

CHERRYBROOK TECHNOLOGY HIGH SCHOOL 2014 # 8592



2014 2014 2014 2014
2014 2014 2014 2014

School context

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.

Principal's message

The year 2014 has been a most eventful and successful year for this school. A year where many wonderful things have happened in our school community, but also a year tinged by sad losses that the school has experienced and a time of much change amongst our staff, many of whom have made an enormous contribution to this school.

Unfortunately, this year we have been touched by the tragic deaths of Maddy Duffy of Year 12 and more recently the loss of Mrs Katherine Au from the Mathematics KLA, two very fine women who, each in their own way, touched many lives.



Earlier this year Mr Russell Summerhayes retired after over 35 years of service to the students of NSW, 21 of those at Cherrybrook. His departure leaves an enormous hole. However, his legacy to this school is one which is greatly appreciated by students, staff and community alike. So too is the legacy of Mrs Therese Stark and Mrs Marianne Bonnor who have also recently retired. Apart from our retirements we have had a plethora of promotions including Mrs Jennifer Weal, who is now Principal of the recently opened The Ponds High School, the promotion of Mr Matt Townsend and Mr Brett Clements to Deputy Principal positions at CTHS and the promotion to Head Teacher of Nicole Brennan, Monica Craft, Andrew Fitzgerald, and Neil Pearse to various schools.

Cherrybrook is certainly proving to be a wonderful training ground for DEC executive staff. Those staff who are leaving us have done a wonderful job and are well deserving of their promotion but sadly staff and students alike will miss them.

Russell Summerhayes retirement dinner

Earlier, the year began with a wonderful High Achievers' assembly which saw 146 of our class of 2013 returning to the school to be honoured for their outstanding achievement in making the HSC honour roll. Remarkably for a comprehensive high school this was nearly half the students who presented for the HSC.

Matthew Swzec, a young engineer and a former school leader, gave a wonderful speech which ranged over many things including the excellent education he received at our school and the support Cherrybrook students give to one another to achieve excellence.



School captains Aparna and Tommy with guest speaker and ex-student, Matthew Swzec (middle)

And excellence is what the class of 2014 achieved with twelve students achieving the top band in each of their courses of study. We also had 7 students who were among the top 10 students in the state in at least one course of study, and 100 students scored an ATAR in excess of 90, approximately one third of the school's HSC candidature, including 5 students scoring ATARs greater than 99. We had 162 students, nearly half of the 2014 cohort, reach the top band of achievement in at least one course of study. This is an outstanding achievement from an extraordinarily talented group of students.

One result deserving special mention is that of Shelley Acquilina, one of our superb accelerated Aboriginal Studies students who was the top Aboriginal student in the state in her course. She was recently honoured with a very prestigious award at a ceremony at Dubbo. We also had a number of students whose works were included in major exhibitions by the Board of Studies in Encore, INTech and DesignTech.

In the junior years our students in 7 & 9 completed the NAPLAN tests and demonstrated that academically, they were well beyond the state and national average.

Our successes in sport were celebrated at a special Sport assembly. Some of the major highlights of the year included:

- Natalie Eldridge and Georgia Winkcup being awarded CHS Blues
- Zone champion school for Athletics, Swimming and Cross Country and needless to say champion school in the sporting zone
- Open girls Basketball 2nd in NSW
- Under 15 girls Netball 6th in NSW
- Under 15 girls Football Champion school at the All School Sydney North carnival
- Girls Athletic team 1st at CHS carnival
- KO girls Athletic team finished 1st in NSW and qualified number one for the National meeting in Adelaide
- Georgia Winkcup was 1st in the under 18 division at the All schools Cross Country and qualified for National finals in Western Australia
- The girls under 18 Cross Country team 1st at CHS carnival
- Year 7&8 girls Football champion team of the inaugural Wanderers Cup
- We also had many other students who performed with distinction at the CHS and NSW all schools Swimming, Athletics and Cross-Country carnivals and in a variety of other sports.



Our Sports Captains present the trophy for Champion School to Mr Johnson



In the area of performing arts we produced the outstanding Musical "The Wiz", just one of many excellent performance opportunities. We also had students participating in regional and state drama and dance festivals, in eisteddfods, and at the Schools' Spectacular as dancers and musicians. We also had our ensembles delivering wonderful performances at the Royal Easter Show and many other venues.

In the field of technology it was the year we introduced BYOD to Year 9. This initiative required considerable training and implementation and has for the most part been remarkably successful, so much so this initiative is to be extended across the entire school in 2015 keeping Cherrybrook as the cutting edge technology high school in the country.

Serena Suen, Liz Dinh, and Adam Cattell performing in 'The Wiz'

We also continued to promote our international program with a marvellous multicultural day and very successful student visits to France and Japan. Hopefully, 2015 will see the school deepen links with a Chinese school and help our students to further engage with Asia in a meaningful and mutually beneficial way.

Again in 2014 our student leaders did a great job and amongst other things led some very positive fund raising programs. These initiatives contributed to student morale and a sense of school community as well as assisting those in unfortunate circumstances.

Environmentally, there were some marvellous changes around the school with the construction of new gardens, additional outdoor covered seating areas and further development of our biodiversity area. Whilst within the MPC we have seen some very positive changes to the amenity of the building. None of this would have been possible without the help and support of students, dedicated staff and our committed P&C particularly Mr Rod Cuevas whose assistance with our various building programs has been invaluable.

Our achievements in 2014 were certainly diverse and excellent. These achievements reflect our supportive parental body, an excellent and cohesive teaching staff committed to the values of our school and a student body which understands and believes in the value of quality education and works harmoniously to achieve these ends.

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 2014. The last year has extended a record of fine academic, cultural and sporting achievement under the excellent guidance of the Principal, Mr Johnson, and his dedicated executive, academic and support staff. I also very much appreciate the time put in by the volunteers and staff who support the P&C activities, as well as the support provided by my colleagues on the P&C committee.

