

2011

8592

CHERRYBROOK TECHNOLOGY HIGH ANNUAL SCHOOL REPORT



Education &
Communities



Messages

Principal's message

Cherrybrook Technology High School enjoyed a fabulous year in 2011. NAPLAN testing data and School Certificate results reflected consistent student improvement whilst the Higher School Certificate results were simply outstanding. Twelve students gained the NSW all-rounders' award for their outstanding achievement and ninety seven students earned ATARs greater than 90, while eight students scored ATARs greater than 99. Vicki Lo attained a perfect ATAR of 99.95, becoming the fourth student from Cherrybrook in the past seven years to do so. Students scored marks that placed them in the top 12 in the state in seven courses of study and 136 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 or performances selected for Call Back, Design Tech, and Encore.

Maintaining a magnificent tradition of comprehensive education, the school's creative and artistic programs were, once again, 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 World Youth Athletics championships held in France.

During 2011 the school continued to invest heavily in teacher professional learning focussing on quality teaching and learning, leadership capacity building, and further development of staff skills in using cutting edge technology. The school also continued to work at ensuring new scheme teachers were supported and given appropriate development opportunities.

Resources from the P&C building fund were combined with school resources to complete an extension to the MPC allowing for the construction of a light filled, modern staffroom for the PD/H/PE staff and the restoration of storage facilities adjoining the MPC auditorium. The school has also benefitted from the

completion of the oval redevelopment by Hornsby Shire Council. Disappointingly, requests for additional funding from the Department of Education and Communities to support enhancements to both of these projects were denied.

The construction of a biodiversity space, new shelters and purchase of additional outdoor seating during the year also significantly improved the playground environment for students.

A detailed request for a capital works building program to construct permanent classrooms and reduce the number of demountable buildings, currently 38, was, as in previous years, rejected.

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 message for the Annual School Report for 2011. Firstly I would like to congratulate Mr. Johnson and the dedicated staff for the excellent academic and sporting results achieved last year. I have enjoyed my first year as President and I appreciate the efforts of the many P&C and school volunteers who freely give their time to the school.

During the year I was invited to attend several school functions including the Year 12 graduation, High Achievers' awards, Years 8 and 9 public speaking finals, Presentation Night and the sports awards assembly. It was a pleasure and an honour to be there and to present awards to many students. The Year 6 into 7 Orientation Morning 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.

My thanks go to our two vice presidents, Janice Scott, for attending and helping with the Student Leaders selection process; as well as to Phillippa Moran who represented the P&C at the Year 10 Graduation assembly. Thank you also to Katherine Ralton and Suzanne Briggs and their team for their commitment and generous help with catering at the various P&C functions.

While I was unable to attend the volunteers thank you lunch, I would like to acknowledge the many 'behind the scenes' volunteers who help with the library, sorting of the lost property and other duties. I would also like to thank Heather Lang, May Ng and their team on volunteers at the canteen who work hard to serve the needs of the students and helped raise valuable funds for the P&C. For 2012 the P&C has approved a plan for the canteen to go online, we are confident that this is a move in the right direction as it will streamline the canteen processes allowing the canteen to meet the needs of more students with the added bonus of increased turnover and profits.

Some of the highlights from the year were a presentation on 'Cyber Bullying' presented by the Australian Federal Police and Microsoft. The large group of parents who attended that evening and were totally awe struck by the harsh reality of the threats out there, not just to students but to anyone who has an online presence. We also had a presentation in June by Charlotte Moore of Year 12, the Inaugural winner of the May Somali award who showed and explained her winning presentation to those

present. The P&C continued to be actively involved with ground improvements in 2011. In October members of the P&C were given a twilight tour of the school grounds showing the many improvements that have been made using the P&C funding. This together with the efforts of teachers like Mr Clements and his group of student 'warriors' has certainly improved the school environment which we can all be proud of.

The P&C continued to support many causes at the school such as the P&C building fund which has been accumulated over the past few years will go towards the extension of the MPC. Work on this project commenced at the end of 2011.

This year we welcomed Lesley de Gorter, Liz Groves, Sonya Junkarri and Susanne Briggs to the P&C executive. I would like to thank them and our entire executive for their valuable support and enthusiasm throughout the year. Special thanks go to Alison Ridge and Bernadette Aiken (our outgoing secretary and treasurer respectively) who have served on the P&C in excess of six years. We truly thank them for their commitment and dedication.

As President of the P&C I have enjoyed immensely the contact with Mr. Johnson and the school and the close relationship we have. Congratulations to all those elected to the executive for 2012.

Thank you.

Sunil Mistry - President



Work on the front of the school

Student representative's message

I can confidently say that 2011 was one of the most fun-filled and eventful years Gareth and I have had at CTHS! We were fortunate to have a strong and multi-talented executive team that managed to accomplish so much more than we started out to achieve!

We began by continuing the Valentine's tradition, spreading the love and selling over 2000 roses in just three days and the money raised was donated to the Queensland floods. Throughout the year profits from fundraising events went towards aid for natural disaster victims in places around the globe such as Pakistan and Japan.

Some of the highlights were our weird and wonderful means of advertising events, from making lip-dub and other videos, to a Michael Jackson flash mob on the serpentine wall. The annual international day was a huge success, but we also broke down barriers by taking Cherrybrook Technology High School fundraising events outside of school with the premier of the "Pirates of the Caribbean 3" Movie Night.

In addition to the movie night, Super-mega-happy-week was filled with balloons, lollies and truckloads of school spirit! On Monday, the MPC was filled to the max with students who came to support their friends performing in the Talent Quest. During the week we also had a special SRC performance, a black and white Mufti Day, and we finished off by smashing the teachers in a game of soccer. But none of these would have been possible without the help of our incredible teachers, in particular Mrs Gibbs and Mrs Fletcher, who helped make our dreams possible.

The weather seemed to be working against Year 12 for every single sports event of the year however this brought with it a great, new event on the CTHS calendar. A Year 12 picnic day, themed 'An Escape to Africa', which brought all the year 12 teachers and students together to relax and finish off the year in a memorable way. Hopefully this is an event that will be a continued in years to come.

In conclusion we'd like to share a message from the Year 12 of 2011; the experiences we've had at CTHS are etched into our memories and have shaped us into who we are today. We couldn't have wished for a better school to have

showered us with knowledge, filled our high school years with fun and allowed for great friendships to be built. We wish the future students of CTHS all the very best!

Asha Mistry



Some of the SRC team distributing roses on Valentine's Day



School Captains Asha Mistry and Gareth Jones

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 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.



The String Ensemble performs

Students: 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

Our school has an excellent reputation within the community and this is reflected in consistently high enrolment numbers each year and in the number of enquiries for enrolment from outside the catchment area. In 2011 the school had a total enrolment of 2036 students. Approximately 55% of students are from language backgrounds other than English.

The following table reflects the total enrolment of the school for students in Years 7 to 12 by gender over a five year period. Enrolments show a trend of slightly more males than females enrolling at Cherrybrook Technology High School.

Gender	2007	2008	2009	2010	2011
Male	937	974	1006	1023	1067
Female	875	906	940	978	969



Public Speaking Competition winners

Student attendance profile

The following table compares the attendance data for each Year group compared to the region and the State. Cherrybrook Technology High School students attend more frequently than those in the region and those in the state.

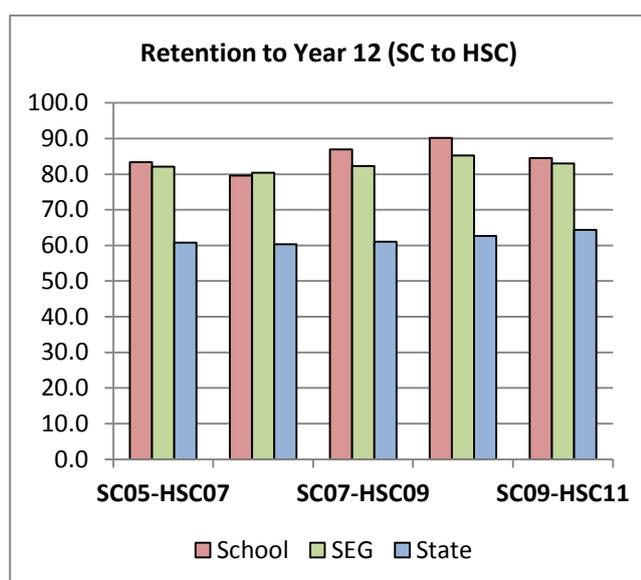
	Year	2009	2010	2011
School	7	95.8	96.6	96.1
	8	95.1	95.2	95.1
	9	94.0	94.8	94.0
	10	93.1	93.4	93.9
	11	93.3	93.2	94.9
	12	91.8	92.6	93.2
	Total	93.9	94.2	94.5
Region	7	95.4	95.3	95.6
	8	93.7	94.2	93.9
	9	92.8	93.2	93.6
	10	92.2	92.4	92.4
	11	92.5	92.7	92.7
	12	91.6	92.1	92.7
	Total	93.1	93.3	93.5
State DEC	7	92.3	92.6	92.5
	8	90.0	90.5	90.1
	9	88.8	89.1	88.8
	10	88.7	88.3	87.1
	11	89.4	89.1	87.6
	12	89.4	89.8	89.2
	Total	89.7	89.9	89.2

Management of non-attendance

In order to maintain and restore regular school attendance, the school has 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

The retention rate of students at Cherrybrook Technology High school remains high, exceeding similar schools and remaining well above the state average.



