>	<b>2</b>	<b>Property Services</b>	<b>1</b>
<b>Beauty Therapy</b>	<b>6</b>	<b>Children's Services</b>	<b>1</b>
<b>Aviation</b>	<b>2</b>	<b>Visual Arts and Contemporary Craft</b>	<b>5</b>
<b>Health Services</b>	<b>2</b>	<b>Design Fundamentals</b>	<b>1</b>

## Staff information

### Staff

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

Cherrybrook Technology High School continues to benefit from its highly motivated and professional staff. The school has an experienced staff and traditionally the turn-over rate is low. In 2010, there were 131.5 teaching staff with 49.5 males and 82 females.

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

### Staff establishment

Position	Number
Principal	1
Deputy Principals	3
Head Teachers	21.5
Classroom Teachers	97.2
Careers Advisors	2
Support Teacher Learning Assistance	0.4
Teacher Librarians	2
Teachers of ESL	3.4
Counsellor	1
School Administrative & Support Staff	21.372
Total	152.9

There were no teachers who identified as having an Indigenous background in 2010.

### Teacher qualifications

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

Qualifications	% of staff
Degree or Diploma	100
Postgraduate	11

### Financial summary

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

Date of financial summary:	11/30/2010
<b>Income</b>	<b>\$</b>
Balance brought forward	762316.21
Global funds	1000642.81
Tied funds	427113.66
School & community sources	1625601.98
Interest	40341.43
Trust receipts	308874.87
Canteen	0.00
<b>Total income</b>	<b>4164890.96</b>
<b>Expenditure</b>	
Teaching & learning	
Key learning areas	531189.21
Excursions	609139.53
Extra-curricular dissections	272100.30
Library	866.86
Training & development	27257.75
Tied funds	589303.94
Casual relief teachers	212921.72
Administration & office	441271.79
School-operated canteen	0.00
Utilities	199038.34
Maintenance	189188.52
Trust accounts	255697.68
Capital programs	147440.59
<b>Total expenditure</b>	<b>3475416.23</b>
<b>Balance carried forward</b>	<b>689474.73</b>

A full copy of the school's 2010 financial statement is tabled at the annual general meetings of the School Council and/or the parent body. Further details concerning the statement can be obtained by contacting the school.



**Stage 5 Food Technology**



## School performance 2010

### Sport

This was another very successful year for Cherrybrook Technology High School in the sporting arena. For the fifth consecutive year we have been awarded the Zone Champion School, with victories in the Zone Swimming, Cross Country and Athletics carnivals. These, together with our achievements in Grade Sport, saw Cherrybrook Technology High School being awarded the Kuring-gai Zone Champion School for the second consecutive year. For the second time we were also the Metropolitan North Champion School.

The year began with the annual swimming carnivals at Epping and Hornsby pools where **21 records were broken by:** Rachel Yabsley, Samantha Choo, Jeremy Tunkunas-Scott, Vincent Dai, Anneli Haglund, Damien Yabsley, Jenna Liimatainen and Atte Liimatainen.

Special mention should be made of Vincent Dai who was the age champion at The Combined High Schools' Swimming Championship winning the 2 gold, 2 silver and 2 bronze medals.

Congratulations to Jenna Liimatainen who qualified for the National swimming squad.

The cross country carnival was also held in Term 1 and it was excellent to see the number of students who participated to the best of their ability in the carnival. The fastest time on the day went to Chris New-Tolley who completed his run in 8 minutes and 37 seconds! The age champions were as follows.

Girls: **12 Years**-Samantha Choo, **13 Years**-Georgia Wincup, **14 Years**-Katie Ragusa, **15 Years**-Shashkia de Silva **16 Years** -Jenny Blundell, **17 years**-Nerida Blundy and **18 years**-Robyn Eldridge.

Boys: **12 Years**-Owen Guichelaar, **13 Years**-Marcus Haglund, **14 Years**-Thomas Choo, **15 Years**-Ryan Flemming, **16 Years**-Daniel Fiedler, **17 Years**-Chris New-Tolley and **18 Years**-James Holmes.

Rain interrupted the school athletics carnival, which was cancelled on two occasions before finally taking place in Term 2. There were some outstanding performances with seven records broken, despite the heavy track.

Age champions were as follows:

Girls: **12 Years**-Sarah Collins, **13 Years**-Dela Amirika and Emma McKenzie, **14 Years**-Erin Blundell, **15 Years** Moreblessing Maturure, **16 Years**-Jenny Blundell and **17 Years** -Emma Hunt.

Boys: **12 Years**-Michael Rawlin, **13 Years**-Nathan Cooper, **14 Years**-Roham Nasrieh, **15 Years**-Ryan Burger, **16 Years**-Mitchell Yabsley and **17 Years** -Jin Jung.



*Nicolette Hegyes and Yvette McCormack compete in the 2010 school cross country carnival.*

Other areas of athletic excellence were seen in the successes of Jenny Blundell who was selected for the Australian Team to compete at the first ever Youth Olympics in Singapore.



*Jenny Blundell, above live on skype in Singapore and below, receiving her uniform for the World Youth Olympics.*



So too, Ben Jaworski, proved he was the fastest in the country for under 18's 100 and 200 metres at the National Schools' Titles. He was also awarded a Syney North 'Blue' for athletics.

Excellent individual and group achievements include:

- Metropolitan sporting 'Blue' awards for Caitlin Thomas for Basketball and Alex Duong

for Volleyball. Emma Hunt, girls' sports captain, was awarded the rare privilege of a 'Blue' endorsement, as students can only achieve one sporting 'Blue'.

- Pamela Boyanov who has competed at international level and has toured Europe for tennis.
- The school badminton teams who won the state school competitions in Term 3.
- Tiffany Bignold, Rachel Green and Caroline de Matos who have won gold medals in their equestrian events at state level.
- Luke Parish who was awarded a Combined High Schools sporting 'Blue' in baseball.
- The under 15 girls' volleyball team participated at National Titles among 4500 students.
- Kieran Loughlin who achieved second in NSW for fencing.

Once again Cherrybrook Technology High School hosted visiting sporting teams, this year from Wirral Grammar School in England. The boys hockey team was billeted with 17 families and enjoyed a fun week of sports and Australian culture.

In 2010, the annual ski trip went ahead in the winter school holidays. The staff and students had an excellent week and were marvellous ambassadors for our school.

Once the warmer months hit it was back in the pool with the Year 8 swimschool and lifesaving program. This successful week runs with the assistance of Year 9 and 10 students who tutor and lead their peers in water safety.

Fifty girls from Cherrybrook Technology High School represented our school at the 'Get Active Breakfast' program. This year the MC was Kerri Pottharst, a Beach Volleyball gold medallist at the Sydney 2000 Olympic Games. She gave an inspirational speech which outlined how her injury did not prevent her from participating at the Olympics and achieving success. All the girls who attended had high profile female sports personalities sitting at their tables and enjoyed the conversation and the breakfast.

Overall Cherrybrook Technology High School has had an excellent year in sport and looks forward to future success in 2011.



*Caitlin Thomas receiving her sporting 'Blue' award from Bronwen Watson*

## Student achievement in 2010

### Academic

In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10.

The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

**Year 3:** from Band 1 (lowest) to Band 6 (highest for Year 3)

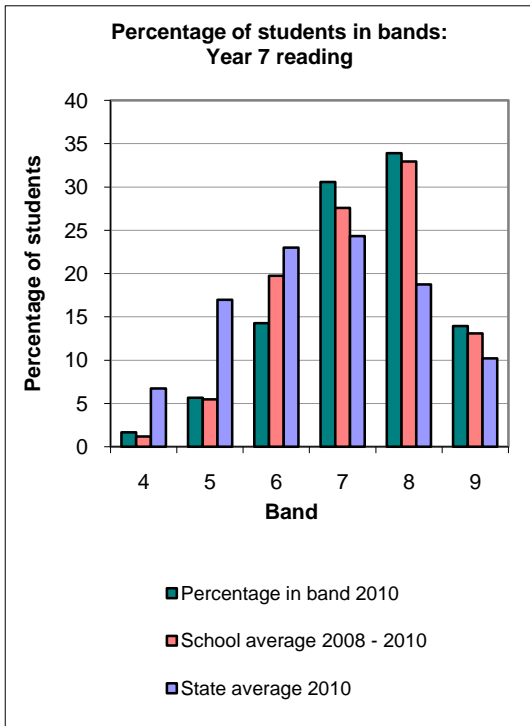
**Year 5:** from Band 3 (lowest) to Band 8 (highest for Year 5)

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

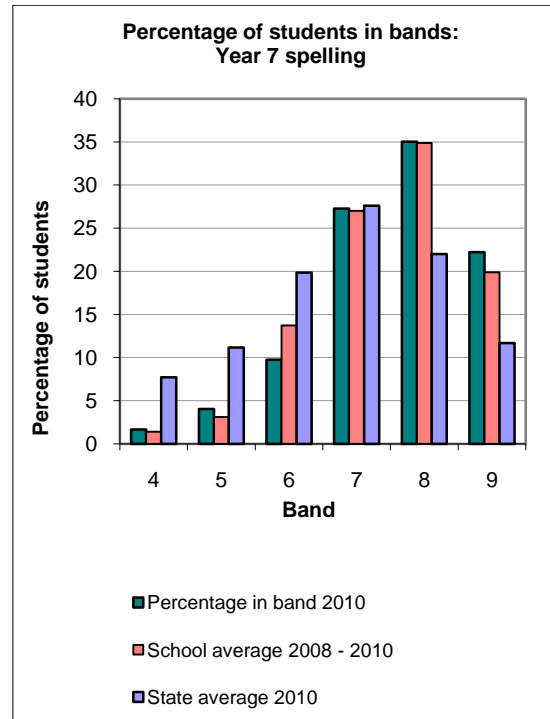
**Year 9:** from Band 5 (lowest) to Band 10 (highest for Year 9)