As in previous years the P&C continues to support activities such as:

- Canteen services which focus on healthy food made available during school hours as well as for various school functions;
- Prizes and support for school awards and presentation functions;
- Significant funding for Key Learning Areas to supplement academic activities;
- Support for technology related schooling including support staff, it is also a great outcome for the school to see 'bring your own device' laptops/tablets deployed from Year 7 so that all students have access to computers, in the absence of this support being made available from the education authorities;
- Provision of equipment such as 3D printers, laser printers and other which are critical for academic and cultural activities;
- Facilities improvement in the school : a number of initiatives that were underway such as covers for basketball area and canteen improvements have been suspended pending the possible school building improvements underwritten by the education authorities; these initiatives will need to be looked at again in terms of timing once the timing and scope of the building improvement program is finalised;
- Attendance at events and functions such as prize giving, orientation for new students, assemblies, cultural events ;
- Support for key student welfare and development programs such as 'Rock and Water', Duke of Edinburgh awards and musicals/plays;
- Assistance to students who are exceptional achievers to defray travel costs for national and international events;
- Providing more information to parents about school syllabus content and connections to academic staff.

A special mention needs to be made about the canteen which continues to deliver healthy food to the students and is also an important source of funding. In 2014 the canteen distributed \$40 000 to the P&C to fund other activities and this is slated to increase to \$45 000 for 2015. We have Heather and May who run the canteen very effectively and they are ably supported by other staff and some wonderful volunteers. We are always on the lookout for more help in this area and would particularly call out for anyone who can put up their hand to provide some assistance.



Some of our parent volunteers at the annual Volunteers

I extend an invitation to all parents to attend the monthly P&C meetings which are usually preceded by a talk on a topic of interest from the academic syllabus, cultural agenda or student welfare area. We also welcome parents to put up their hands for the P&C committee where we are currently working through a number of fund raising and other initiatives, all focused on providing the services we would like to see for the student population.

Once again, I thank Gary Johnson for his support, counsel and time in relation to P&C activities. We have a very strong working relationship which is focused on what is best for the students.

In March, the P&C committee for 2015 will be elected, congratulations in advance to all those elected, you will inherit a well-functioning and financially sound P&C.

Stephen Phillips

President

Student Representative's message



It is a pleasure to deliver a message for the Annual School report on behalf of the Student Executive and Student Representative Council (SRC).

2014 were great years for not only the SRC, but for the school community as we all embraced the school's motto and 'achieving together'.

First and foremost we have to thank not only Mrs Fletcher and Mr Fairclough for their inspiration, support and hard work, but all the teachers and staff who helped the SRC to provide amazing assemblies and mufti days.

Aparna and Tommy, School captains

We raised money for five different charities, as well as the school (always doing it in style) as we donned our loud shirts, animal prints, and retro costumes for respective mufti days.

The annual SRC-run talent show uncovered some great dancing talent, namely Karis Fox and Jessica Coatesworth, highlighting the vast array of talent here at Cherrybrook.

Super Mega Happy week was a huge success with a range of activities to keep students busy including: watermelon eating competitions, sports competitions against staff, tree planting, Jeans for Genes mufti day and an initiative which involved a number of local schools called 'Give what you got' campaign, to collect unwanted clothing to give to homeless shelters in the area.

From selling roses and lolly bags to organising open days and charity events, none of this could have happened without the effort of our Executive Team, Vice Captains: Thanaya Naidoo and Erik Ostman; Principal's Reps: Jamie Irawan and Dravid Singh; International Relations: Brooke Jackett and Dilani Gunawardena; Stage 4 Reps: Rachel King, Madison Thorne, Dylan Scott and Karis Fox; Stage 5 Reps: Max Lim and Rachel Choi; as well as our Environmental Reps Emily Ung and Ben Albers, each of whom were a pleasure to work with.

We loved being the School Captains of such an amazing school, and are proud to have been able to represent you.

Tommy Lee and Aparna Vishwanathan



The SRC wrapped Valentine's Roses for hours

Student information

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

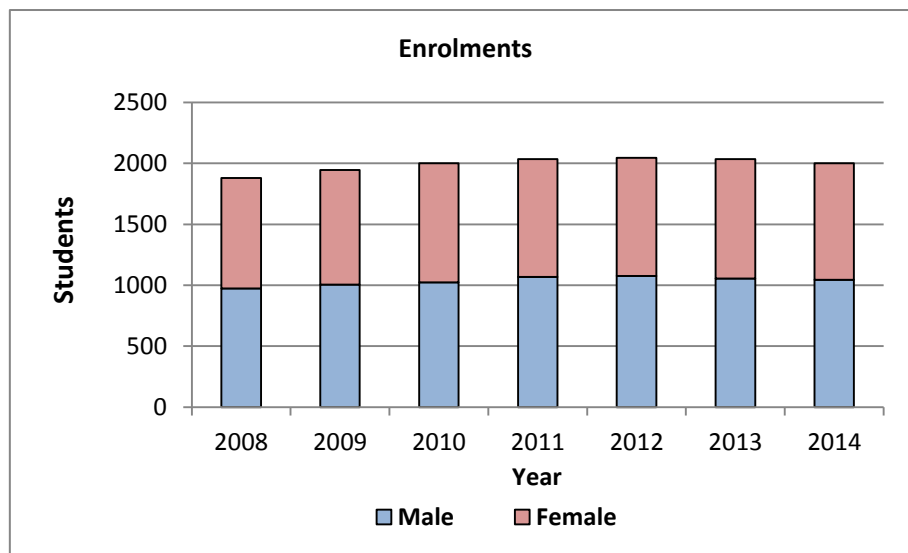
Student enrolment profile

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 2014 the school had a total enrolment of 2012 students. Approximately 55% of students are from language backgrounds other than English.