Post-school destinations

The destinations of the Year 12 students who completed the HSC in 2012 are as follows:

University	70%
TAFE	20%
Private colleges	4%
Full time employment	2%
Overseas/Unknown	4%

Year 12 students undertaking vocational or trade training or those student's attaining HSC or equivalent vocational educational qualification.

In 2012 Cherrybrook Technology High School had one school based apprentice in Carpentry and one school based trainee in Retail Operations. Forty one Year 12 students did VET courses at local TAFE colleges and three completed VET courses from private providers such as The WhiteHouse Institute of Design and Hornsby Hospital. Twenty eight students undertook VET courses leading to a certificate of attainment or a certificate two qualification.

The following list presents the variety of courses that students from the 2011 cohort attended: Nursing, Business Services, Hospitality, Construction, Accounting, Furnishing, Design Fundamentals, Beauty Therapy, Hairdressing, Radio Broadcasting, Tourism - Events, Information Technology, Film and Radio - Screen, Electrotechnology, Fashion Design, Communication Recreation - Fitness, Children's Services and Land and Conservation Management.

Staff and staff retention

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 2011, there were 132 teaching staff with 21.4 administrative and support staff.

Retirements included Deputy Principal, Mr Di Marzo, English teacher, Mrs Bennetts and ESL teacher, Mrs Teh. Two Head Teachers were promoted to the position of Deputy Principal. Mrs Bevan, who was promoted to Deputy at Cherrybrook Technology High School and Mr

Laird who was promoted to Deputy at Cromer High School.

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

Staff establishment

Position	Number
Principal	1
Deputy Principal(s)	3
Head Teachers	21.5
Classroom Teachers	98
Support Teacher Learning Assistance	2
Teacher Librarian	0.4
Teacher of ESL	2
Counsellor	3.4
School Administrative & Support Staff	21.38
Total	153.6

The National Education Agreement requires schools to report on Indigenous composition of their workforce. There are no staff that identify as having an Indigenous background.

Teacher qualifications

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

Qualifications	% of staff
Degree or Diploma	100
Postgraduate	12



Deputy Principal Mr Richard Di Marzo retires in 2011

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:	30/11/2011
Income	\$
Balance brought forward	689494.74
Global funds	1083905.21
Tied funds	330942.29
School & community sources	1825884.33
Interest	43828.96
Trust receipts	274032.33
Canteen	0.00
Total income	4248087.86
Expenditure	
Teaching & learning	
Key learning areas	517781.65
Excursions	76047.02
Extracurricular dissections	286837.83
Library	460.91
Training & development	18738.29
Tied funds	335118.95
Casual relief teachers	264254.82
Administration & office	411974.03
School-operated canteen	0.00
Utilities	215584.32
Maintenance	177386.49
Trust accounts	250084.00
Capital programs	181557.30
Total expenditure	3421825.67
Balance carried forward	826262.19

A full copy of the school's 2011 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.



The Cherrybrook Chess team

Significant programs and initiatives

Student achievement in 2011

Arts

The Arts celebrated another very successful year in 2011. One of the biggest events for the year was the staging of 'FAME, The Musical,' which was directed by Ms R Constantin and Ms O Marree. It was exciting to see the increased audiences, a result of a whole-school approach and increased publicity.



'Fame, the Musical'

Cherrybrook Technology High School also participated in many other events during the year including Dance Festivals, Schools Spectacular, excursions, Drama Camp, Exhibitions, HSC performance nights for Drama and Music, workshops for Band and Choir and band performances.

One of the significant achievements was the construction of the CAPA section of the school's website. This section of the site now contains many musical performances that have been filmed, including Concert Band 1, Vocal Ensemble and Strings. There are sound clips featuring members of the Guitar Ensemble and Choir. There is also 'The Creative Page' which showcases the original work of students in the arts, as well as a Performers' Roll – a listing of talented Music students that are invited to perform at school events during the year, with a short biography of each student.

The Ensembles program continued to expand in 2011, and now has well over 200 students who meet each week and rehearse for performances. At the commencement of the year, we welcomed

Mr Tsoltoudis as director of the newest ensemble, a guitar group, which has become one of the largest at CTHS.

Sport

This was another very successful year for Cherrybrook Technology High School in the sporting arena. For the sixth 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 third consecutive year. For the third time we were also the Metropolitan North Champion School.

The year began with the annual swimming carnivals and despite difficulties with the closure of Hornsby Pool there were still some outstanding results. Students had success at school, zone, regional and national level.



At the swimming carnival

Our Combined High School's swimming stars had the best results ever achieved. The team consisted of: Vincent Dai, Brittany Ross, Alicia Van Arkel, Damien Yabsley, Bryan Poon and 3 relay teams; all age boys, all age girls and the 15 years boys relay team.

A second Swimming Carnival was held in 2011. Because of the availability of pool,s Cherrybrook decided to change the annual swimming carnival to Term 4 and make use of Homebush Aquatic Centre. Age champions were as follows:

Girls: 12 Years - Brittany Ross, 13 Years -Rachael Fraietta, 14 Years - Rebecca Yabsley, 15 Years -

Katie Driscoll 16 Years - Maddi Glover, 17 Years - Mikaela Mahony .

Boys: 12 Years - Brian Poon, 13 Years - Michael Fiedler, 14 Years - Marcus Haglund, 15 Years - Riccardo Lee, 16 Years - James Lott 17, Years - Damien Yabsley.

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 age champions for the carnival included:

Girls: 12 Years - Brittany Ross, 13 Years - Laura Sockwell, 14 Years - Georgia Wincup, 15 Years - Erin Blundell 16 Years - Sydney Liang, 17 Years - Jenny Blundell, 18 Years - Andrea Roditis.

Boys: 12 Years - Daniel Rousianos, 13 Years - Joe Caletti, 14 Years - Marcus Haglund, 15 Years - Roham Nasrieh, 16 Years - Brett Gooderham, 17 Years - Mitchell Yabsley, 18 Years - Chris New-Tolley.

The annual athletics carnival was washed out so a tabloid carnival was held in June for Year 7 and 8 students only.

Lifesaving was conducted in Term 3 for Year 8 students. Year 10 leaders supported and taught the students lifesaving skills ranging from basic training through to the Bonze Star or Bronze Medallion.



Students at the

Some other outstanding sporting achievements include:

- Pamela Boyanov, who won the Combined High Schools Womens Open Singles title in tennis and as a result was selected to

compete in overseas international competitions in Holland and Bulgaria,

- Katie Ragusa who won the Junior Girls Title at the Womens Open Tennis competition,
- Toby Wong who was selected to represent Australia at the Commonwealth Youth Games for Badminton,
- Mikaela Mahony, member of the Australian Schoolgirls Softball team who received 'Best Batter' in the International Youth Cup,
- The Open Girls Basketball team for achieving third in the state in the knockout competition,
- 16 Years Girls who won the regional Futsal championships,
- Joel Whitlock and Shem Bush who participated in Combined High Schools (CHS) Rugby.



The Zone Cross Country Champions

Other

Castle Hill Show Team

Under the capable leadership of Mr P Annetts the Cherrybrook Technology High School Show team created a wonderful agriculture display in the Schools' Pavilion of the show and then participated in the show in an enormous number of activities and displays.

In terms of competition there were some outstanding results including Caitlyn Redgrave winning grand champion for her formal dress. Other show champions were Taylor Lovegrove in the poultry section, Kim Pena in textiles, Ben

Albers was also selected as a poultry judge and the school honey was also awarded a champion ribbon.



Caitlyn Redgrave and her 2 prize winning dresses

Gifted and Talented Project

In 2011 the Gifted and Talented classes, 7T and 8T, participated in a project that allowed them to deeply investigate a topic and present it to friends and family. To do this they were accelerated through the regular curriculum and supported in their research. In Term 2 they presented their group projects they had been working on for ten weeks. The variety and high standard of the projects was particularly impressive. The initiation of this project was supported by professional learning for the teachers of these classes.



One of the G&T project presentations.

Student achievement in 2011

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.