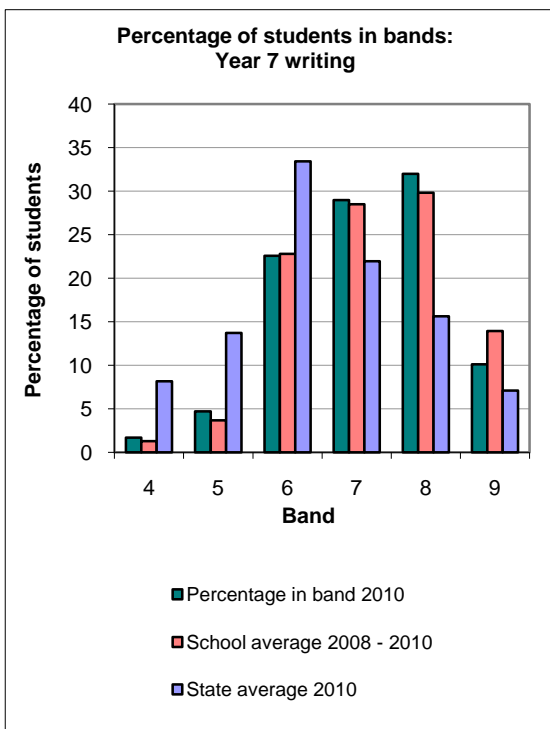
**In NAPLAN Year 7 Reading** Cherrybrook Technology High School students in the top three bands performed above previous students from 2009.



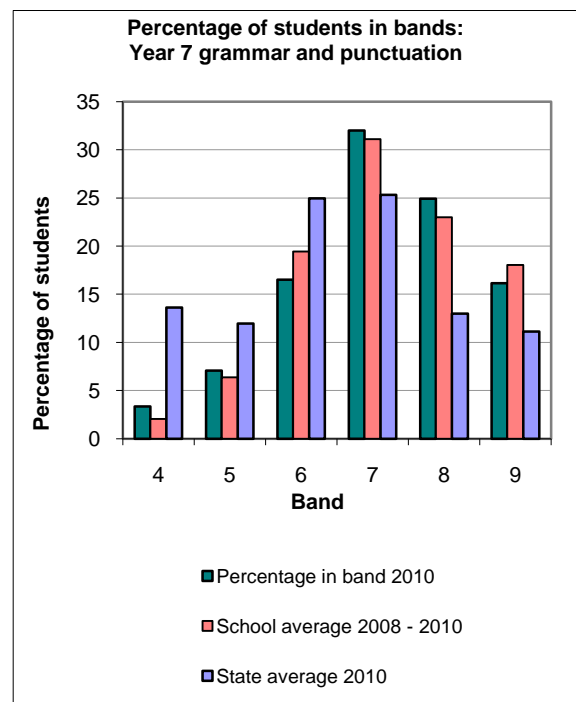
**In NAPLAN Year 7 Spelling** 67.5% of students at Cherrybrook Technology High School performed in the top three bands.



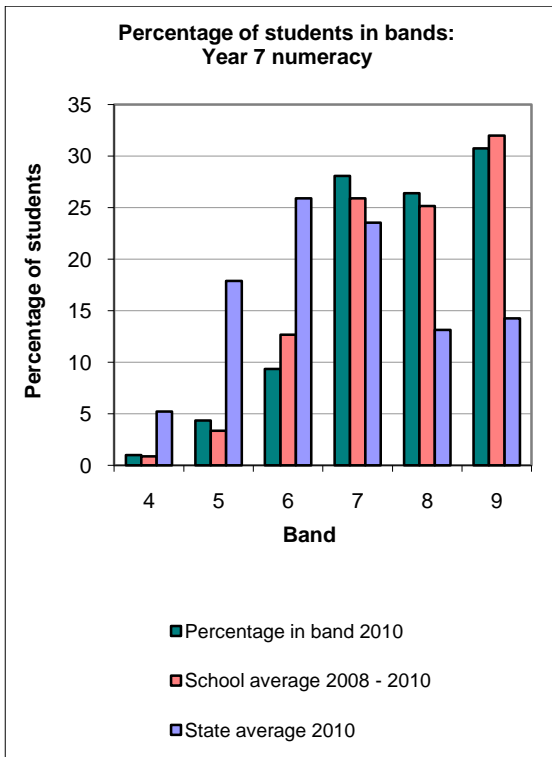
**In NAPLAN Year 7 Writing** 71% of students at Cherrybrook Technology High School performed in the top three bands.



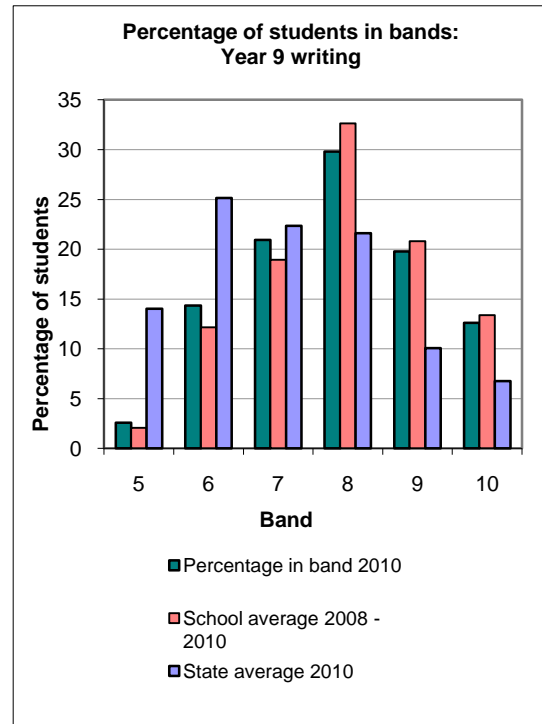
**In NAPLAN Year 7 Grammar and Punctuation** the average mark was 572.1 at Cherrybrook Technology High school and the average mark for the state was 529.2.



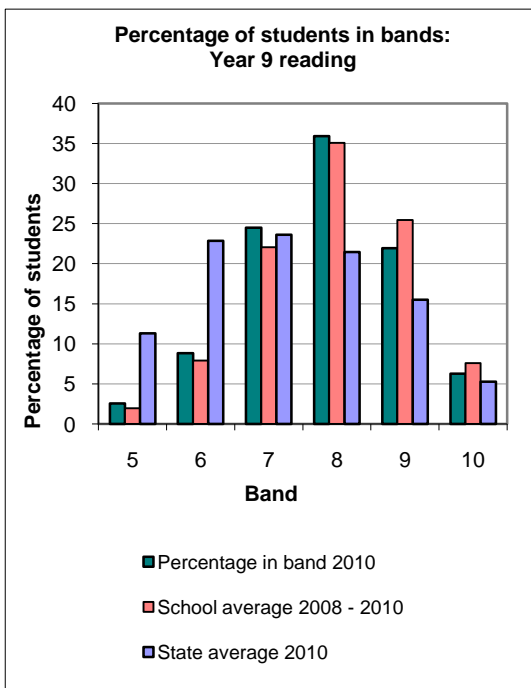
**In NAPLAN Year 7 Numeracy** only 14.8% of students performed in the bottom three bands. Ninety- two students are in the top band.



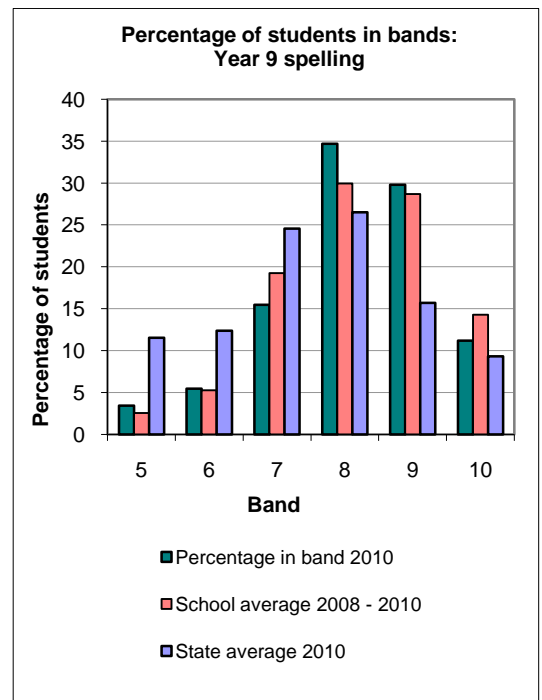
**In NAPLAN Year 9 Writing** Cherrybrook Technology High School students performed above the state average, having 28.2% of students in the top two bands.