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

Gender	2008	2009	2010	2011	2012	2013	2014
Male	974	1006	1023	1067	1076	1055	1046
Female	906	940	978	969	969	980	956

The following diagram illustrates the total enrolments in a graphic form.



Abseiling at Year 7 Camp



Student attendance profile

The following table compares the attendance data for each year group compared to the State. In 2014 Cherrybrook Technology High School students attended on average more frequently than those in other DEC schools.

School	Year	2008	2009	2010	2011	2012	2013	2014	
	7			95.8	96.6	96.1	95.2	96.1	96.1
8			95.1	95.2	95.1	94.7	95.3	94.9	
9			94.0	94.8	94.0	94.4	95.1	94.6	
10			93.1	93.4	93.9	92.3	92.9	94.2	
11			93.3	93.2	94.9	93.8	94.1	95.8	
12			91.8	92.6	93.2	92.7	91.5	95.0	
Total		93.8	93.9	94.2	94.5	93.8	94.1	95.1	
State DEC	7		92.3	92.6	92.5	92.4	93.2	93.3	
	8		90.0	90.5	90.1	90.1	90.9	91.1	
	9		88.8	89.1	88.8	88.7	89.4	89.7	
	10		88.7	88.3	87.1	87.0	87.7	88.1	
	11		89.4	89.1	87.6	87.6	88.3	88.8	
	12		89.4	89.8	89.2	89.3	90.1	90.3	
	Total		89.9	89.7	89.9	89.2	89.1	89.9	90.2

Management of non-attendance

In order to maintain and restore regular school attendance, the school has established 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. This has been extended so that parents can respond via text message as to the reason for their child's absence. A range of school based strategies were implemented to resolve attendance difficulties that have the welfare of the student as the 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. In 2014, as part of our school based attendance plans, students were provided with counseling and the opportunity to participate in outside link programs including the completion of TAFE courses and Youth Connection programs in an attempt to re-engage them with school. In 2014 the school implemented the period by period roll check as part of the SENTRAL school administration package. This has provided valuable information which enables the school to better support students who have whole and/or part day attendance issues.

Post-school destinations

The destinations of the Year 12 students who completed the HSC in 2014 are as follows:

University 83%

TAFE 10%

Private colleges 4%

Full time employment 2%

Overseas/Unknown 1%

Year 12 students undertaking vocational or trade training



Year 12 students displaying their efforts in Hospitality

In 2014, Cherrybrook Technology High School had five school based apprentices in Electrotechnology, Metals and Engineering, Landscape Construction and Commercial Cookery.

Thirty six Year 12 students studied one or more VET courses at local TAFE colleges and 12 completed VET courses from private providers such as The Whitehouse Institute of Design and Hornsby Hospital. Of the 36 TVET students, 26 undertook VET framework courses leading to a Certificate II and 12 received a Certificate III. The remaining students received a Statement of Attainment.

The following list shows the variety of courses that students from 2014 cohort attended: Business Services, Beauty Retail, Children's Services, Hairdressing, Music Industry, Screen and Media, Design Fundamentals, Golf, Hospitality Specialisation, Tourism-Events, Information Technology, Fashion Design, Community Recreation- Fitness, Automotive, Financial Services, Metals and Engineering.

Workforce information

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

Workforce Composition

Position	Number
Principal	1
Deputy Principal(s)	3
Head Teachers	21
Classroom Teacher(s)	96.5
Head Teacher Mentor	0
Learning and Support Teacher(s)	0.9
Teacher Librarians	2
Teachers of ESL	1.2
School Counsellors	1
School Administrative & Support Staff	21.372
Careers Advisors	2
Total	149.972

Teacher qualifications

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

Qualifications	% of staff
Degree or Diploma	100%
Postgraduate	14%
NSW Institute of Teachers Accreditation	30%

The Australian Education Regulation, 2013 requires schools to report on Aboriginal composition of their workforce. We currently have no staff who identify as Aboriginal at Cherrybrook Technology High School.

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	30/11/2014
Income	\$
Balance brought forward	868,283.08
Global funds	1,285,197.12
Tied funds	430,095.04
School & community sources	1,898,032.25
Interest	34,733.26
Trust receipts	269,882.90
Canteen	0.00
Total income	<u>\$4,786,223.65</u>
Expenditure	
Teaching & learning	
Key learning areas	590,774.31
Excursions	692,801.08
Extracurricular dissections	303,517.82
Library	3,038.76
Training & development	23,478.62
Tied funds	347,703.48
Casual relief teachers	297,928.28
Administration & office	449,976.28
School-operated canteen	0
Utilities	243,478.78
Maintenance	152,040.64
Trust accounts	312,986.81
Capital programs	132,809.86
Total expenditure	<u>\$3,550,534.72</u>
Balance carried forward	<u>\$1,235,688.93</u>

A full copy of the school's 2014 financial statement is tabled annually at the P&C Executive meeting. Further details concerning the statement can be obtained by contacting the school.

Academic achievements

NAPLAN

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

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

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)

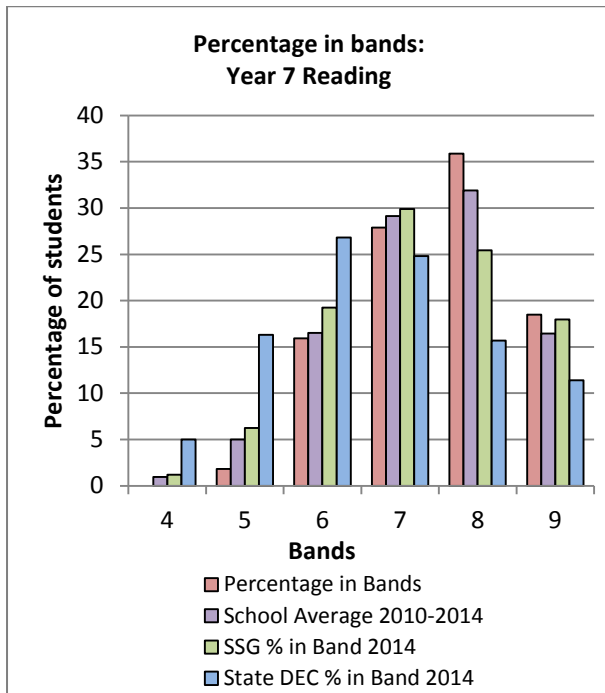
The *My School* website provides detailed information and data for national literacy and numeracy testing (NAPLAN).