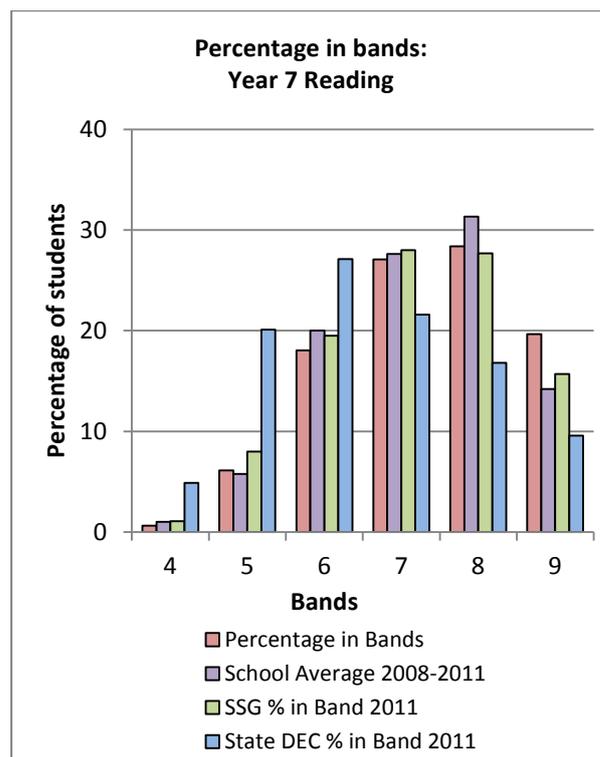
Yr 3: from Band 1 (lowest) to Band 6 (highest for Year 3)

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

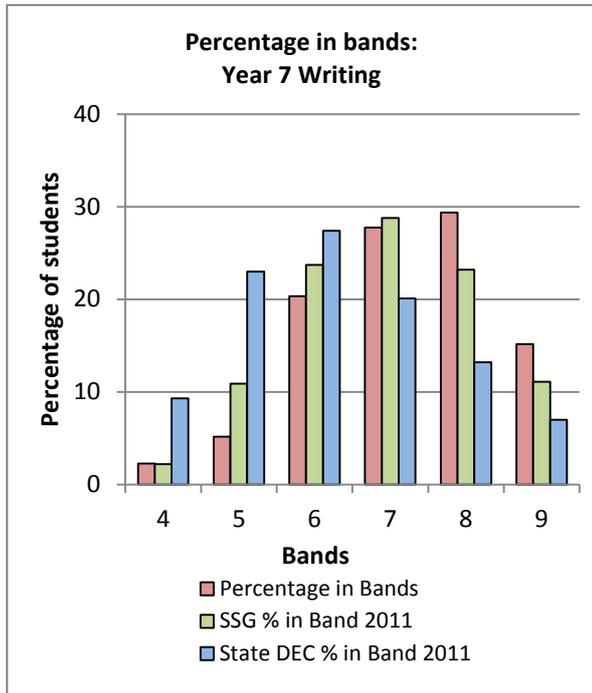
Yr 7: from Band 4 (lowest) to Band 9 (highest for Year 7)

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

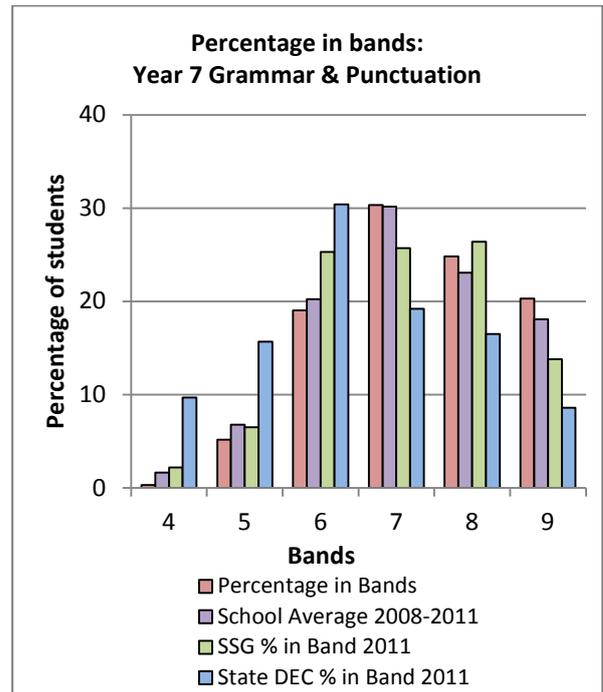
In NAPLAN Year 7 Reading Cherrybrook Technology High School students in the top band performed above previous students from 2008-11.



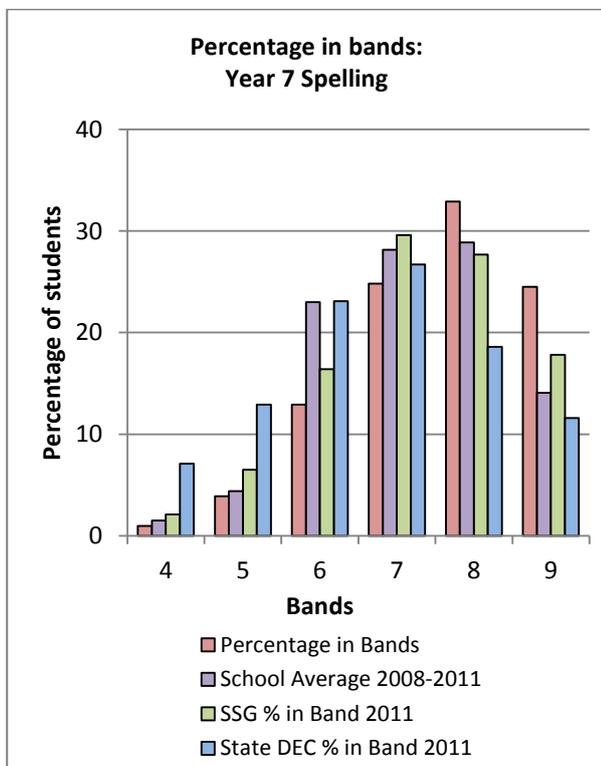
In NAPLAN Year 7 Writing 72% of students at Cherrybrook Technology High School performed in the top three bands.



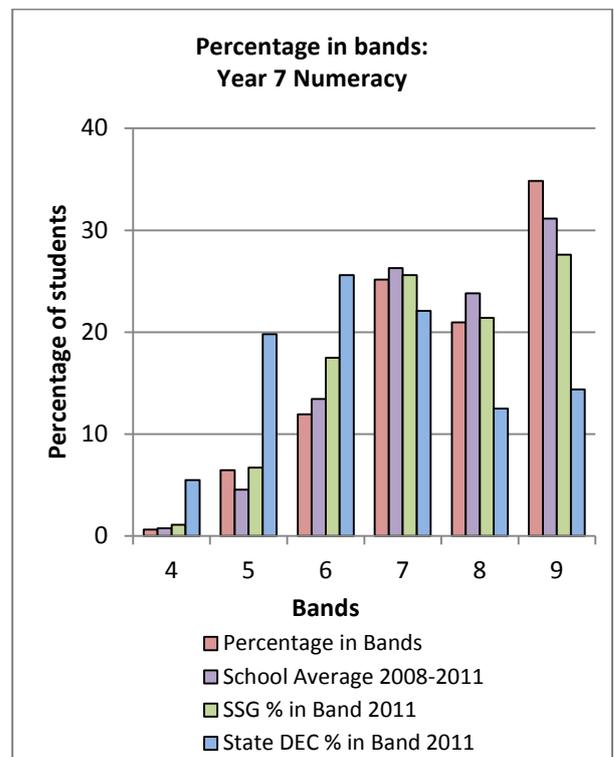
In NAPLAN Year 7 Grammar and Punctuation 75% of students performed in the top 3 bands.



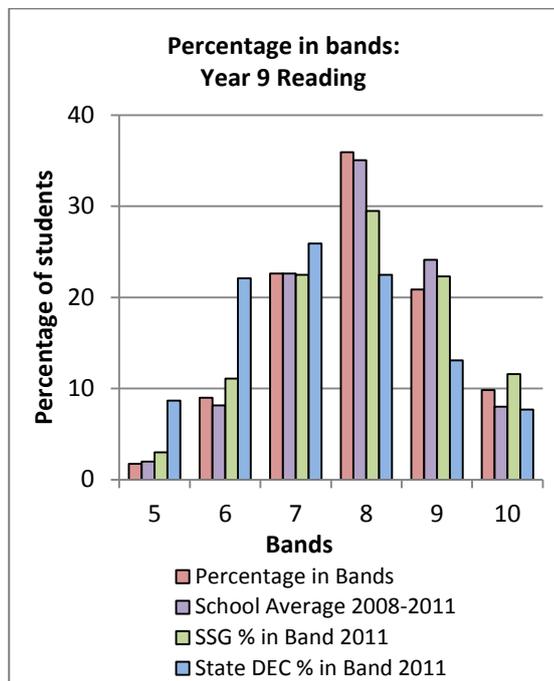
In NAPLAN Year 7 Spelling 82% of students at Cherrybrook Technology High School performed in the top three bands.



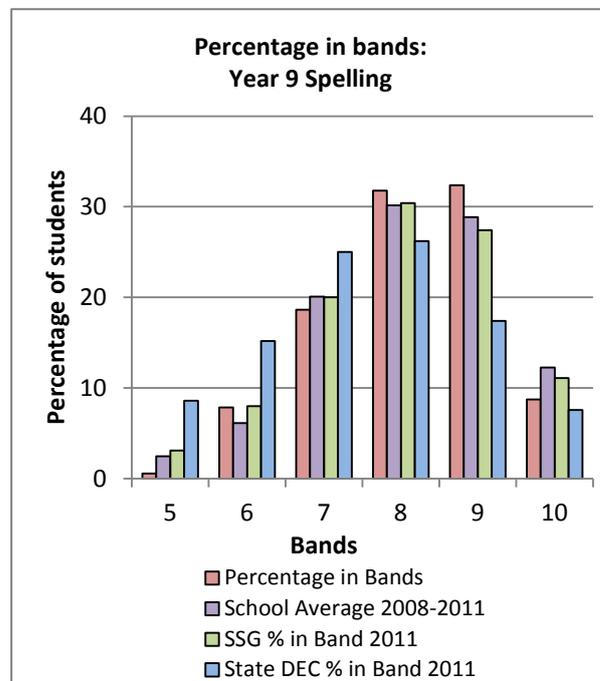
In NAPLAN Year 7 Numeracy 108 students performed in the top band. This is 35% of the Year 7 cohort.