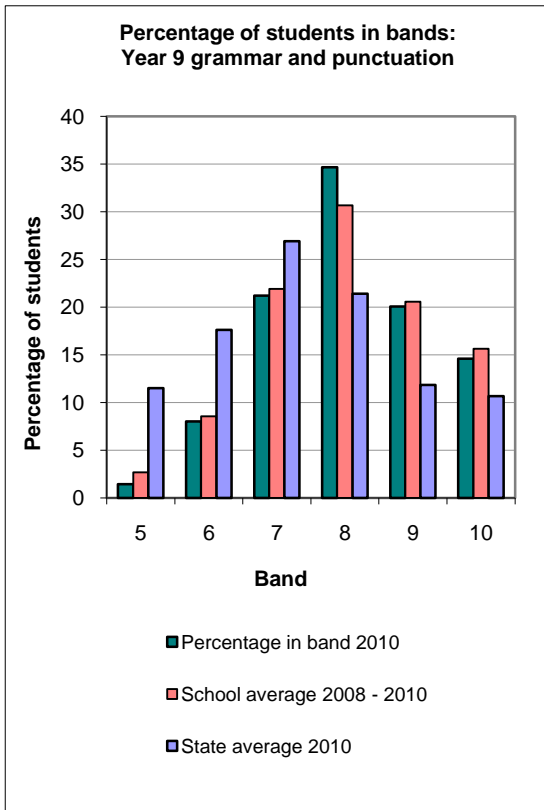
**In NAPLAN Year 9 Reading** Cherrybrook Technology High School students in the top three Bands performed above previous students from 2009.



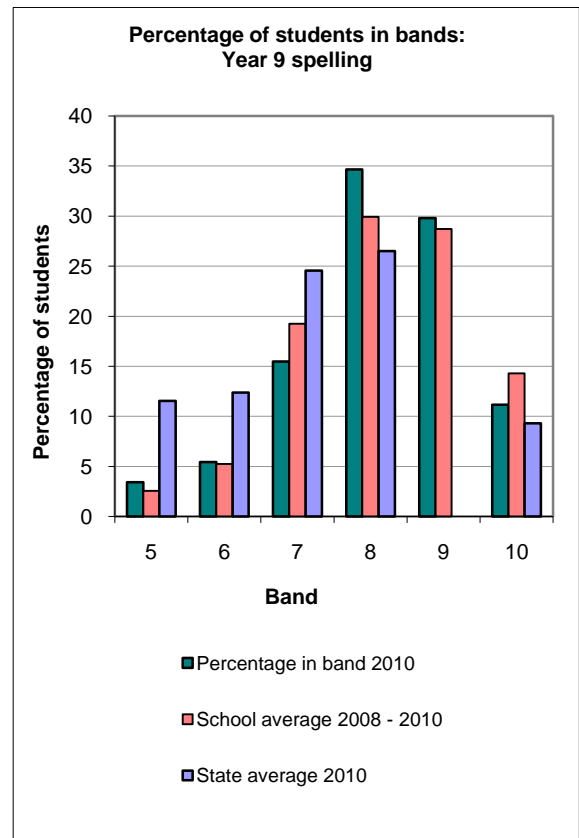
**In NAPLAN Year 9 Writing** students are averaging 49 points higher than the state average. The percentage of students in the higher Bands, 8 and 9 has improved in relation to previous cohorts.



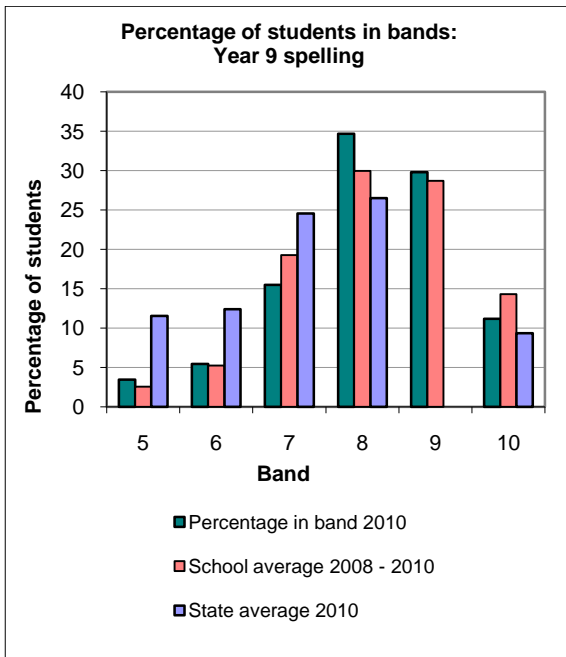
In NAPLAN Year 9 Grammar and Punctuation the most marked difference was between students in Band 5 and Band 8, with only 1.4% of students in the lowest band, (Band 5).



In NAPLAN Year 9 Numeracy 78% students at Cherrybrook Technology High School are placed in the top three bands.



In NAPLAN Year 9 Spelling the average mark (637.5) was 35 points above the state average mark (583.7).



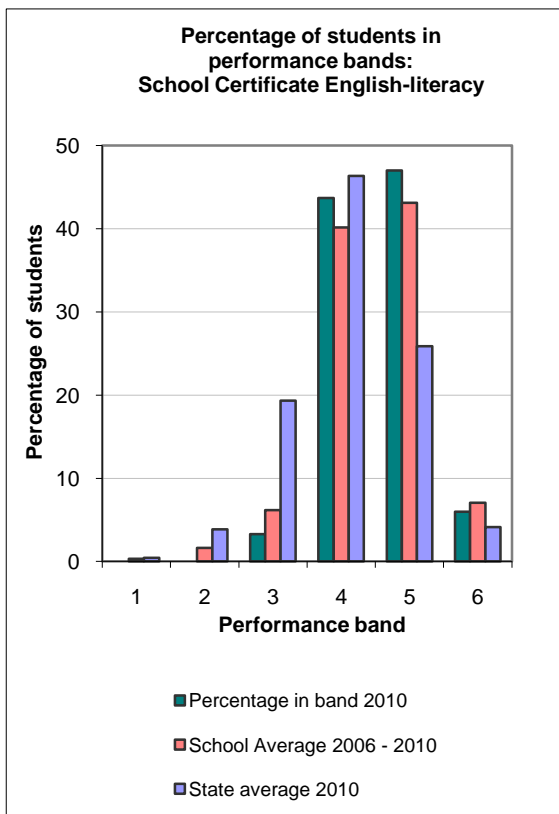
*Jessica Squires, Naomi Smith, Bianca Chan and Vanessa Chin – winners of the Year 9 interclass debating competition.*

### School Certificate

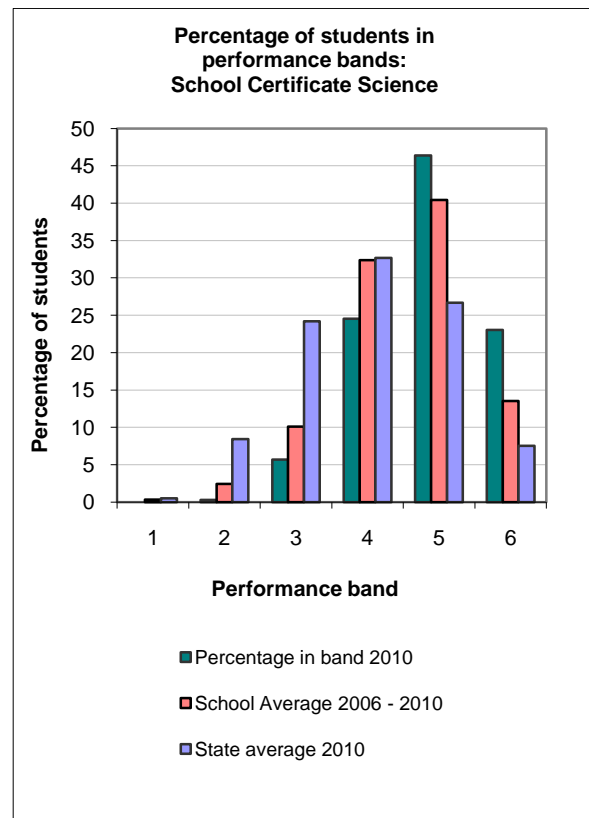
In the School Certificate the performance of students is reported in performance bands ranging from Performance Band 1 (lowest) to Performance Band 6 (highest)



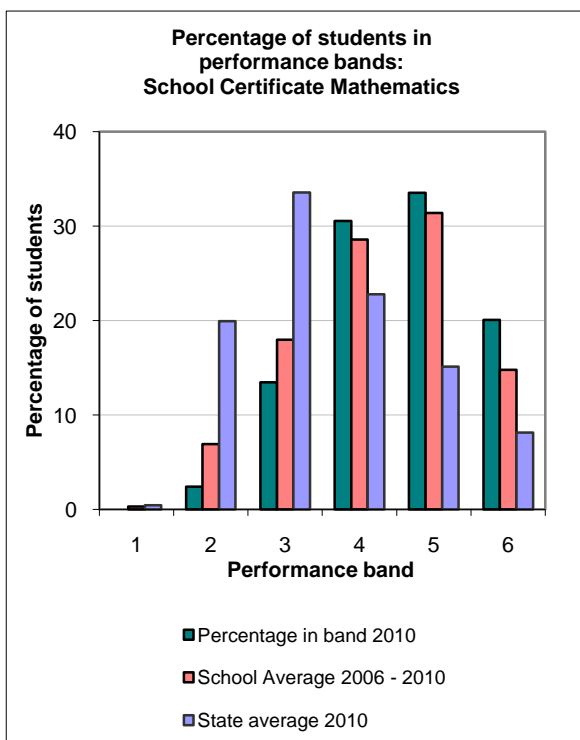
**In the School Certificate English exam** 53 % of students are in the top two bands.