Click on the link <http://www.myschool.edu.au>

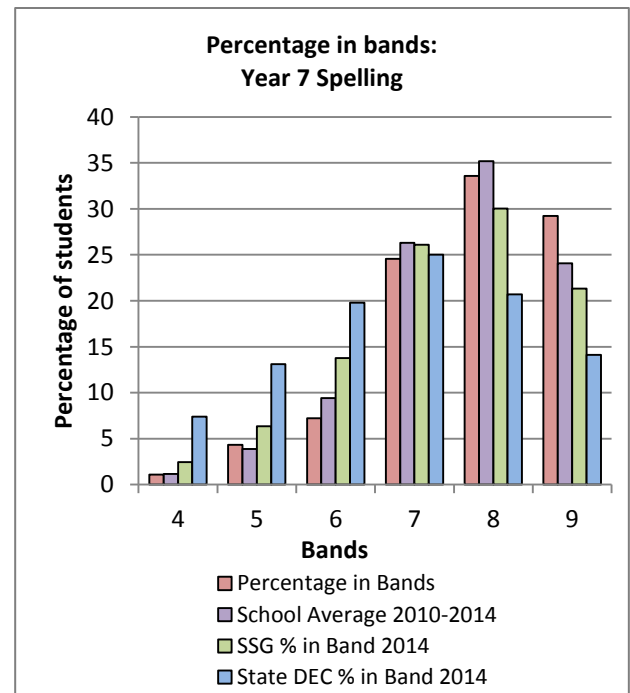
and enter the school name in the *Find a school* and select *GO* to access the school data.

NAPLAN Year 7 - Literacy

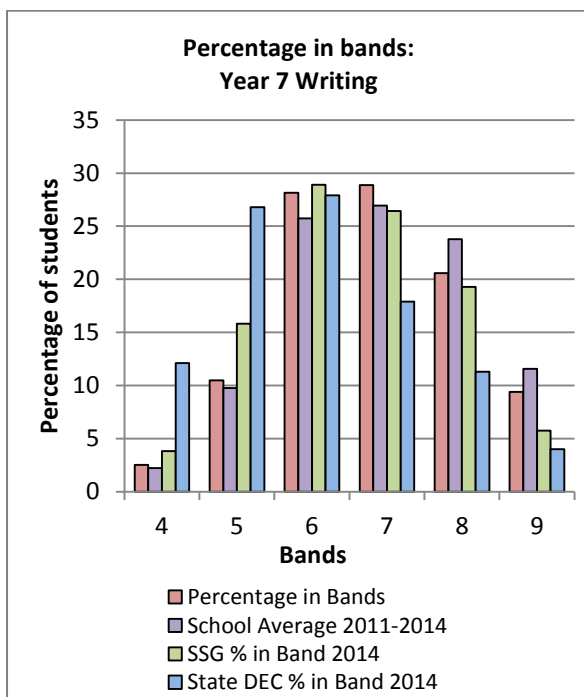
In NAPLAN Year 7 Reading, 54.4% of Cherrybrook Technology High School students are in the top two bands, in comparison to 27.1% in DEC schools across New South Wales



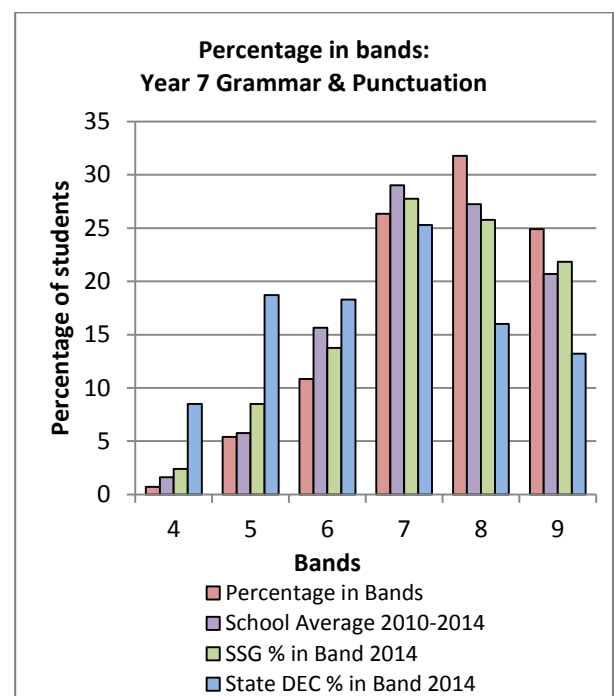
In NAPLAN Year 7 Spelling, 62.8% of Cherrybrook Technology High School students are in the top two bands, in comparison to 34.8% in DEC schools across New South Wales.