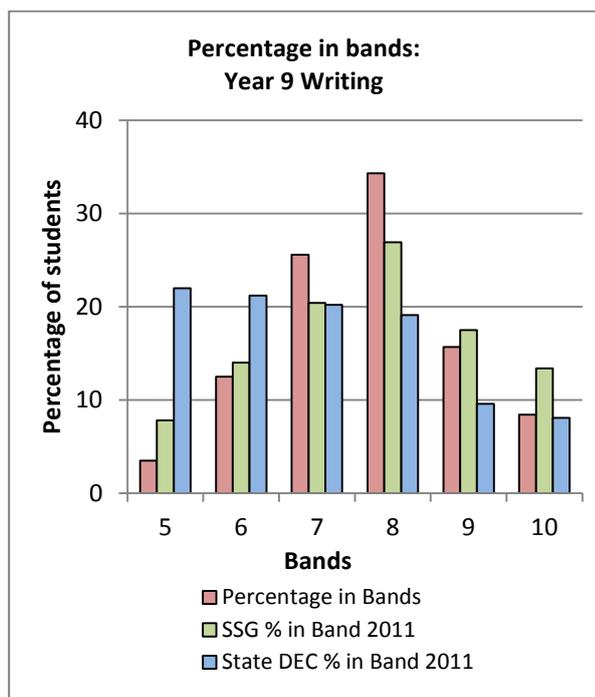
In **NAPLAN Year 9 Reading** Cherrybrook Technology High School 34% of students performed in the top 2 bands. The percentage in the bottom band has fallen from the average of bottom band scores 2008-11.



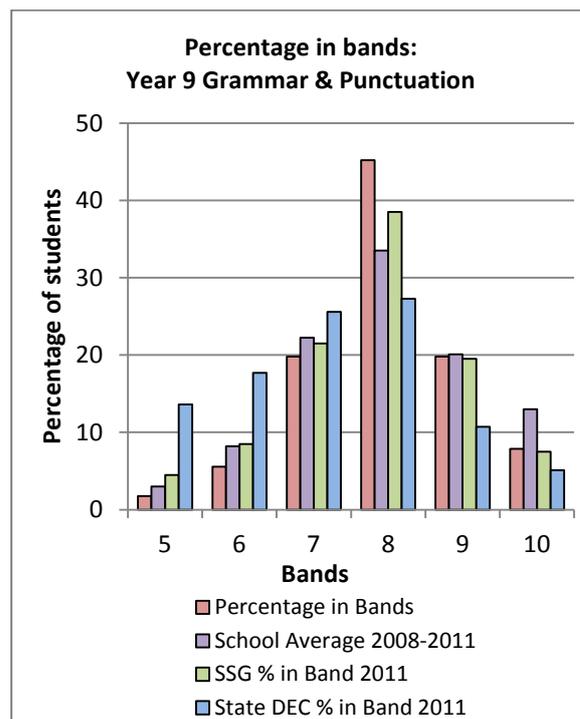
In **NAPLAN Year 9 Spelling** Cherrybrook Technology High School 41% of students performed in the top 2 bands. The percentage in the bottom band has fallen from the average of bottom band scores 2008-11.



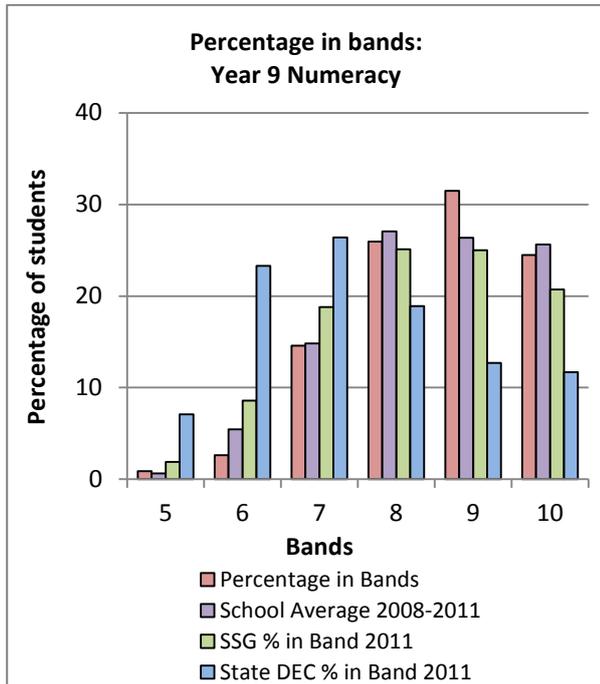
The **NAPLAN Year 9 Writing** was a persuasive task rather than a narrative task. At Cherrybrook Technology High School students performed above the state average. Thirty percent of students were in the top two bands.



In **NAPLAN Year 9 Grammar and Punctuation** 28% of students were in the top 2 bands. Only 6 students performed in the lowest band. These students will be supported in the literacy workshop in 2012.



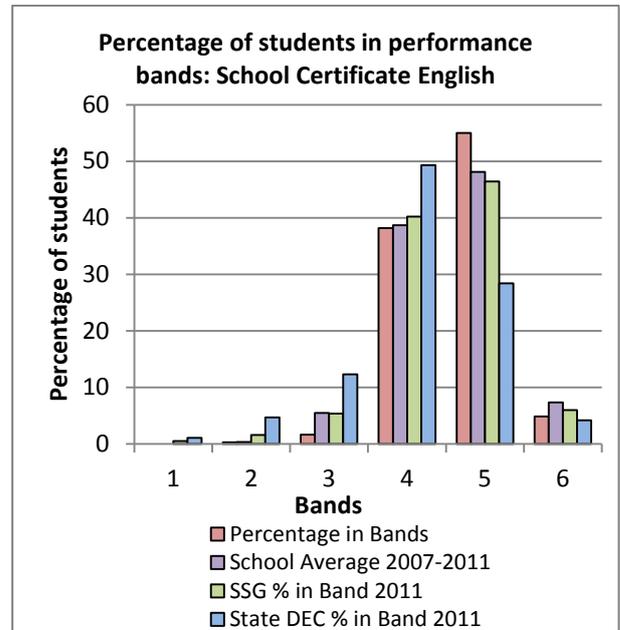
In NAPLAN Year 9 Numeracy 82% students at Cherrybrook Technology High School were placed in the top three bands.



School Certificate

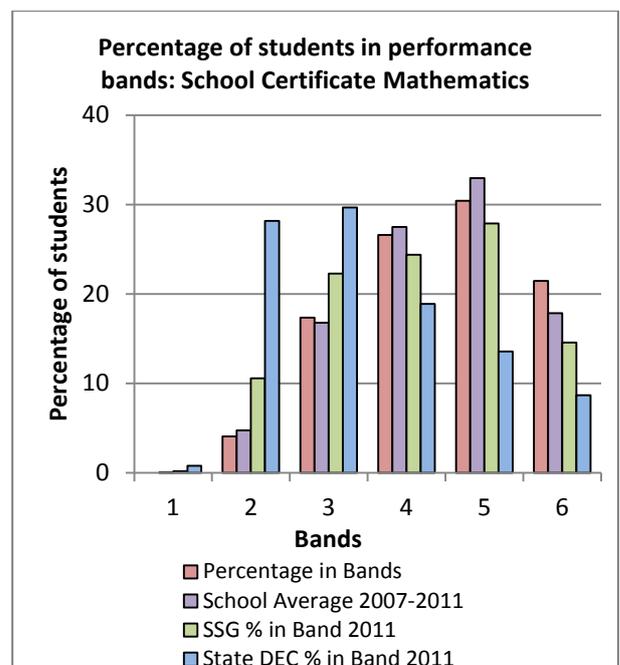
In the School Certificate the performance of students is reported in performance bands ranging from Performance Band 1 (lowest) to Performance Band 6 (highest)

In the School Certificate English exam 60 % of students are in the top two bands.