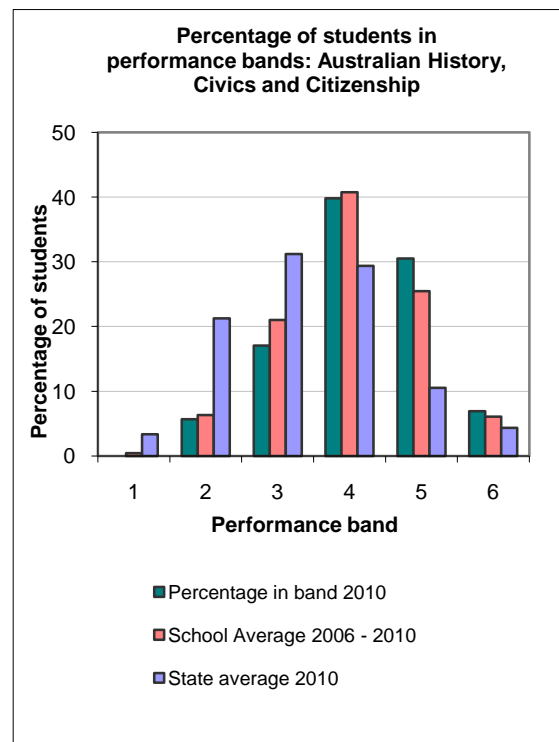
**In the School Certificate Science exam** 69.5 % of students are in the top two bands.



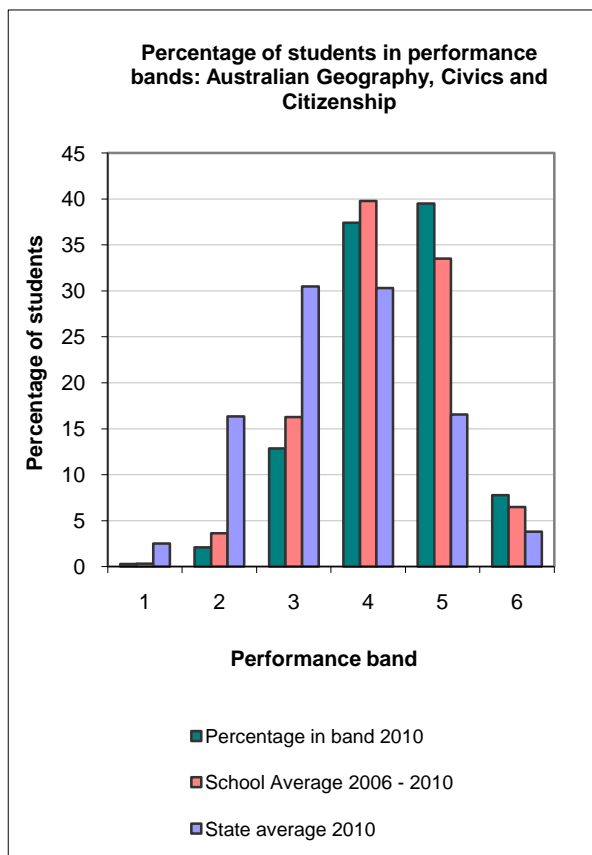
**In the School Certificate Mathematics exam** 53 % of students are in the top two bands.



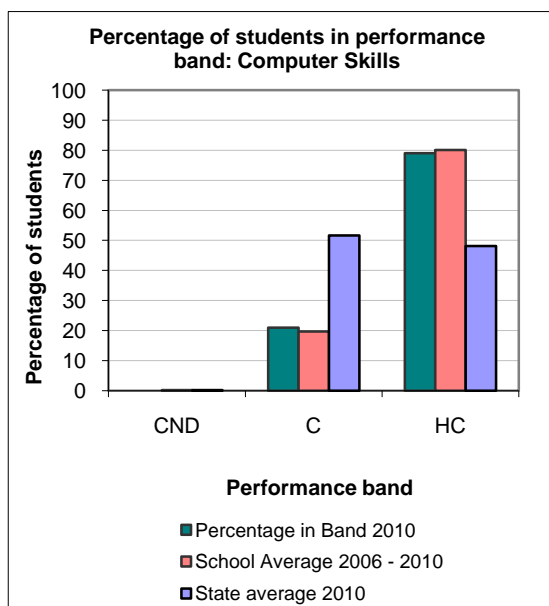
**In the School Certificate Australian History and Civics exam** 37.4 % of students are in the top two bands.



**In the School Certificate Geography and Civics exam** 47.3% of students are in the top two bands.

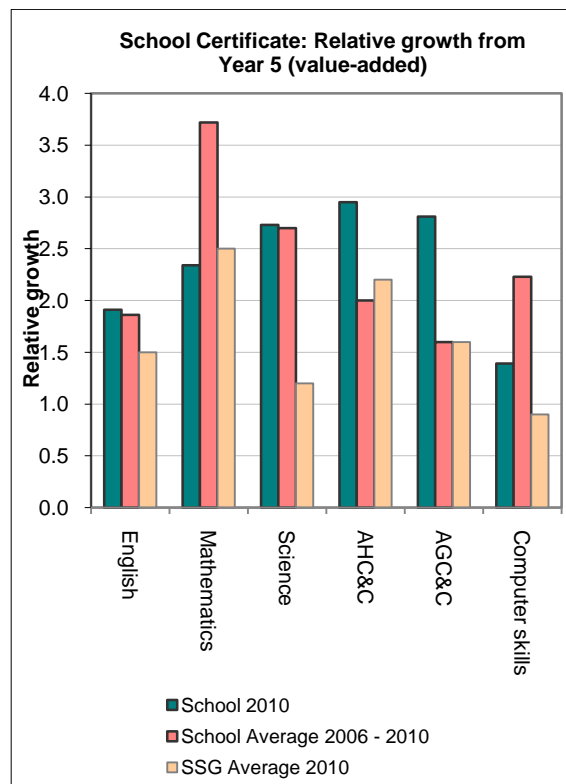


**In the School Certificate Computer Skills exam** 79 % of students are deemed highly competent.



### School Certificate relative performance comparison to Year 5

Growth for students from Year 5 to Year 10 is extremely pleasing. In all area of the School Certificate examination students improved beyond the expected growth. This is of particular note in 2010 for students undertaking the Australian History and Civics course and examination.



### Higher School Certificate

The school's HSC results continue to be outstanding with the vast majority of subjects performing well above the state and 'like school' group averages.

Three hundred and forty two students sat the HSC in 2010 and 16 of these appeared on the HSC honour role for all round academic excellence after achieving Band 6 in at least five of their 2 Unit courses. Twelve students achieved an ATAR greater than 99.

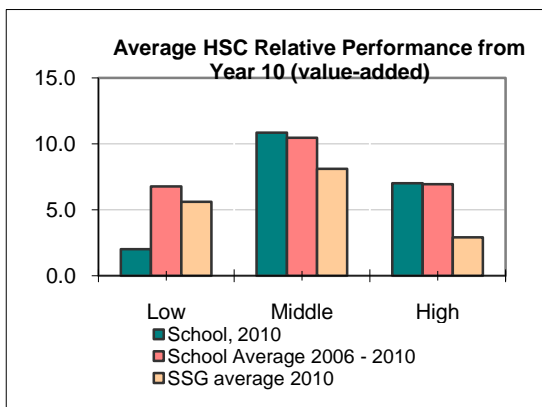
The top ATAR was achieved by Jeremy Seng Sung Chang who received 99.90 from a possible 99.95.

Value added data continues to be outstanding when compared to statistically similar schools in our area. The following graph reveals that in 2010 all students, low, middle and high performers, increased their ability from Year 10 to 12.

*NOTE: 1) The low performing band includes students in Bands 1, 2 and 3, on average in the School Certificate.*

The middle Band includes students in Band 4, the high Band includes students in Band 5 and 6.

2) The state average value added is zero.



**Images from Agriculture, The Castle Hill Show winners outside the Cherrybrook Technology High School Agriculture plot, the Bee Keepers and the lambs in spring.**

## Cherrybrook Technology High School HSC results 2010.

The following table compares the average 2010 HSC School marks in each of the course of study.

Course	School 2010	State 2010
Ancient History	83.7	70.5
Biology	77.7	72.2
Business Studies	84.8	72.3
Chemistry	81.2	73.8
Community and Family Studies	76.2	71.1
Design and Technology	82.9	72.9
Drama	82.9	73.9
Earth and Environmental Science	80.1	75.5
Economics	77.0	72.6
Engineering Studies	80.8	75.2
English (Standard)	67.7	61.8
English (Advanced)	84.7	79.9
English ESL	79.8	72.3
English Extension 1	83.2	80.1
English Extension 2	86.1	79.0
Food Technology	75.7	68.8
Industrial Technology	81.9	68.8
IPTechnology	81.0	72.2
Legal Studies	82.1	70.7
General Mathematics	74.6	69.0
Mathematics	80.2	75.0
Mathematics Extension 1	86.7	81.3
Mathematics Extension 2	91.2	84.2
Modern History	80.6	73.7
Music 1	81.9	78.7
PDHPE	79.9	73.4
Physics	79.6	74.4
Senior Science	81.2	74.4
Society and Culture	75.0	73.2
Textiles and Design	75.0	74.6
Visual Arts	82.7	77.4
Japanese Continuers	83.1	78.3
Hospitality Examination	81.1	73.7

### English

At Cherrybrook in 2010, 206 students sat the HSC exam in Advanced English, 108 in Standard English and 28 in English as a Second Language (ESL). Of the Advanced candidates, 24 presented at Extension 1



level and 14 at Extension 2 level. Results across all courses continue to be outstanding with the achievements of our Advanced English students for 2010, unparalleled by other non selective schools in the state, public or private system. Eighty two per cent of students achieved a Band 5 or 6 for Advanced English. All other courses performed above the state average. Sixty percent of students in English as a Second Language achieved a Band 5 or 6. Compared to the state where only 25.35 percent achieved these bands. The highest score in Advanced English was 96, gained by both Joshua Henry and Apoorva Rao.