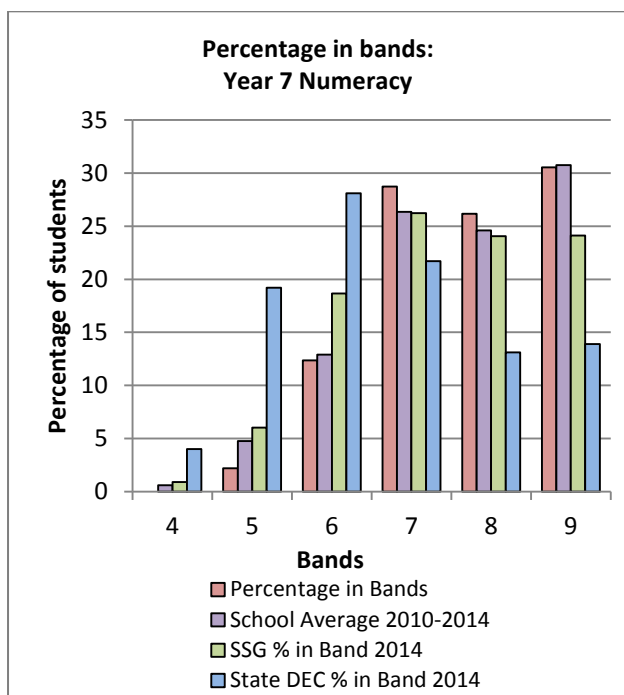
In NAPLAN Year 7 Writing, 30% of Cherrybrook Technology High School students are in the top two bands, in comparison to 15.3% in DEC schools across New South Wales.



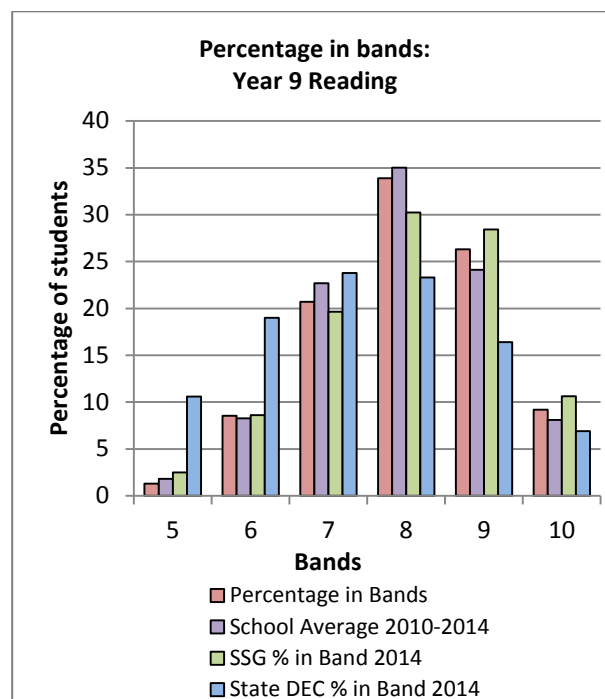
In NAPLAN Year 7 Grammar and Punctuation, 52% of Cherrybrook Technology High School students are in the top two bands, in comparison to 29.2% in DEC schools across New South Wales.



In NAPLAN Year 7 Numeracy, 56.8% of Cherrybrook Technology High School students are in the top two bands, in comparison to 27% in DEC schools across New South Wales.

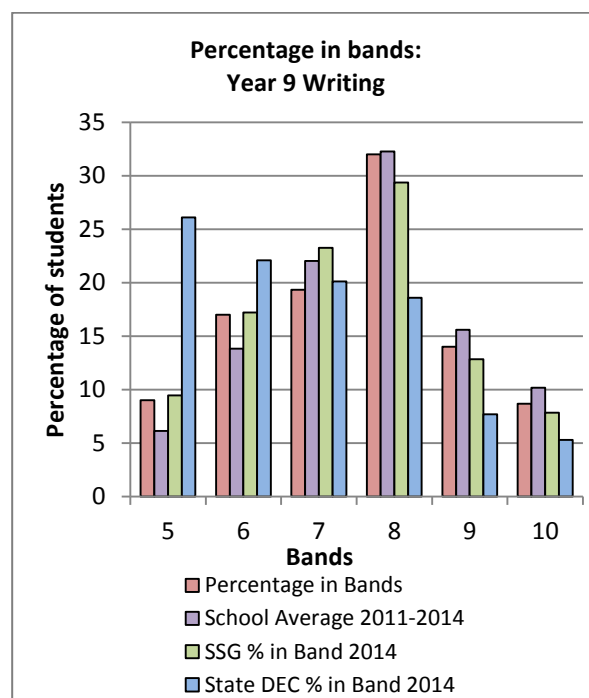


In NAPLAN Year 9 Reading, 35.5% of Cherrybrook Technology High School students are in the top two bands, in comparison to 23.3% in DEC schools across New South Wales.