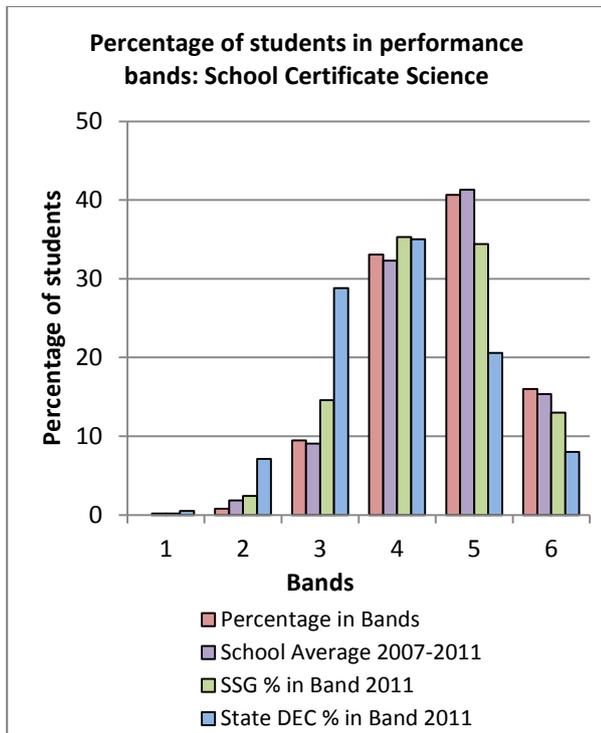


Students sit exams in the MPC

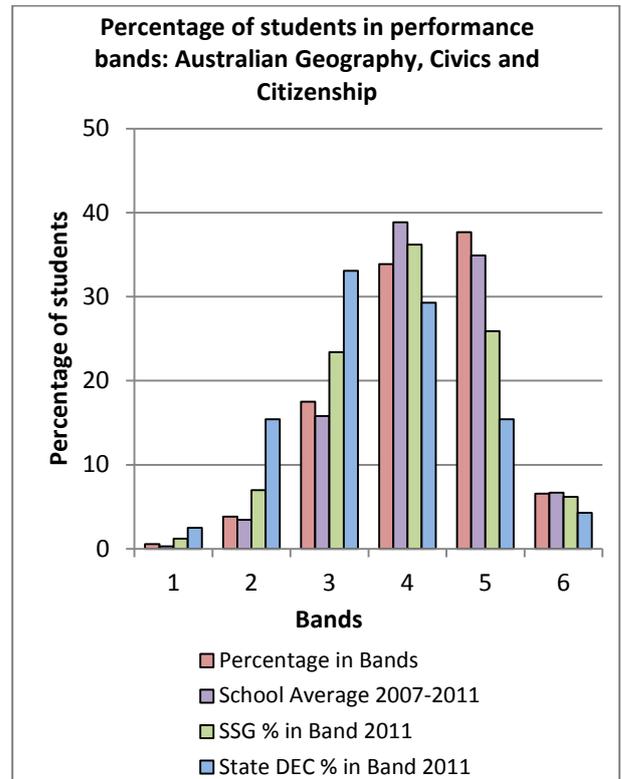
In the School Certificate Mathematics exam 52 % of students are in the top two bands.



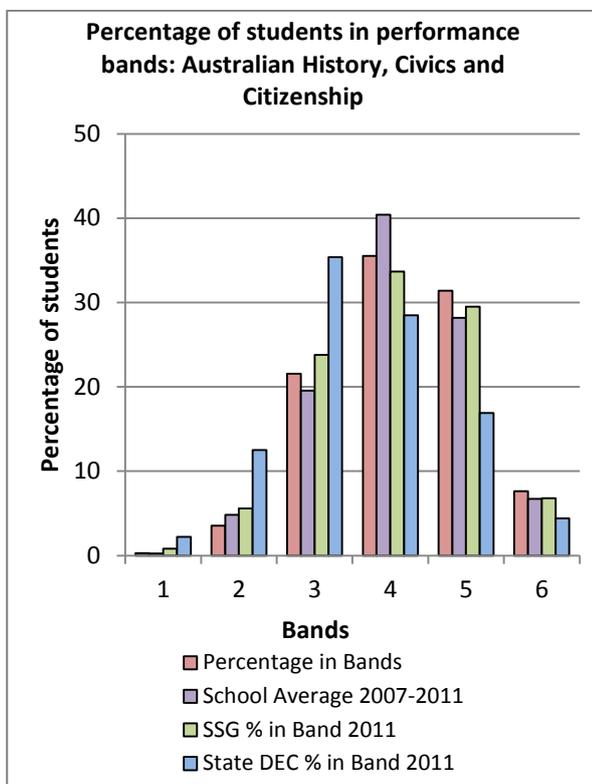
In the School Certificate Science exam 57% of students were in the top two bands.



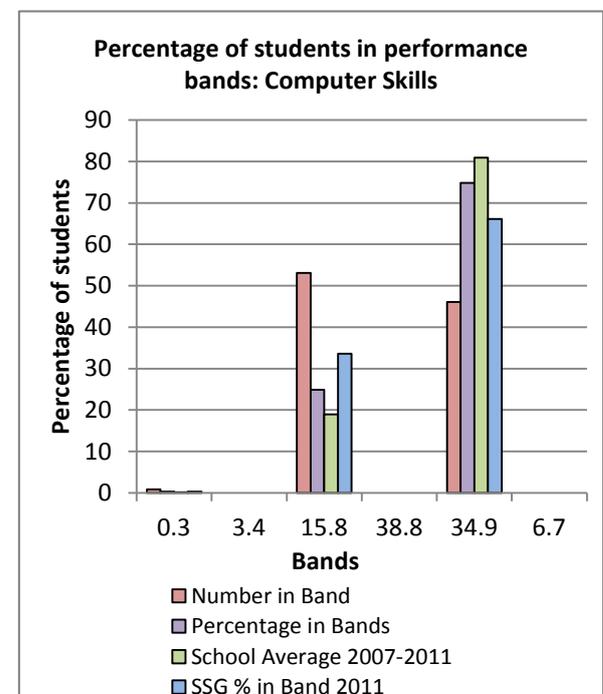
In the School Certificate Geography and Civics exam 41% of students were in the top two bands.



In the School Certificate Australian History and Civics exam 39% of students were in the top two bands. This is an improvement of 2% from 2010.



In the School Certificate Computer Studies exam 75% of students were deemed highly competent.



Higher School Certificate

The following table shows HSC results for 2011 in comparison to the past HSC results, the similar school groups and the state.

Course	School	School Average 2007-2011	SCG	State
	2011	2011	2011	2011
Ancient History	80.4	82.1	76.1	70.4
Biology	76.0	77.3	75.3	71.5
Business Studies	81.9	81.7	75.5	70.8
Chemistry	81.3	79.5	77.4	74.1
Community and Family Studies	77.6	78.0	78.2	72.6
Design and Technology	76.0	75.6	76.6	73.3
Drama	80.0	81.3	79.2	75.2
Economics	83.2	81.5	71.4	73.7
Engineering Studies	79.3	79.1	74.4	74.2
English (Standard)	69.8	68.8	68.6	62.8
English (Advanced)	85.5	84.4	80.5	79.1
English as a Second Language	84.4	80.3	77.8	73.9
English Extension 1	88.0	87.6	79.6	79.5
English Extension 2	85.2	86.6	78.7	78.3
Food Technology	78.7	76.9	75.0	70.4
Geography	72.8	77.3	75.9	71.0
Industrial Technology	82.4	80.6	73.2	69.3
Legal Studies	84.9	83.1	79.3	72.2
General Mathematics	75.2	74.3	74.1	66.4
Mathematics	83.4	81.7	78.5	76.2
Mathematics Extension 1	84.1	83.5	80.6	81.4
Mathematics Extension 2	89.6	90.8	82.4	84.2
Modern History	76.9	79.5	77.2	73.1
History Extension	78.4	78.4		76.0
Music 1	82.4	83.0	83.3	78.3
PDHPE	75.6	78.5	76.4	72.0
Physics	80.4	79.3	75.5	74.5
Senior Science	82.5	82.4	79.9	74.6
Society and Culture	74.3	76.2	77.5	73.6
Textiles and Design	76.3	77.6	80.8	73.5
Visual Arts	82.1	81.6	80.9	76.5
Japanese Continuers	90.4	87.2		78.6
Hospitality Examination	79.7	80.4		74.5

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 twenty one sat the HSC in 2011 and 12 of these students appeared on the HSC honour role for all round academic excellence after achieving Band 6 or equivalent in at least ten units of study. Eight students achieved an ATAR greater than 99.

Seven students achieved positions in the top 20 of their courses in the state. These include:

Roubina Biberian - First in Armenian Continuers

Chloe Fraser - Second in Tourism & Events AND Seventh in Business Studies

Vicki Wei -Chi Lo - First in Japanese Continuers

Emma Squires - Twelfth in English Advanced

Nikhil Suresh - Tenth in Industrial Technology

Jayden Tilbrook - Fourth in Industrial Technology

Sepehr Zarrin - Fifth in Persian Background Speakers.

The top ATAR was achieved by Vicki Wei-Chi Lo who received the perfect ATAR of 99.95.

Relative performance from Year 10

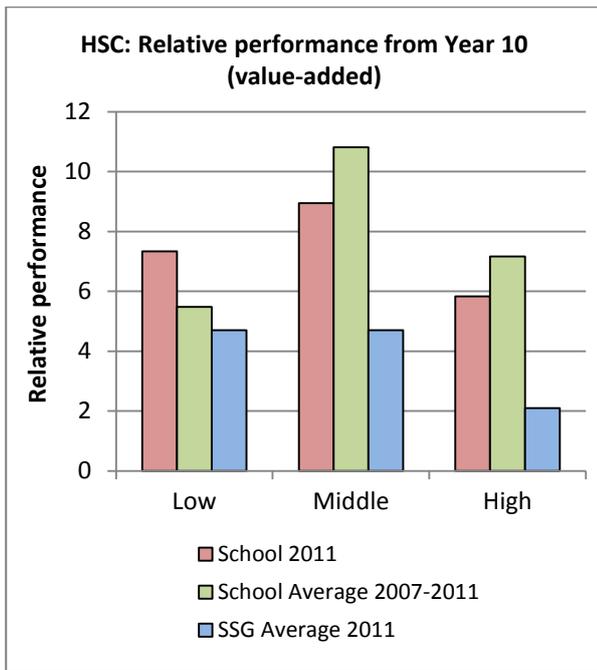
Cherrybrook Technology High School adds value to students across the entire academic spectrum including: low, middle and high ability students. The group statistic and was most noticeable for the students in the low range.