## Mathematics

HSC Mathematics students may sit for courses ranging from the General Mathematics course through to Extension 2 students who study 4 units of Mathematics. All courses were above the state average and all courses had many students in Bands 5 and 6.

Extension Mathematics had 76 students presenting for Extension 1 and 16 students presenting for Extension 2. Of these students 47% were in the top band for Extension 1 and 75% in the top band in Extension 2. The most outstanding results were achieved by Aditya Vishwanathan who scored 97% for Extension 1 Mathematics. Kelvin Hsu scored 96 % for Extension 2 Mathematics. A large cohort of 147 students sat the 2 Unit Mathematics paper and of these 59% were in the top 2 bands. One hundred and forty two students sat General Mathematics.

## Science

Science offers HSC courses in Physics, Chemistry, Biology, Earth and Environmental Science and Senior Science.

In Biology, 48% of students were in the top two bands. Chemistry students achieved similar results with 66% of students in Bands 5 and 6. Sneha Vidyasagar achieved the highest result with a mark of 95. Earth and Environmental Science presented 12 students and eight of these achieved the top 2 Bands. Physics presented 73 students, 59% attaining Band 5 or 6. The top mark of 94 was gained by Sneha Vidyasagar. Of the 39 students that presented for Senior Science 72% achieved marks in the top 2 bands. Brendan Ashelford achieved the top mark of 94.

## HSIE

HSIE continues to present a wide range of subjects for the HSC with continued excellence in all areas.

Twenty seven percent of students who sat for the Ancient History examination achieved Band 6. Seventy-four percent of students were in the top 2 bands. The top mark of 93 was achieved with Christo

Marais-Van Vuuren. In Modern History the highest result went to Yvette Cormack, who gained 95. Of the 50 students who sat for Modern History 58% achieved a result in the top two bands, this is well above the state average of 41% .

Business Studies continues to be a popular HSC subject with 105 students completing the course in 2010. Seventy seven per cent of students achieved either a Band 5 or 6 and the highest mark of 96 was attained by Nikki Esfahani and Scott Hainke.

Legal Studies had 43 students complete the course with 65% of students in Bands 5 and 6. The highest result was Ankita Bhatia and Chris Meli achieving 94.

Of the 55 students that studied Economics, 47% gained a Band 5 or 6. Jeremy Chang's mark of 97 placed him sixth in the state in Economics

A small cohort sat Geography and Society and Culture. The highest mark for Geography was 90, achieved by Reinette de Wet and 83 for Society and Culture, achieved by Ashleigh Dinatale.

## Languages

Cherrybrook Technology High School presented students in a wide range of school-based language courses including German Continuers and Extension, Japanese Beginners, Continuers and Extension and French Continuers. In addition students presented for the HSC in a range of languages, through Saturday school or independent tutors.

Language results continue to be excellent. In Japanese Extension students all achieved the top two bands, the highest mark achieved by Sarah Oh. Sarah attained 95 in Japanese Continuers and 46 from a possible 50 in Japanese Extension. The highest achievement in French Extension was Reinette de Wet with 43 from a possible 50 marks, the highest in German Continuers was Stephen Young with 96. Stephen also achieved 47 from a possible 50 marks in German Extension.



*Our Japanese visitors from Nagoya in the Blue Mountains.*

## Creative Arts

Creative Arts attracts a wide variety of students and the value added component, relative to Year 10 performance, is excellent in all areas. In Music 1 Bianca Oechsle gained a mark of 95 and represented the school as a solo performer in The Schools' Spectacular. Only three students sat Music 2 in 2010, all of them achieved a Band 5 or 6. Rachael Lin was shortlisted for the Encore performance and gained a mark of 93. Rachel Lin and Kye-Ling Low both achieve 50 from a possible 50 for Music Extension. Eighteen students completed the Drama course and 67% gained a Band 5 or 6. The highest mark of 96 was gained by Joshua Henry. Sixty nine per cent of the 39 students that presented for Visual Arts achieved a Band 5 or 6 with Nicolette Heyges achieving a mark of 96. Both Nicolette Heyges and Scott Rollo's art works were short listed for Art Express.



*Mr Ito responds to Mr Johnson who welcomes our Japanese guests in July 2010*

## Personal Development, Health and Physical Education

Students studying PDHPE received excellent results in the 2010 HSC with 57% of candidates receiving a Band 5 or 6. The top mark was 97, achieved by Apoova Rao. This placed her thirteenth in state in PDHPE.

## Technology and Applied Studies (TAS)

TAS candidates continue to perform well, with all subjects adding value to the student's results. Some of the achievements of TAS subjects include: Textiles and Design where 54% of the candidates achieved a Band 5. In Design and Technology the highest mark of 94 went to Scott Rollo whose major work was selected for DesignTECH. Sixty percent of Design and Technology students achieved a Band 5 or 6. In Engineering over 59% achieved a Band 5 or 6, the highest mark of 94 was achieved by Harsheel Lal. Thirty students sat for Industrial Technology, of these 63% scored in the top 2 bands. The highest result of 97 was achieved by Scott Rollo.

## Information Technology

A small number of candidates presented for Software Design and Development and Information Processes and Technology. The students electing these subjects performed well in comparison to their other subjects. Software Design and Development had a small candidature in 2010. Of the nine students who sat this course Stephen Young achieved the highest mark of 88. Information Processes and Technology had 15 students 67% gaining results in the top two bands. The highest mark of 94 was achieved by Devon Rees.



*Yvette Cormack's quilt at the Textiles exhibition*

## Vocational Education

Vocational Education courses continue to grow in popularity. The most popular is Hospitality which had 41 students complete the school-based course. Of these 59% of students achieve marks in the top two bands. The highest mark of 94 was achieved by Beatrice Sunga.

## Significant programs and initiatives

### Aboriginal education

One of the targets in the school's 2009-2011 management plan was to further increase the profile of Aboriginal Education in all areas of the school. In 2010 an Aboriginal Awareness 'Other Interest Group' was formed that led professional learning on the Aboriginal Education and training policy and assisted integration of Aboriginal perspectives across the curriculum. This group also planned for an accelerated class for 2011 in Aboriginal Studies. Planning included; visiting other schools with this model, liaising with the Northern Sydney Region Aboriginal project Officer, program development and promotion of the course

including a parent information evening. As well as the logistics of starting the program in line with the school curriculum and timetabling needs. The selected students took part in a preliminary excursion in Term 4 and the class was ready to begin at the start of 2011. The Aboriginal Awareness group plans to continue into 2011 with the aim to further develop Aboriginal understanding, coordinate cross curricula activities and support the accelerated class.

Cherrybrook had two students who identified as being Aboriginal in 2010.

## Environmental Education

Under the care and guidance of Head Teacher Administration, Mr B Clements, Environmental initiatives and improvements flourished in 2010. In August the school received the Landcom Metropolitan Schools Environmental Award for the outdoor learning biodiversity project that was created by a team of students, staff from across the school and the local community.

Other significant achievements include:

- Presentation of the SEMP, the School Environmental Management Plan, to the staff and P&C.
- The opening of the school's new 'Lucy Schilling Courts' and the beautification of the surrounds of these courts.
- The working bee held on tree-planting day was attended by a large group of students, staff and community members to regenerate the area alongside the front fence, the site of the old house. Hornsby Shire Council donated natives to regenerate the area.
- Continuation of the Streamwatch program with a group of students monitoring the health of Pyes Creek. Students have shown initiative by organising further work in bush regeneration for 2010.
- All Year 7 students participating in Clean up Australia day
- The purchase of additional solar panels using the federal government grant.
- The re-mulching and improvement of the front of the school area
- The existing water tanks were connected to the toilet system saving valuable drinking water
- Thirty Year 9 students participated in the Youth leading Australia Regional Youth Sustainability Congress. From this conference students formed an environmental group,

devised a motto and presented to the school via the assemblies "Cherrybrook goes green by 2013". They have written a plan for their group to implement over the next three years.

- Additional covered seating in the front playground area.
- Collection of mobile phones to recycle.



*Clean Up Australia day- Year 7 students*

## Creative and Performing Arts

This year was another eventful one for the Creative and Performing Arts (CAPA) Faculty, with a myriad of creative events, including concerts, exhibitions, performances, camps and excursions. In 2010 we also welcomed Mr C Mortimer permanently to the position of Head Teacher of the Key Learning Area.

**Music.** In the curriculum area of music, Year 7 and 8 classes continued with established units of work, the instrumental focus included keyboard in Year 7 and guitar in Year 8. The Stage 5 program expanded with the introduction of the Music Industry Recording class. Stage 6 Music 1, 2 and Extension courses were again completed by many students, with most specialising in the areas of performance and composition. In 2011 Creative Arts will further expand with the addition of a Guitar Ensemble and the new Stage 5 course called; 'Let's Rock'.

In 2010 the Music rooms were each equipped with new plasma televisions which will be used also for technology units where data projectors are required. New Roland E09 keyboards were purchased for use by Stage 5 students, as well as many new percussion instruments and guitars for Stage 4 students.

The Ensembles program continued to be successful in 2010 including: two Concert Bands, the Big Band, the Choir, Vocal Ensemble, String and Saxophone Ensembles. In 2010 students performed on assemblies and competed in many eisteddfods and competitions



such as The Yamaha Festival and Galston and Ryde Eisteddfods.