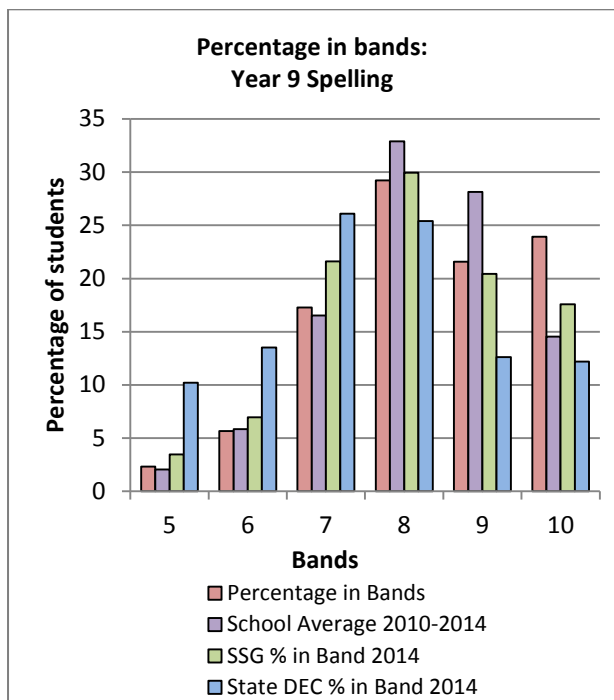


Year 8 students participating in a Technology assessment task

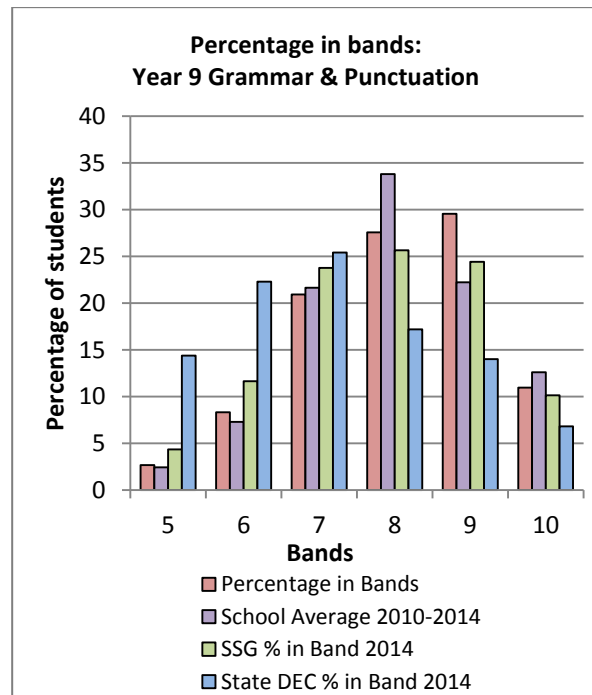
In NAPLAN Year 9 Writing, 22.7% of Cherrybrook Technology High School students are in the top two bands, in comparison to 13% in DEC schools across New South Wales.



In NAPLAN Year 9 Spelling, 45.5% of Cherrybrook Technology High School students are in the top two bands, in comparison to 24.8% in DEC schools across New South Wales.

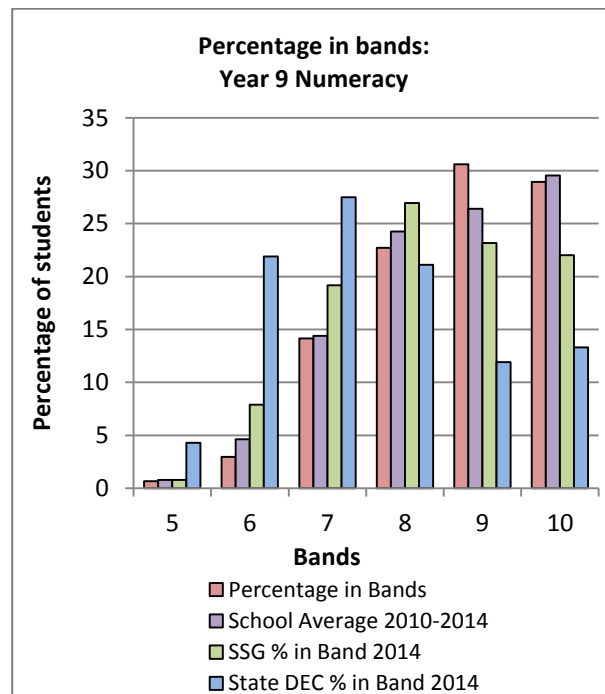


In NAPLAN Year 9 Grammar and Punctuation, 40.6% of Cherrybrook Technology High School students are in the top two bands, in comparison to 20.8% in DEC schools across New South Wales.



Year 9 students at the Great Aussie Bush Camp

In NAPLAN Year 9 Numeracy, 59.6% of Cherrybrook Technology High School students are in the top two bands, in comparison to 25.2% in DEC schools across New South Wales.



Higher School Certificate. The following table lists courses with a candidature greater than 10 students at CTHS who presented for the HSC in 2014. It compares the average marks for CTHS students from 2014 to statistically similar schools, previous school average marks and the average marks in NSW.

Course	School 2014	School Average 2010-2014	SSG 2014	State DEC 2014
Ancient History	82.1	80.5	75.4	69.1
Biology	79.6	78.7	75.3	70.2
Business Studies	82.0	82.8	76.6	71.4
Chemistry	82.0	81.4	78.4	75.4
Community and Family Studies	80.6	78.6	76.0	72.8
Design and Technology	76.0	77.6	76.5	72.8
Drama	79.4	80.5	80.5	75.8
Earth and Environmental Science	80.5	80.6	78.7	73.6
Economics	79.3	80.6	74.7	75.2
Engineering Studies	73.6	77.7	75.7	73.0
English (Standard)	68.5	68.3	70.8	65.9
English (Advanced)	85.4	85.0	81.9	80.1
English as a Second Language	76.8	81.1	76.3	72.4
English Extension 1	90.0	87.1	82.4	82.9
English Extension 2	83.6	84.0	77.3	77.0
Food Technology	78.3	78.0	76.6	68.4
Industrial Technology	78.6	80.5	79.3	68.4
Legal Studies	83.4	83.2	78.4	70.4
Mathematics General 2	74.5	74.5	74.7	65.5
Mathematics	82.2	82.1	79.3	77.3
Mathematics Extension 1	84.1	84.9	81.1	81.8
Mathematics Extension 2	86.0	88.6	80.1	82.8
Modern History	80.8	80.8	78.8	72.2
Music 1	84.0	83.3	84.4	78.3
Personal Development, Health and Physical Education	75.8	78.4	75.4	71.1
Physics	79.3	79.4	74.4	73.2
Senior Science	84.8	83.8	80.6	72.2
Software Design and Development	75.6	78.1	75.8	72.3
Textiles and Design	76.1	76.6	80.4	74.0
Visual Arts	79.3	81.6	81.8	76.4
French Continuers	79.0	79.0	N/A	81.4
Japanese Continuers	83.7	85.4	N/A	81.0
Hospitality Examination	79.1	79.7	75.9	73.4



Year 12 High Achievers' Mornina Tea

Overall HSC Academic Excellence

Cherrybrook Technology High School was again ranked one of the most successful comprehensive high schools in the state and we are proud of the value added data that reveals how the academic performance of students, in general improves across not only the high end learners but also in the middle and low learners, as indicated in the value added graph.