Value added data continues to be outstanding when compared to statistically similar schools in our area.

Although the value-added for high and middle performing students in 2011 was less than the Cherrybrook Technology High School average for students from 2007-2011, it was still considerably above the SSG average.

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.



The All-school Knockout Athletics team who came 6th competing in Brisbane

HSC Performance

English

At Cherrybrook Technology High School in 2011, 212 students sat the HSC exam in **Advanced English**, 85 in **Standard English** and 16 sat for the **English as a Second Language exam**. There were 28 candidates for Extension 1 English and 15 candidates for Extension 2 English, our largest cohort ever for this Extension course. In **Extension 1** English all students performed in the top 2 bands

English results continue to be outstanding with the common measurement of the subject, the percentage of Band 6 results, once again placing Cherrybrook Technology High School as the top comprehensive High School in the state and ranked ahead of many of the other elite schools.

In **Advanced English**, 82% of the candidates were placed in either Band 5 or 6, compared to the state percentage of 58 in these bands. In the Advanced course, Emma Squires scored 98 and was ranked 12th in the state, out of a candidature of over 70,000 students.

All the other courses were well above the state average, with the **ESL English** candidature scoring at an average of nearly 10 points above the state average. Georgia Willmot achieved a Band 6 in the **Standard English** course. This is the first band 6 received in Standard English.

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 83 students presenting for Extension 1 and 17 students presenting for Extension 2. Of these students 48% were in the top band for **Extension 1** and 5% in the top band in **Extension 2**. The most outstanding results were achieved by Andy Yeung who scored 96 for Extension 1 Mathematics. Jin Su Jung scored 94 for Extension 2 Mathematics.

A large cohort of 140 students sat the **2 Unit Mathematics** paper and of these 72% were in the top 2 bands.

One hundred and twenty five students sat **General Mathematics**. Twenty nine per cent of these were in the top 2 bands. While this is below the results for the Mathematics strands it is still above the state average of 23% in the top two bands.

Other achievements in the Mathematics KLA include the 538 students across Years 7 to 12 competed in the Australian Mathematics Competition. These students were awarded 4 High Distinctions, 70 Distinctions and 227 Credits. CTHS also competed in two other competitions

run by the Australian Mathematics Trust attracting national and international competitors. 81 students from CTHS competed in the Junior and Intermediate Stage of the Mathematics Challenge for Young Australians achieving 6 High Distinctions, 6 Distinctions and 27 Credits. Also 48 students competed in the Maths Enrichment Stage program and achieved 4 High Distinction, 2 Distinctions and 15 credits. Three teams of 30 students from stage 4 competed in the Australian Problem Solving Maths Olympiad with creditable results.

Maths clinic, a before school mathematics support group, has continued throughout 2011 and students have appreciated the individual assistance offered by the staff during these sessions.

Science

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

In Biology, 42% of students were in the top two bands, the highest result of 94 was achieved by Shawna Lin.

In Chemistry students achieved similar results with 63% of students in Bands 5 and 6. The highest mark of 95 was achieved by Vicki Lo.

Physics presented 72 students, 58% attaining Band 5 or 6. The top mark of 91 was gained by 3 students: Philip Choi, Vicki Lo and Karan Shukla.

Of the 36 students who presented for **Senior Science** 64% all student achieved marks in the top 3 bands. Ashleigh Jackett achieved a mark of 97.

Human Society and the Environment (HSIE)

At Cherrybrook Technology High School HSIE continues to offer a wide range of subjects, with Aboriginal Studies and History Extension recently being introduced. HSIE students enjoyed outstanding success in the 2011 HSC.

Business Studies is one of the school's most popular subjects with 98 candidates, 26% of the cohort received a Band 6 compared to 7% across

the state, and 61% receiving a Band 5 or 6. Chloe Fraser, with an impressive HSC mark of 98 from a possible 100, gained 7th place in the state.

In **Legal Studies** 31% of the group achieved a Band 6 with Emma Squires achieving an HSC mark of 98.

In **Economics** candidates also achieved outstanding results with 22% of students in Band 6 and 78% in Bands 5 and 6.

In the Histories, Cherrybrook Technology High School students performed extremely well. In **Ancient History** 24% of students achieved Band 6 and another 36% in Band 5. This is well above the state totals. Eshana De Silva and Philippa Seah tied for the top marks of 96. In **Modern History** 51% of students achieved a Band 5 or 6 with Emma Squires gaining the top mark of 94.

History Extension, which has recently been reintroduced at Cherrybrook Technology High School, saw an impressive 80% of students in the top 2 bands. Matthew Van Arkel topped the course with an HSC mark of 48 from 50 marks.

Our smallest cohort, with 11 students, was **Geography** which performed slightly under state average, with 27% of students achieving a band 5. The top mark of 86 was achieved by Asha Mistry.

Creative and Performing Arts

Eight Students sat for HSC **Dance**. Fifty per cent of students achieved a band 5 and the remaining 50% of students achieved a Band 4. Both were above the state average. Two students were nominated for Callback in 2011, Brittany Holmes for Core Composition and Shannon Briscoe for Core Performance.

In **Drama** 95% of students achieved Band 5 or Band 4 with one student achieving a Band 6. All results were significantly above state average.

In **Music 2** 50% of students achieved Band 6 and 38% achieved Band 5. Results were significantly above state average. Gordon Ng, Amos To, Shawna Lin and Charlotte Moore each obtained Band 6 in Music .

Sixteen students completed the **Music 1** course with a diverse range of Performance, Composition and Musicology electives undertaken. Robbie Fatt and Brendan Tan achieved Band 6 and 56% achieved band 5 or 4.



Performing in the Concert Band

Four students undertook **Music Extension**, all of them opting for performance electives, and each student obtained the highest band possible, Band E4. Gordon Ng, Shawna Lin and Amos To were all nominated for the annual Encore concert at the Sydney Opera House, and Gordon Ng was ultimately selected with a beautiful arrangement of the classic Gershwin piece: "Summertime".

In **Visual Arts** students results were 3.6% above state average, with 66% of students achieving Band 5 or above and no students below a band 4.

Technology and Applied Studies (TAS)

TAS candidates at Cherrybrook Technology High School continue to perform at a very high standard, with all subjects adding value to the student's results.

Agriculture, whilst only having a small candidature of eight students, had two students who achieved a Band 6 with Natasha Disanayake achieving 92.

Community and Family Studies had 34 candidates with Nicole Poidevin and Ashley Jackett tying for 1st place, with a result of 94.

Design and Technology had 23 candidates with the class all performing above the State average.

Engineering Studies had 24 candidates, 92% of them achieving above a Band 4, with three

students gaining a Band 6. Tharindu Wijeratne attained the top mark of 93.

Food Technology had 33 candidates, four of them gaining a Band 6 and all students attaining bands 4 to 6. Nicole Poidevin achieved the highest score of 95.

Industrial Technology achieved outstanding results, particularly in Multimedia. Of the 25 candidates, 25% achieved Band 6 with Jayden Tilbrook's score of 99 placing him fourth in the state and Nikhil Suresh score of 98 placing him tenth in the state. Nikhil won the University of Wollongong Industrial Technology award, whilst Jayden Tilbrook won the runner up award.

Textiles and Design had 20 candidates with 85% achieving band 4 or above and 50% achieving a Band 5.

Hospitality- Vocational Education Training (VET) had 42 candidates who achieved excellent results. Many of the students achieved the maximum number of competencies and were subsequently awarded Certificate I in Hospitality Operations. Other students prepared to undertake further study at TAFE achieved Certificate II.

Metals and Engineering only had two candidates with one student achieving a Certificate I and the other a Certificate II in Metals and Engineering.

Computing Studies

Only 9 students completed **Information Processes and Technology**. Of these students the highest mark of 88 was achieved by Bejan Mirzakhani.

Only 6 students sat the **Software Design and Development** course in 2011. Sixty seven per cent of these students achieved results in the top 2 bands.

Languages Other than English (LOTE)

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 Continuers** the students with the highest mark of 95 were Suzy Hur and Mae-Ann Soh. All students in **Japanese Extension** performed in the top 2 bands. The highest achievement in **French Continuers** was Emma Squires with a score of 92. Cecelia Ostman completed **French Extension** and received 41 from a possible 50 marks. The highest in **German Continuers** was Bronwyn Reichardt.



The German visitors at CTHS

Society and Culture had a small candidature of only 11 students in 2011, the highest result was achieved by Teagan Llewellyn with a mark of 91.

Significant programs and initiatives

Aboriginal education

Cherrybrook Technology High School is proud of the initiatives and work to raise the profile of Aboriginal issues to the school and student community. In 2011 the Aboriginal Awareness 'Other Interest Group' continued to increase the

profile of Aboriginal Education across all areas of the school. In 2011 a range of cross-curricula activities was undertaken. Art teachers have been proactive in this area, organising and overseeing successful visual projects to highlight Aboriginal awareness. Aboriginal artist, Jimmy Smith, visited the school and ran workshops with two separate groups which culminated in murals and totems which have been added to the Biodiversity Area. A special assembly was also held to commemorate NAIDOC week and other significant days are acknowledged.