Ensemble groups also performed at the annual Showcase concert in Term 2.

As usual, the Big Band undertook many performances, including the Australian Chinese Forum at the Marigold Restaurant, 2010 Schools Spectacular, Artrageous and the Family Fun Day both at John Purchase Public School.



***The Cherrybrook Technology High School Choir perform at the Galston Eisteddfod***

The Big Band also completed numerous performances at feeder primary schools including John Purchase Public School, and Cherrybrook Public School.

**Drama.** In the curriculum area of drama, Years 7 and 8 study included: Mime, Voice, Puppetry, and new units on Ritual and Mask, Aboriginal Performance, and early Asian and Western European Theatrical Traditions. The Stage 5 programs continued with success as students in Years 9 and 10 studied the Elements of Drama, Improvisation and Playbuilding, From Page to Stage, and different theatrical styles in Drama with a Difference. In 2010 HSC internal assessment procedures were changed and the Drama staff adjusted senior programs and assessments accordingly resulting in a significant improvement in HSC results for 2010, with three students achieving Band 6 in HSC Drama.

In 2010 the annual school production was Patrick Marber's *The Musicians*, which involved many students. Directed by Ms J Cannon, the play presented an opportunity for the entire cast to experience the many and varied rewards which come from collaborative work.

Drama students were involved in performing for parents and the community on many occasions in 2010. These included the Year 6 into 7 Information Night, Year 10 Performance Night, Anzac Day commemorations, Year 11 Retrospective, HSC Performance Nights, Year 7 and Year 8 Drama Ensembles, the MADD Concert, as well as Year 12 Graduation and Presentation Nights. Our Drama staff

were engaged as tutors for Sydney Regional Drama Camp as well as the State Drama Festival.

Both Madison Thorne (Year 8) and Jessica Waterson (Year 12) succeeded in being accepted into the elite drama ensembles run through the prestigious NSW Department of Education's Arts Unit, which focuses on providing specialist training for exceptionally gifted and talented government school students.

**Dance** In 2010 the Stage 5 Dance curriculum included the study of Contemporary Dance Techniques, African Dance, Musical Theatre, Jazz and Compositional Processes. Students also appraised professional and personal Dance works for critical analysis. In Stage 6, Year 11, students undertook their major compositional works, which included choreography, dance technique and critical analysis.

Twenty seven students attended the 3 day Sydney North Region Talented Dance Workshops at the Sydney Dance Company Studios. Cherrybrook Technology High School also successfully auditioned two ensembles 'Pegged' and 'Farewell' for inclusion in the Sydney North Region Dance Festival. Both of these works were performed at the MADD concert in Term 4. 'Farewell' was also performed at Presentation Night.



***Cherrybrook Technology High School students perform at The Schools' Spectacular***

One of the highlights of 2010 was the inclusion of 12 students who performed in the combined dance section of the 2010 Schools Spectacular. This event was televised nationally in November, and highlighted the talents of students who attend public schools in New South Wales.

**Visual Art** In the Visual Art curriculum in Stage 4, students were introduced to a variety of media and skills aimed at increasing skills and appreciation in design including: Print Making, Painting and Drawing, Sculpture and Ceramics and Digital Media. In Stage 5 students specialised in the specific media of their choice through a system of elective semester courses including: Print Making, Painting and Drawing, Sculpture and Ceramics, Digital Media, Photography, Film and Video. The Stage 6 Syllabus follows the Board of Studies requirements which entails 50% Art Appreciation and 50% Practical Work, both of which

are internally and externally assessed. Stage 6 undertook their annual excursion to see the best HSC artworks of 2009 at ArtExpress early in the year. The 2010 HSC Visual Arts results were outstanding, with 9 students achieving Band 6, and two students, Nicolette Hegyes and Scott Rollo, were selected to exhibit in ArtExpress 2010. All Year 12 works were exhibited at the Visual Art/Industrial Arts Exhibition in the MPC.



**Year 12 major art work by Scott Rollo**

Creativity Week, was introduced for the first time in Term 4. It was initiated and organised by Miss Anita Lee and included specialised assemblies, performances and exhibitions of work, including presentations of videos and animations made by students about the nature of creativity. Incorporated into this week was the annual Music, Art, Dance and Drama (MADD) concert which highlighted the work of students in all faculty areas.

### **Respect and responsibility**

Cherrybrook Technology High School remains committed to producing self directed and responsible students who achieve their potential within a collaborative environment. Some of the support programs that assist and develop respect and responsibility are: Acceptance Day for Year 8, a gender specific program for Year 9, Peer Support for Year 7 and Year 11 and Crossroads for Year 10. The Hills Schools Industry Partnership also assisted and ran vocational courses for targeted students.



**Students at the Year 9 camp at Tea Gardens**

Antibullying and cyberbullying strategies are clearly communicated to all students to ensure that the school is a safe environment. Performances by outside presenters have again been used this year to highlight a number of issues that are relevant to defining bullying and its impact on individuals. An 'Other Interest Group' was formed in 2010 to find appropriate material for sharing with students and teachers.

Camps are held for Stages 4, 5 and 6 to focus on setting challenges and goals appropriate to the age of the students.

The Year 6 into 7 Transition program successfully integrates students into their new environment and helps share the experience of older students in the expectations and responsibility of high school.

The continuation of the 'Havubean Cafe' for targeted Year 10 students has resulted in some at-risk students successfully gaining part-time employment as they gain confidence and experience in making coffee and dealing with people. Forty students are trained annually.

The Cherrybrook welfare system continues to be evaluated and strengthened with weekly meetings for the welfare team members and ongoing monitoring of the students identified by the team. A key responsibility of the welfare team is to provide support for our funded students and to manage integration programs for our students with disabilities. During 2010, the school had ten funded students, two with physical disabilities and eight with autism or support needs. Thirty-two students were identified as having high learning and literacy needs. These students were given learning support via programs and teachers aides.

### **Multicultural education**

The school continues to reflect the cultural and linguistic diversity of Australia with over 50% of our students having a language background other than English. Whilst the majority of our non English-speaking background (NESB) students are either born or have grown up in Australia, the more recently arrived ESL students comprise approximately 11% of the school population and receive support from three specialist teachers across all KLA areas.

Cherrybrook Technology High School also continues to be a national leader in international relations, especially in the success of the Asia Engage project. This is reported on in the targets section on the following page.

International and Multicultural Education initiatives abounded in 2010. The eagerly anticipated multicultural festival was expanded to incorporate performances at special school assemblies and these enhanced the traditional lunchtime stalls. The day was

also notable for the level of community support it generated.

The school also hosted a two week visit from Japanese students from Nagoya. Eighteen Year 10 and 11 students participated in the annual exchange program with our German sister-school.

***Anna-Lena Schenck, our 2010 assistant from***



***Germany, teaches students from Cherrybrook Technology High School and Cheltham Girls High School. This class predominantly ran via video-conference***

This year also saw the introduction of an new strategy to support Stage 6 LOTE. Under this strategy, Year 11 German is offered from CTHS to students at Cheltenham GHS using video-conferencing technology and the Connected Classroom, thereby enabling students to continue study in the language to HSC level.

## **Social Justice**

Cherrybrook Technology High School students are encouraged to be proactive and take on leadership roles to promote social justice issues in our school and wider community. During 2010, students have been involved in and led a variety of whole school projects.

The year began with the donation of a hand-made quilt to the Victorian bushfire appeal.

Students then organised and presented at an official International Women's Day Assembly. Students ran two assemblies, one for Years 9-12 and a junior assembly for Years 7 and 8, held in the John Purchase Public School COLA. This event raised \$1000 for our sister school in Panshir Valley in Afghanistan.

Staff and parents again 'knitted with love.' This time instead of making squares for quilts, beanies were made. By mid Term 3, 255 beanies had been knitted. The beanies were delivered to Mahbaba Rawi to deliver to our sister school, a place where winters get to minus 25 degrees and many children do not even have shoes.

Our students showed their commitment by supporting a number of projects such as the Salvation Army Red Shield Appeal, a can drive for Youth Off the Street and Christmas gift giving.

Towards the end of the year, younger students were invited to apply for and attend a leadership training day that was organised and run by more experienced social justice representatives and leaders. Students enjoyed themselves while learning about team work, communication and leadership.

Students also had the opportunity to attend conferences on global issues and climate change. Matthew Van Arkel, Daniel Cattell, Stephanie Semler and Alexandra Duckett attended the World Vision Global Leadership convention to discuss social justice issues on a wider scale. These students then helped to promote and lead the 40 Hour Famine at Cherrybrook Technology High School.

Students are encouraged to attend Social Justice meetings on Tuesday at lunch time to discuss and put forward ideas they would like to learn about or support. All students are encouraged to get involved, better understand global issues and develop their skills so they can fully participate in our world as active, global citizens.



***Beanies knitted by staff and students from Cherrybrook Technology High School ready for posting to Afghanistan.***

## **Progress on 2010 targets**

### **Target 1**

#### **Targets for 2010**

**Target One: Align school management systems by moving to i-school.**

Strategies to achieve this target include:



- Staff and SASS professional development of new elements of the system
- Staff use of welfare system in i-school
- Investigation of other uses to further align school systems
- Development of other elements of the i-school system to support system's success

*Success will be measured by:*

- staff using i-school for daily activities eg finding students, collecting timetables, updating class lists, formulating letters, accessing the calendar, booking rooms etc.