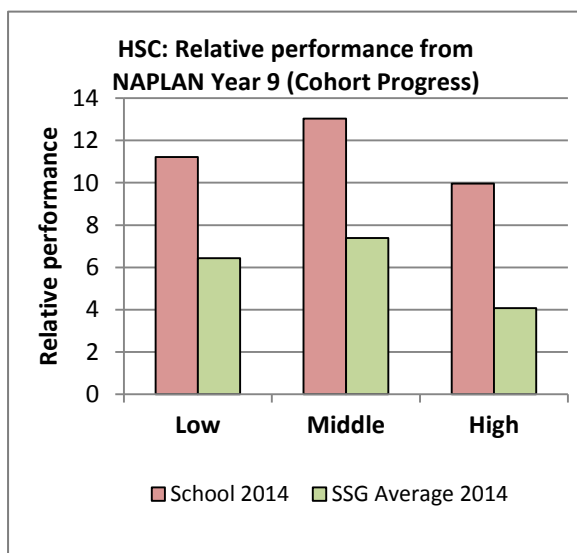
Below is a snapshot of the outstanding academic results for 2014.

Chief among the many excellent performers were the twelve students who achieved results, which led to each of them being recognised in the All-Rounders awards. These students included: Brady Dent-McClean, Katie Driscoll, Sarah Gan-Brown, Jason Kang, Rachel Kapoor, May Koo, Jessica Lam, Max Lim, Erik Ostman, Rebekah Power, Madison Thorne, and Kenneth Yuen who each scored a Band 6 (or the highest band available) in each of their courses of study.

Especially exciting was the result of Shelley Aquilina, one of our superb accelerated Aboriginal Studies students who was the top Aboriginal student in the state in her course for which she received a special award at a distinguished ceremony at Dubbo. Seven students also achieved a top ten place in at least one course of study, these were: Merle Runde, Kenneth Yuen, Tanya Obeyesekera, Jessica Lam, Eveline Betschart, Erik Ostman and Rebekah Power. Three students also had their HSC works selected and included in major exhibitions by the Board of Studies: Kiran Singh on the Encore honour roll, Samuel Austin whose multimedia project was included in INTech, and Tanya Obeyesekera in designTECH at the Powerhouse museum.

There were at least 100 students who scored ATARs in excess of 90. This means approximately one third of the school's HSC candidature scored an ATAR above 90 including five students with ATARs above 99 and 162 separate students, nearly half of our 2014 cohort, who reached the top band of achievement in at least one course of study, which is truly an outstanding achievement.

In 2015, it is planned that Mr Johnson will lead an extensive analysis of the 2014 HSC results for all students and across all subjects, using the SMART and RAP packages. This will include identifying particular modules, units and questions where student performance was stronger or weaker, relative to the state and internal groups. This analysis in the past has resulted in further refinement of HSC teaching programs.



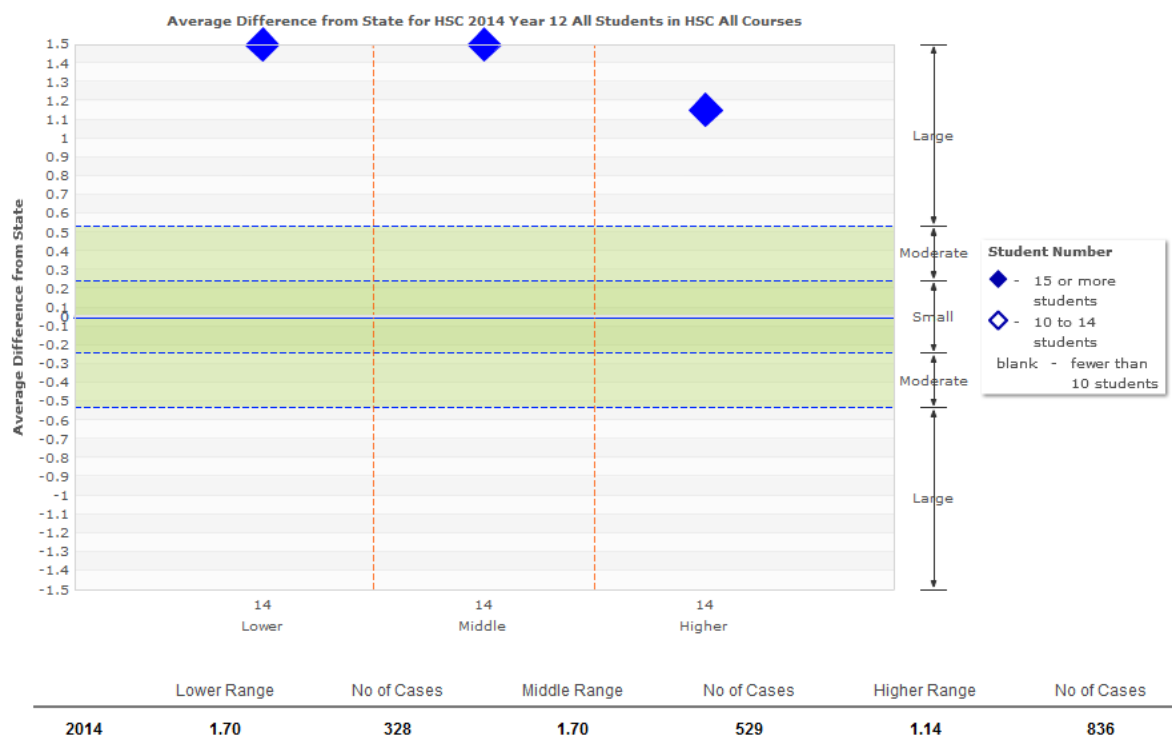
Relative performance from Year 9

One of the things that Cherrybrook Technology High School is most proud of is the way it adds academic value to students across the entire academic spectrum including: low, middle and high ability students. Value added data continues to be outstanding when compared to statistically similar groups in our area. (see graph)

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.

Average Difference from the State - SMART analysis package

The following table shows the average difference from the state, essentially the value added for the 2014 HSC cohort in all three bands, the highest achieving students, the middle group of students and the lower performing students. One of the true strengths of Cherrybrook Technology High School is the ability of the school community to work together to consistently allow students to improve by Year 12, regardless of their initial ability.