Northern Sydney Region Aboriginal Project Officer, Dave Lardner, presented an effective and much appreciated session on cultural awareness during the end of year Professional Development period.

Mr Lardner has continued to advise on the coordination and delivery of the Stage 6 Aboriginal Studies course to the accelerated class that will sit the HSC exam in 2012. Activities of this class included a number of guest speakers and excursion, including a two day visit to Canberra.

The teacher of this class, Ms Felicity Cross, received a NSR Aboriginal Education award for her contribution to teaching in this area.



Mrs Cross receives her Aboriginal Award

Cherrybrook had five students who identified as Aboriginal in 2011.

International education



Korean delegates visit Cherrybrook Technology High School

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 Engagement project. This is reported on in the targets section on the following page.

International and Multicultural Education initiatives continued in 2011. An especially successful International Day assembly was held for all students celebrating our diversity.

The school also hosted a visit from the German school Boerde Gymnasium as part of the annual exchange program. Eighteen students and two teachers enjoyed this Australian experience.

In April 2011 Ms Thew and Mr Wade led a successful 3 week student study tour to France which included an intensive language program and homestays with French families.



Cherrybrook students celebrate International day

Many teachers from Cherrybrook Technology High School participated in the China tour organised by Mr Wade. This involved a visit to our sister school, the Jin Ling School in Shanghai. Cherrybrook Technology High School has enjoyed this sister school relationship since 1999.

Cherrybrook Technology High School continued to support Stage 6 LOTE in the region. Mr Wade taught students from our school as well as students from Cheltenham GHS using video-conferencing technology and the Connected Classroom, This enabled students to continue study in the language to HSC level.

There were also many visitors from overseas schools who came to see the excellent education model this school offers. In 2011 we hosted delegations from the Jeollanamdo Department of Education in Korea, and teachers from the Phillipines.

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 and resilience programs for Year 7 and Youth and Road Trauma and Crossroads for Year 10. Leadership skills are developed in Year 11 students who participate as Peer Support Leaders for our junior students. The Hills Schools Industry Partnership also assisted and ran vocational courses for targeted students.

Anti-bullying and cyber-bullying strategies are clearly communicated to all students to ensure that the school is a safe environment. Performances by outside presenters such as Bully Busters and Cyber Shorts have again been used

this year to highlight a number of issues that are relevant to defining bullying and its impact on individuals. An Anti-Bullying 'Other Interest Group' has continued to assess and extend the process of communicating strategies for dealing with bullying to students and teachers. Cyber safety is now communicated to our students as part of these programs.

Camps are held for Stages 4, 5 and 6 to focus on setting challenges and goals appropriate to the age of the students and build on the programs established at Cherrybrook Technology High School.



Year 11 students at the Jindabyne camp

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 students including some at-risk students successfully gaining part-time employment as they gain confidence and experience in making coffee and dealing with people. Forty eight students are trained annually and receive a certificate of training from Ryde TAFE as well as life experience as baristas.

The Cherrybrook Technology High School 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. Our counsellors continue to play an important role in the mental health and well-being of our students.

A key responsibility of the Welfare and Learning Support teams is to provide support for our funded students and to manage integration programs for our students with disabilities. During 2011 the school had thirteen funded students, two with physical disabilities and eleven with autism spectrum or literacy support needs. Forty one students were identified as having high learning, literacy and social needs. These students were supported by the Support Teacher Learning Support (STLA), School Learning Support Officers (SLSOs) via the Literacy Workshop class, classroom mentoring, lunchtime and after school workshops and the modification of programs.

Environmental Education

With over 2000 students and a large staff it is essential that continual work is carried out on the internal and external environment. So too, Cherrybrook Technology High School believes in promoting environmental awareness and establishing strong links within the curriculum.

The jointly owned school and community oval was upgraded in 2011 which meant this facility was out of action for most of the year.

Physical improvement to the external environment in 2011 included:

- The total reconstruction of a front garden showpiece at the entrance of the school,
- Drainage work and the construction of retaining walls along the Lucy Schilling courts,
- Planting of a Photinia hedge along the retaining wall as well as planting natives in the biodiversity area,
- Extra seating around the courts,
- Re-mulching the back and B block areas,
- Clearing and maintaining the Turpentine forest area,
- Construction of a frog pond, clearing weeds from the area, planting of native species, including the beautification of the area with mural and totem projects.



Mr Joy's orchids in the Administration Foyer

Physical improvement to the internal environment in 2011 included:

- New carpet in main staff area and A block,
- Air conditioning added to A block,
- Painting of classrooms,
- Construction of a new PDPHE staffroom, which will be followed by reorganization of the storage in the MPC.

Environmental Initiatives

- Students involved in Clean Up Australia day,
- Environmental Warriors group that assist with environmental projects,
- Introduction of more covered bins to discourage birds,
- Environmental Representatives added to the student executive,
- Continuation of the Recycling Team that received awards at end of year recognition ceremonies,
- SRC begin organisation of an environmental anti-litter campaign involving films, competitions and positive recognition of students who do the right thing,
- 'Other Interest Group' begins work on the new Environmental Management Plan for 2012-14.

The fantastic and tireless work of Mr Clements, our Head Teacher Administration and the general assistants: Mr Burroughs, Mr Laing, Mr Tockuss and the farm assistants Mr Joy and Mr Bleakley must be acknowledged.



Photinias planted along the multi-purpose courts

Progress on 2011 targets

Target one: Learning

a) Literacy: To Improve student's 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.

Evaluation: Cherrybrook Technology High School staff was engaged in many professional learning

activities around developing writing skills and good literacy teaching practices. Ms Sacco ran the Teaching English Language Learners (TELL) course. Approximately 50 staff participated in the full day of learning and 25 people completed all TELL modules. Cherrybrook Technology High School also participated in the Regional ESL Pedagogy project. Mrs Bevan, Mr Jones, Ms Sacco and Ms Tager all worked to produce an engaging real world task for Year 10 History students who used Assessment for Learning strategies including a language specific marking rubric. This was evaluated successfully by the students and teachers. Eight teachers also completed the Prioritising Grammar course. The ESL teachers designed an interactive web site aimed at improving students' ability to write in a more complex style. The web site can be found at <http://www.band6.org/>

Further evaluation will be carried out with future NAPLAN results on the 2012 Year 9 cohort.

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.)

Evaluation: The numeracy 'Other Interest Group' devised a three year plan. In 2010 they aimed to raise awareness of numeracy across the school. In 2011 they provided strategies for students to learn and for staff to teach approaches to solving multi-step problems. This was done through the use of a school wide process that focused on the clear identification of the elements of problem solving. The elements were: Identify, Design, Implement, Options and Test.

This target was supported with professional learning money that employed a numeracy assistance teacher. Ms Tollhurst devised tests, analysed NAPLAN data and retested students

building up a data bank of students' strengths and areas for improvement. This data was used by Mathematics teachers to give equal opportunity for students to achieve in Mathematics.

In 2012 the aim of the numeracy team is for students to identify numeracy in the curriculum and to report it back in mathematics lessons. The 'Other Interest Group' are working on ways to measure this in 2012.

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 Townsend and Mr 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 laptop.

Success will be measured by:

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

Evaluation: The TARS process evaluated the improvement of teacher's technology skills. Teachers were asked to complete personal technology evaluations in Term 1 2011 and from this they set specific technology goals that were relevant to their own ability and interests. Although the CLAS tool was helpful at identifying areas for improvement the supportive links and tutorials were of limited use as the links were often broken. With the assistance of mentoring, workshops, Northern Sydney regional courses, private courses, directed IT assistance and a list of tutorial sites given to step people through technology skills, teachers were able to improve in a targeted technology area. Feedback about

how this impacted on classroom activity and student learning was given via TARS interviews. Information was then passed through the EARS process and results incorporated into the 2012-2014 Management Plan where one of the School Priority Areas is Technology. Strategies within the plan to achieve key technology outcomes include: professional learning time to support for new software applications, continued workshops on the use of Moodle, Specific use of Web 2 tools and continued use of staff mentoring.

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.

Evaluation: All of these environmental targets and many more projects have been met, beautifying these areas and making them more practical. The front area needs regular mulching and is due to be re-done in 2012. The improvements to the front garden and the drainage around the Lucy Schilling Courts have meant that wet weather is more manageable when accessing J and K blocks. See the Environmental section of this document for more information.



The Environmental Warriors work on the frog pond construction

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.

Evaluation: An 'Other Interest Group' was established to oversee policy update. The OneNote folder has been shared with two other schools. The links to all DET policies make it easy to access pertinent information. So far six policies have been finalized, reviewed and published. Mr C Mortimer is continuing to oversee the review process in 2012.



Upgrades to the School Oval

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 2011 our school carried out evaluations of

Educational and management practice

Background.

In 2010 one of the school targets was to align school management systems by moving to i-school. Some of the strategies to achieve this target included: Staff and SASS professional development of new elements of the system, investigation of other uses to further align school systems and the development of other elements of the i-school system. This initiated an ongoing process of updating the administrative systems used by teaching and administrative staff in 2011. This originated because the initial software, written by the foundation Deputy Principal, Mr Wilson, was proving unreliable and unsustainable. It was hoped that the promised LMBR package the Department of Education and Communities (DEC) was developing would support the school and systems necessary to make a school of our size work. Unfortunately, this was not the case and the school had to investigate and implement new practices to support learning and systems at our school. In particular a new reporting and timetable package were needed.