**Evaluation:** In 2010, a decision was made to retain some elements of the 'original' system and concurrently build up the capabilities of the i-school system. There was initial trouble with maintaining 2 systems, especially with the welfare system; including aligning letters, maintaining the detention and level register. The Head Teacher Technology, Mr James Laird has worked tirelessly with technicians to develop the capacity of the new system. A professional learning team has supported staff learning with group and individuals with the move to i-school. One aspect of the move was the trial of online roll marking for teachers with computer connectivity and accessibility to the school's network. This system proved accurate with initial problems diminished by the addition of 'transfer periods'. Modifications and additional widgets such as room booking, calendar viewing and administration have been successfully adopted by the staff. The system will be further expanded in 2011.

**Target Two: Extend cultural awareness activities through participation in the Asia Education project.**

Strategies to achieve this target include:

- Evaluate 2009 plan for Asia Engage
- Continue the cross KLA focus on Asia Engage through the 'Other Interest Group' forum
- Purchase more resources for the Multicultural corridor
- Expand China focus to include other Asian countries
- Extend current Asia focus from Stage 4 to include Stage 5.
- Include the multicultural day in Term 4 as part of the Asia Engage focus.

*Success will be measured by:*

- Plan reported to staff of OIG activities for 2011
- Completion of the multicultural corridor

- Continuation of Cross KLA multicultural group

**Evaluation: The Asia Engage program** has been a part of the school plan and specific school targets for 2009-2010. It has achieved its targeted goals over this time. The achievements include:

- The implementation of Asia Engage units of work and lessons across all Key Learning Areas. These lessons have been shared at a KLA level, at staff meetings and with other schools including Ms C Wilson's art unit that was presented at the Office of Schools conference to teachers across the state
- Strengthening the relationship with the local Chinese community including having Ms Jenny Lau, from the Cherrybrook Chinese Community take part in our Staff Development day with the focus on Engaging Asia
- Conducting surveys for feedback from students and teachers
- The organisation of Multicultural Day evaluated as highly successful by staff and students
- The two week cultural exchange program with students from Nagoya schools

Following careful evaluation, the project was commended by the Federal Asia Engage body as the best in the country!



***Students enjoy Medieval day***

The national success of this project has been due to the tireless efforts of the Asia Engage Team, led by Mrs M Arkins and Mr M Wade. Federal funding has assisted teachers to implement curriculum related, meaningful projects in their classrooms and purchase resources to enhance the projects success. In addition, the Shanghai school visit further strengthened the sister school relationship between Cherrybrook technology High School and Jin Ling High School. The project will be further expanded in 2011 with the implementation of Chinese courses into the school's language programs

### Target Three: Improve the school's physical environment.

Strategies to achieve this target include

- Completion of school BER project for the outdoor multi-purpose courts
- Complete the extension of the MPC to store chairs and provide a space for special provisions students

Success will be measured by

- The multi-purpose courts being used by students and staff
- MPC project completed



**Students play on the completed multi-purpose courts**

**Evaluation:** The beautification of the school grounds continued this year with P&C clean up days, tree planting days and the completion of the Lucy Schilling Courts.

The MPC project has been extended to include the relocation of the PDHPE staff adjacent to the upper level of the MPC. The change in plans will provide more area for storage and a larger more functional staff room area for staff. Due to this change the project will not be complete until 2011.

For other environmental achievements see page 16 of this document.



**Francesca Van Blerk and Amol Gupta at the Landcom Metropolitan School's Award won by Cherrybrook Technology High School for our biodiversity area.**

## Targets for 2011

### Target one: Learning

a) **Literacy: To Improve students ability to write a coherent, controlled and complete piece of persuasive writing containing crafted ideas and persuasive techniques.**

Strategies to achieve this target include:

- Staff development time allocated to writing
- Specific teaching of persuasive devices
- Assessment rubrics developed to contain text structure continuums
- Cross KLA sharing of writing tasks

Success will be measured by

- NAPLAN results for Year 9 2011/ 2012 contain more students receiving top 2 bands for Text structure and ideas (currently only 2% of the Year 7 cohort achieved the top band for text structure and no Year 7 students were identified in the top band for writing that contained crafted ideas)
- Evidence of rubrics containing elements of text structure and ideas.

b) **To improve students ability to use reasoning to solve multi-step problems**

Strategies to achieve this target include:

- Staff development time allocated to critical thinking and problem solving
- Cross KLA sharing of problem tasks

Success will be measured by:

- Improved number of students correctly answering NAPLAN questions involving multi-step-problems. (currently only 22% and 29% of students can use reasoning to solve multi-step-problems as identified in Year 7 Numeracy)

### Target two: Technology

**Support staff in the implementation of new technologies into the Senior Curriculum.**

Strategies to achieve this target include:

- KLA professional learning time devoted to new technologies and tools for planning, organising, learning, assessing, sharing and collaborating
- Ongoing classroom support provided by Mr M Townsend and Mr J Laird

- Use of CLAS evaluation tool to devise individualised technology plans and goals for staff
- After school workshops to share tools for use on the laptops

*Success will be measured by:*

- Pre and post staff evaluation survey of staff
- TARS strategic question, linked to technology plans goals and learning



***Year 9 students receive their DER laptops.***

### **Target three: Environment**

**Continue upgrading the physical environment for student use.**

Strategies to achieve this target include:

- Provide more seating for students around A Block
- Development of an Outdoor Learning Area near G Block
- Re-mulch the Year 7 front playground area
- Covered seating to be installed outside the D Block music rooms

*Success will be measured when:*

- The seating is installed
- The Outdoor Learning Area near G Block is completed
- The mulching is completed

### **Target four: Administrative**

**Review and upgrade current school policies**

Strategies to achieve this target include:

- Instigating a team to devise a plan of policy review
- Having the team establish a OneNote folder to organise policies and provide links to DET policies

- Use staff meetings and executive meetings to introduce policies for review

*Success will be measured by*

- The review of at least 4 major policies in 2011
- Policies uploaded onto school website

## **Key evaluations**

**It is a requirement for all NSW public schools to conduct at least two annual evaluations – one related to educational and management practice and the other related to curriculum. In 2010 our school carried out evaluations of:**

### **Educational and management practice – TARS and Quality Teaching**

#### ***Background***

At Cherrybrook Technology High School in 2009 the Department of Education implemented a new Teacher Assessment and Review Schedule (TARS). This was updated in 2010. Cherrybrook Technology High School conducted a survey of the processes used to complete TARS. It was determined that change was needed including:

- a) an update of the student evaluation form used in TARS
- b) agreeing on a specific focus for the discussion questions that have been determined by the DET and supported by the Teachers' Federation.

This was especially important for experienced teachers who had grown to feel the TARS process was less relevant to them. It was also important for beginning teachers as it aligned with the accreditation process set out by the Institute of Teachers in professional competence.

It had also been 5 years since the last school review on teaching practices.

#### ***Process***

A small executive team examined the EMSAD (Educational Measurement Directorate) surveys and decided that a Quality Teaching survey would be the best way to distinguish best practice for teachers and students. Ms I Koodrin, Head Teacher of HSIE, was in charge of the evaluation. She devised questions, posted these questions on Moodle, collated responses and presented the data at the executive conference and at a regional meeting.

Data was collected from 417 students from Years 7 to 11. Responses included 212 males, 51%, and 205 females, 49%.

Of the 84 teachers who responded to the survey, 18% were beginning teachers, 19% had six to ten years

experience, 11% had eleven to fifteen years experience and 52% had 15 years plus experience.

The questions she asked staff focused on the NSW Quality Teaching Elements of Intellectual Quality, Significance and the creation of a Quality Learning Environment.

Teachers and students were asked to respond in terms of Always, Mostly, Occasionally, Rarely, Never, and I don't know, to 42 questions.

### Findings

There was generally a positive correlation between teacher perception and student responses. Some of the responses are listed below for the first dimension of Intellectual Quality.

The following table reveals that either teachers have a slightly inflated perception of how they are teaching these elements or that students either do not understand when they are being presented these elements or are not participating once teaching and learning becomes too challenging.

Responses Always and Mostly , as %	Teacher	Student
Deep Knowledge	87%	60%
Deep Understanding	89%	69%
Problematic Knowledge	87%	60%
Higher Order Thinking	88%	58%
Substantive Communication	83%	64%

As there is a similar differentiation between teacher and student perception it became important to look for elements that strayed from this pattern.

The most positive correlation between student and teacher responses was in the area of High Expectations. Both students and teachers felt that High Expectations were clearly communicated (always or mostly) in terms of presenting work, even when work was challenging. This is very pleasing as one of the main focuses of the school is that high expectations are embedded into all teaching and learning.

Students were not directly asked about having autonomy over curriculum choice or pacing. However, teacher responses to the statement; *“My students have the opportunity to negotiate the form and /or pacing of classroom activities”* resulted in 52% of teachers suggesting they give students autonomy over pacing or form of the responses. This differs from the 83-87% of responses about engaging students in Intellectual Quality Elements of the Quality Teaching Framework.

The most marked differences between student and teacher perceptions were in the areas of Significance. In the area of Cultural Knowledge, where there is an inclusion of different viewpoints and perceptions, 77% (always or mostly) of teachers felt they acknowledged cultural groups and looked beyond stereotypes. However, only 36% of student respondents felt that cultural knowledge was recognised always or mostly.

### Future directions

This survey was extensively employed to examine student attitudes to their perceptions of the quality of their school work, as well as trying to identify areas for future academic direction for Cherrybrook Technology High School.

However, what this survey confirmed was that students realise they have to work hard, try to tackle more difficult questions and that their teachers do try to make learning relevant to the real world. Despite some lack of understanding of some cultural perspectives, which could be remediated by the introduction of the ESL training in 2011, the survey suggested that students knew they were expected to find connections to the world, link their learning and do their best.

In isolation the staff results suggest a slight need for some students to incorporate Higher Order Thinking skills and more opportunities should be provided for staff to share ideas with other Key Learning Areas, KLA's.

For 2011 we have used the Literacy and Numeracy targets to address the need for all teachers to use Higher Order Thinking.

The introduction of the ESL professional learning in 2011 is an opportunity to address the differentiation in cultural sensitivity and perception as well as refining the skills of staff.



**Students represent their cultural background at Multicultural Day.**



## Curriculum- English as a Second Language (ESL)

### Background

Cherrybrook Technology High School is a culturally and linguistically diverse school. Approximately 1100 students, 55%, have a language background other than English (LBOTE) with 66 languages represented. Of these students, 411 required ESL support. The remaining 691 students did not require support from ESL teachers. The most widely spoken languages other than English are Cantonese, Mandarin, Korean, Hindi and Sinhalese.

At Cherrybrook technology High School, ESL support is delivered in a variety of ways including:

- Stage 6 ESL English course
- Stage 5 elective ESL course
- Parallel English classes in Year 9 and 10 for students requiring language support
- Class support on request from class teachers often using team teaching
- Withdrawal from regular classes for individual or small group support.

ESL support was reviewed in 2010 in order to assess and improve the quality of delivery.

### Findings- students

NAPLAN data for 2009-10 revealed that students with a language background other than English (LBOTE), regardless of whether they have been in Australia less than one year or less than six years, performed significantly better in Numeracy than in Literacy. This was most pronounced in the Year 9 cohort where 80% of students performed in the top two bands for Numeracy yet only 33% performed in the top two bands for Reading and Writing. A similar pattern was revealed for ESL students in the 2009 NAPLAN tests, where only five phase 3 ESL students performed in the top two bands for Reading and Writing out of a total of 25 students. However, in Numeracy 15 students performed in the top two bands.

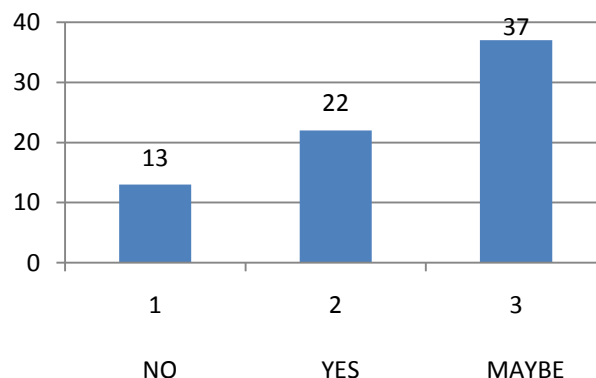
### Findings- staff

A survey of staff attitudes towards and experiences of ESL support was conducted in 2010. Over half the staff responded to this survey. Findings suggested that:

- Most teachers felt that Cherrybrook Technology High School caters well for the needs of ESL students
- Approximately 50% of respondents had utilised ESL support in their classes

- 75% of respondents were familiar with the ESL referral system
- Approximately 50% of teachers had requested support in the past

The following graph shows the number of respondents who feel that they are aware of the learning needs of ESL students:



Staff also indicated a strong interest in better understanding the ESL phases. They also confirmed a significant interest in further professional learning with regards to the needs of ESL learners. There is evidence to suggest that some KLAS are more frequent users of ESL support than others.

### Future Directions

As a result of research and reflection, improvements have been proposed to ESL reporting procedures. A specific ESL report has been devised to accompany future school reports for students receiving ESL support. The aim of this report is to provide a clearer indication to parents of their child's progress in acquiring English language skills. This will also provide a context for better understanding student performance across all KLAS. It is anticipated that this report will be implemented gradually from 2011.



### Students perform the Haka at Multicultural Day 2010

Over half the staff surveyed said they would like to read research papers related to ESL students and learning. Seventy-five per cent of responders said they would like professional learning on ESL related issues.

The Northern Sydney Region team have been booked for Term 3 in 2011 to begin 5 sessions on teaching ESL in the mainstream classroom.

Cherrybrook Technology High School has also received tied funding to support the ESL Pedagogy Project for the Northern Sydney Region. Teachers involved in this project are Mr D Jones, ESL, Ms F Tager, HSIE teacher and Mrs J Bevan, Executive Representative.

## Parent, student, and teacher satisfaction

In 2010, the school sought the opinions of parents about the school in three areas; teacher quality, school organisation and student-parent organisation. While only nine per cent of the school replied to the survey some valuable information on the best aspects and areas for improvement were collected.

Fifty-one per cent of parents said the worst aspect of Cherrybrook Technology High School was the size of the school and the implications that went with this. It meant the majority of classes were full, that average achievers were overlooked because of the number of high achievers and that some students could get lost in the system. Noted was also the lack of recreation area and the number of demountables. Some parents wished for lockers so their students did not have to carry such heavy bags with them.

**Response:** The school has done its best with the facilities available and in an attempt to increase facilities for students to use the cardio room was opened in 2010 at lunch times. However, this was not taken up by students. The school continues to submit a building grant annually in order to replace some of the demountable building and again in 2010 we were informed that there was a need for a building program, yet there were other public schools with more urgent needs than ours.



**Asha Mistry, the Girls' School Captain 2010-11 takes part in Director for a Day, Education Week 2010.**

The final area that parents were concerned with was the needs of non English Speaking Background students. Sixteen per cent of parents wanted more to

be done to assist improve the quality of their child's English skills.

**Response:** The inclusion of specific ESL training for the staff in Term 3 2011 should assist with these parental concerns.

Parents were also happy to praise many aspects of the school including 55% who felt that the variety of subjects on offer at Cherrybrook Technology High School was beneficial to students' interest and abilities. Parents were proud of the academic excellence of the school and 20% of respondents acknowledged the motivation, feedback and overall quality of the teaching staff. Thirteen percent acknowledged the difficulties of managing such a large organisation. These results will be shared with the community through a P&C meeting in 2011.

Student opinions of their teachers, work practices and a self assessment of their own role as learners was included in the Teacher Assessment and Review, TARS, process. Students completed an anonymous survey that was evaluated by their teacher at a meeting with the Head Teacher. Questions included:

- 1) My teacher has a thorough knowledge of the subject being taught.
- 8) When I am given assessments to complete they are easy to understand, have clear instructions and are explained to me.
- 12) My teacher helps make me engaged in my learning in this class.

It also required students to reflect on their role in the teaching and learning process with counterpart questions to those listed above:

- 1) I work hard to understand this subject and gain the skills needed to succeed.
- 8) I read instructions carefully and try to understand all the components of a task or assessment.
- 10) I try hard to remain on task and focused on my learning in this class.

Teacher evaluations were sought through the quality teaching survey as part of the TARS process, reported in this document as part of the key evaluations. Beginning teachers, the SASS staff and staff who had been at the school for over 12 Years were surveyed. The results of this survey were presented at the executive conference and the staff meeting and used as the basis for target setting for 2011.

Students who visited us from Nagoya also commented on their experiences at Cherrybrook Technology High School. There were many comments about the space, the stars, recess and the food. Some comments are listed below:

*" they have a lift and a ramp, and there are teacher's aides to help handicapped people. I think Australia is considerate and accepting..."*

*" it was good to see students with laptops but I felt the dance lessons were strange"*

*"good computer skills are essential here...we have blackboards"*

*"everyone at Cherrybrook is so friendly"*

*"the classes are fun and relaxed but no one was sleeping, they were all learning"*

*"people say thank you a lot...this taught me to be positive to questions like, 'how are you?'"*



**The student executive team 2010-11**

## Professional learning

During 2010, staff participated in a wide range of professional learning activities that enhanced their ability to deliver quality teaching and learning. A new Teacher Assessment and Review Process was introduced with a focus on the Quality Teaching Framework and a revised student evaluation form. Staff evaluated the new process favourably and agreed to continue with a focus for 2011 for their Review process. The technology staff continued to run individual and 'Other Interest Group' sessions with a Moodle focus for advanced and beginner users. Staff development days continued the 2009 technology focus, especially towards the end of the year where plans and organisation were put into place for the laptops to enter the senior school. Staff development time was allocated to ensure teachers were given updates on the National Curriculum and they were encouraged to give feedback to draft considerations. In line with school targets, teachers were encouraged to participate and kept up to date with the environmental initiatives and the cross KLA biodiversity environmental project. A successful executive conference was held at Wiseman's Ferry to review progress for 2010 and set the school directions for 2011.

Mrs M Bonnor accepted the Relieving Head Teacher Mentor role. She established afternoon meetings and supportive structures for New Scheme Teachers to gain their accreditation with the Institute of teachers. In 2011 Mrs Bonner is expanding her support meetings to include staff new to Cherrybrook Technology High School.

The average expenditure per teacher on professional learning at Cherrybrook Technology High School was \$390.

## About this report

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

The ASR Team

Mrs J Weal, Deputy Principal

Mr G Johnson, Principal

Ms G Jones, Teacher

Ms I Koodrin, Head Teacher

Mr D Searle, Head Teacher

Mr M Wade, Head Teacher

Ms O Maree, Teacher

Mrs R Edwards, SASS

Ms E Melville, Teacher Librarian

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

<http://www.schools.nsw.edu.au/asr>