Findings and conclusions

An 'Other Interest Group' was established to investigate commercial packages and their potential to meet the needs of all staff to deliver quality reports to parents and to introduce a timetable package capable of delivering the complex needs of a large school - including catering for over 150 elective subjects in Stage 5.

The group investigated several packages, visited local high schools to assess the capabilities of the systems and finally selected SENTRAL for reporting and EDVAL for timetabling.

Intensive professional learning was undertaken by all staff to prepare for the new reporting system. This included: up-skilling the reporting

team, negotiating outcomes for the new reports, designing the appearance of the new reports and implementing professional learning for all staff. This was conducted in Terms 3 and 4 where; first executive staff, then classroom teachers learned to navigate the SENTRAL package. Then comment banks suitable for specific outcomes and specific subjects were written. These were ready for implementation in 2012.

The timetable package selected was EDVAL. New timetable staff had to be up-skilled on the use and application of this program. Many Head Teachers were initially unhappy about the restrictions of the new package and how it "removed the human element" from selecting the most appropriate teacher for each class. Most of the grave concerns have been addressed and the major issues that have arisen are: that only one person at a time can access the EDVAL package and make changes, that EDVAL and i-school are not directly compatible so modifications must be written and inaccuracies will and do occur.

Future directions

The first trial of the new SENTRAL reporting system is the Interim Reports for Year 7 and Year 11. The Relieving Head Teacher Computing Studies has designed on-line links and on-line videos that take teachers step-by-step through the process of entering data for the reports. This is to support the change of systems for staff. Teachers will still need more time to gain confidence in the use of this system.

Through this system Cherrybrook Technology High School will also be able to email report to Year 7 parents. This will ensure that we have the correct email for all correspondence to Year seven parents and it will make procedures more instantaneous for parents, who will receive reports as soon as they are uploaded.

Curriculum

Student Engagement in Post School Certificate Year 10 Activities

Background

2011 was deemed as the final year of the School Certificate examinations with the introduction of the Record of Secondary Achievement (ROSA) in 2012. Traditionally Year 10 students have seen the post School Certificate as a 'wind-down time', especially as DEC and BOS do not allow students to begin the Year 11 requirements or course work. This year was also the introduction of the new school leaving age that meant that the few students who left Cherrybrook Technology High School in Year 10 were required to return until they turned 17 years of age. This provided a challenge for teachers and the Stage Head Teacher to provide engaging, relevant and educationally sound activities that would prepare them for senior school, life and returning as senior students in 2012.

Findings and conclusions

Students were surveyed via Moodle as to the choice and selection of post School Certificate activities. Parent feedback on the events was also collated.

Students' assessment of each of the activities are listed in the table below.

Activity	% who rated the session excellent or good**
Legal Burn presentation	65
Rights and Responsibilities- Senior Constable Jones	76
Motivational Media	71
I Hate Budgets	57
Stress management	55
Organisational strategies in the senior school	77
Understanding the ATAR	53
Preparing for University	49

Preparing for TAFE	34
Crime prevention and Cyber safety	76
Recipe for Success	22

** the 4 level scale also included 'Alright' and 'Of no use'

It can be seen that some programs were more relevant and interesting than other programs. Students were also asked whether they think this program should run again. Ninety four per cent of students felt that it was valuable enough to repeat. Students were also asked about what else they would like to see included. While there were a variety of responses, the idea of dealing with relationships had 4 comments. Students also suggested they would like more information about specific subjects so they could make better informed subject selections.

Parental responses were overwhelmingly positive of such a program.



Students set up their stall at Market Day

Future directions

A student engagement 'Other Interest Group' has been established by Mrs Ferguson. Called HSC PLUS, this group will plan for a non ATAR pathway through the HSC that has a workbased theme. This group will present to the whole staff about engaging students in Years 10 and 11 early in 2012.

The activities that were evaluated highly by students and parents will continue in 2012 and some modifications made as to the Term 4 plan.

The report schedule has been modified to extend the reporting period for Year 10 now that they do not complete a School Certificate examination.

The P&C are involved in the planning and preparing end of year activities for Year 10, 2012 including the discussion of Graduation procedures, school gift and whether to continue the Year 10 formal.



HSC Major artwork by

Parent, student, and teacher satisfaction

In 2011 the school sought the opinions of parents, students and teachers about the school on a number of aspects. The curriculum evaluation section in this report shares responses of Year 10 students towards the activities held post school certificate. Parents were specifically asked to contribute to a survey as to whether the Year 10 Formal should continue in 2012. Out of 368 students in Year 10 only 60 parents responded. Some of the results are as follows:

- 18 parents indicated they didn't want a formal,
- 35 parents indicated they wanted a formal held at school, with 9 parents willing to assist with the organisation and 10 willing to help supervise on the night,
- 7 parents indicated they wanted a formal held at an external venue with 4 parents willing to help organise it and 5 willing to help supervise the evening.

The issue was then taken to the P&C who voted against retaining the Year 10 formal. However parents did wish the post School Certificate activities take place (renamed) and suggested giving students some type of memento to mark the movement from Year 10 into the senior school.

Teachers were asked to evaluate professional learning activities as a way to direct support to be included in the School Management plan 2012-14. All teachers were involved in the process and evaluated activities highly that involved them to share what they know. Previously HSIE and English conduct a regular professional learning day to focus on one aspect of learning. In 2011 this was expanded to LOTE, Music and Science. All teachers involved in these days felt highly satisfied that they had increased their professional knowledge and been supported in teaching and learning practice.

Professional learning

During 2011 staff participated in a wide range of professional learning activities which enhanced their ability to deliver technology and literacy initiatives. The new Teacher Assessment and Review Process was continued with a focus on Technology. Staff evaluated the process favourably and agreed to continue with a focus for 2012.

'Other Interest Group' sessions continued to support teachers with the use and integration of technology in the classroom. A focus on Moodle continued for both advanced and beginner users. Staff development days and professional learning supported the technology focus through staff meeting, KLA time, focus groups, Northern Sydney Regional courses and some external providers. Mrs Weal and Mr Felton presented the technology initiatives of teachers at Cherrybrook Technology High School at the Office of Schools conference.

Staff development time was also 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 in literacy initiatives that were presented at a whole school forum.

A successful executive conference was held at Windsor to review progress for 2011 and set the school directions for the new management plan 2012-14.

Mrs Bonnor continued in the relieving Head Teacher Mentor role. She used afternoon meetings and supportive structures for New Scheme Teachers to gain their accreditation with the Institute of Teachers. In 2011 Mrs Bonner expanded her support meetings to include staff new to Cherrybrook Technology High School. This was taken up by some new staff members.

The average expenditure per teacher on professional learning at Cherrybrook Technology High School was \$400.

School planning 2012—2014

The school planning policy provides direction for the preparation and implementation of school plans including the identification of priority areas, intended outcomes and targets that are consistent with the NSW State Plan and the Department's planning documents.

Cherrybrook Technology High School has written its 2012-14 School Plan using priority areas of:

Technology, Quality Teaching, Student Welfare, Staff Welfare and Environment while still addressing and acknowledging the state and Northern Sydney Priority areas.

Listed below are the specific targets for 2012

School priority 1

Organisational effectiveness

Outcome for 2013: Effectively introduce a new reporting system

Strategies

- Staff professional development of operation of the system eg Executive first then full staff,
- Professional Learning to support building comment banks and develop,
- Evaluate system after Year 7 and Year 11 interim reports to establish difficulties,
- Evaluate system by survey to parents at end of 2012.

Success will be measured by

- Positive evaluations by staff as to the usability and effectiveness of the student report program,
- Positive evaluation by parents as to the quality of the new student reports.

School priority 2

Literacy

Outcome for 2013: Improve proficiency of ESL student (note ESL allocation has dropped from 3.4 to 2.2 for 2012)

Strategies

- Inservice staff on the ESL developed website generated by the Cherrybrook Technology High School ESL project in 2011,
- Identify ESL students and the phases they are in for classroom teacher via 'Student Confidential',
- Identify ESL students who were low performing in NAPLAN 2011 and devise personalized learning plans for them,
- KLA activities on teaching ESL students delivered by teachers who completed TELL in 2011.

Success will be measured by

- NAPLAN data analysis of ESL students,
- Survey of ESL students on learning needs.

School priority 3

Aboriginal and Environment

Outcome for 2013: Build and maintain connections with Aboriginal communities.

Strategies

- Continuation of the beautification of the frog pond area,
- Hang Aboriginal murals and plant totems created in 2011,
- Have official opening with invited guests including Dave Lardner and Jimmy Smith (Aboriginal artist who worked with students in 2011),

- Have a photography competition to celebrate the opening of this Aboriginal inspired opening,
- Celebrate success of student involvement during NAIDOC Assembly and in the school Newsletter 'Network'.

Success will be measured by

- Completion of the area and student use of the area as a learning tool,
- Publication of activities in school newsletter and DEC newsletter eg Side by Side,
- Analyse Data from HSC accelerated class in Aboriginal studies.



Working on the Aboriginal inspired totems

Email: cherrybrok-h.school@det.nsw.edu.au

Web: www.cherrybrok-h.schools.nsw.edu.au

School Code: 8592

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>



Drama Ensemble

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.

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