Subject performance

English

At Cherrybrook Technology High School in 2014, 267 students sat the HSC exam in **Advanced English**, 63 in **Standard English** and 19 sat for the **English as a Second Language** exam. There were 36 candidates for **Extension 1 English** and a large candidature of 19 in **Extension 2**. In every English course, the school average was above the state average and there were over 90 Band 6 results gained by candidates at Cherrybrook.

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, 84% of the candidates were placed in either Band 5 or 6, compared to the state percentage of 59% in these bands. These results are an accurate reflection of both the hard work of the candidature and the expertise and guidance provided by the staff.

Highest HSC results went to:

Advanced English – Jamie Irawan who scored an HSC result of 96

Standard English – Ellen Spasojevic with an HSC result of 86

English as a Second Language - Gabriela Etchart who scored an HSC result of 90

English Extension 1 - Jamie Irawan who scored an HSC result of 49/50

English Extension 2 – Jamie Irawan who scored an HSC result of 48/50

Other achievements in the English KLA include the extensive public speaking and debating program which gives every student from Years 7 to 10 the opportunity to improve their skills.

Year 7 to 12 students also have the opportunity of joining a school debating team to compete against other schools in the region. We continued with the very successful writers' week which included all students actively participating in writers' workshops with visiting authors.



Jed, Merle and Deane from Year 11 at a district final of the Lions Club Youth of the Year competition

Mathematics

HSC Mathematics students may sit for courses ranging from the Mathematics General 2 course through to Mathematics Extension 2. In 2014, all course results were above the state average and many students achieved Bands 5 or 6.

In 2014, 83 students presented for **Extension 1** and 24 students for **Extension 2**. Of these students 37% were in the top band for Extension 1 and 33% in the top band in Extension 2. The most outstanding results were achieved by Max Lim, who scored 99 for Mathematics Extension 1 and 97 for Mathematics Extension 2. Erik Ostman and Jungu Kang also scored 98 in Mathematics Extension 1.

Our large cohort of 159 students performed notably in the **Mathematics (2 Unit)** paper. Of these students, 65% were in the top 2 bands. Erik Ostman scored 99, which placed him 8th in the state out of 16,734 students.

One hundred and thirty five students sat for the **Mathematics General 2** paper. Forty one percent of these were in the top 2 bands compared to 25% statewide.

Other achievements in the Mathematics KLA included the 347 students across Years 7 to 12 who competed in the Australian Mathematics Competition. These students were awarded 6 High Distinctions, 39 Distinctions and 167 Credits. Yuqi Zhu from Year 11 received the Prudence award for having the highest number of consecutive correct questions at CTHS. To be awarded a Prudence award, a student must have at least the first 10 questions correct and there must be at least 50 candidates entered in the competition from the school.

Mathematics students also competed in two other competitions run by the Australian Mathematics Trust attracting national and international competitors. One hundred and twenty eight students from CTHS competed in the Junior and Intermediate Stage of the Mathematics Challenge for Young Australians achieving 6 High Distinctions, 11 Distinctions and 37 Credits. Also, 56 students competed in the Maths Enrichment Stage program and achieved 4 High Distinctions, 10 Distinctions and 16 Credits. Three teams of 60 students from Stage 4 competed in the Australian Problem Solving Maths Olympiad with creditable results, including one team that placed in the top 20% of the entire Olympiad.

Maths Clinic, a before school mathematics support group, has continued throughout 2014 and students have appreciated the individual assistance offered by the staff during these sessions.

Science

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

In Biology, 102 students presented for the HSC. Of these, 54% of students scored a Band 5 or 6. The highest result of 94 was scored by Kenneth Yuen.

In Chemistry, 113 students presented for the HSC. Of these, 70% of students scored a Band 5 or 6. The highest mark of 97 was scored by Kenneth Yuen and with this outstanding result he was placed 14th on the top achievers list for this course.

In Physics, 93 students sat the HSC exam. Of these, 53% students achieved a Band 5 or 6. The highest result of 93 was scored by two students Jungyu Kang and Max Lim.

In Senior Science, 52 students presented for the HSC. Of these, 79% achieved a Band 5 or 6. The highest result of 98 was scored by Rebekah Power and this result placed her 5th on the top achievers list for Senior Science.

In Earth and Environmental Science, 13 students sat the HSC exam of these 70 % achieved a Band 5 or 6. The highest result of 90 was scored by Natalie Eldridge.

Other achievements in the Science KLA. In order to test their scientific skills many students chose to sit for competitions. Over 130 students from Years 7 to 12 participated in the ICAS Science competition. Four of these achieved high distinctions, 84 distinctions and credits and 12 were awarded merit certificates. Other competitions CTHS students competed in included the Australian National Chemistry Quiz in which over 50% of the candidates achieved excellent results and received awards.

In Science Week a number of successful activities were held to celebrate Science including a reptile show and visit to a mobile planetarium which was set up in the MPC. All Year 9 students constructed bridges in class and the team with the strongest, in a lunchtime competition, was selected to represent the school in the Aurecon Bridge competition. A group of five students from Year 11 participated in the University of NSW engineering challenge and they achieved creditable results.

Year 11 participated in the Chemistry and Physics Olympiads, a National competition which can lead to the International Olympiad. Students sat for a two hour exam and the results were excellent with 25 distinctions and credits across the three disciplines examined. Yuqi Zhu was awarded three medals - two gold for achieving high distinctions in Physics and Chemistry and Silver in Biology. Yang (Kevin) Xi achieved High distinctions in Chemistry and Physics and was awarded two Bronze medals.

Many out of school activities were held to complement and assist classroom learning. Whole grade excursions were held for all students in Year 7 who visited the Zoo and Year 8 who went to 4 different outdoor venues to do field work and practical activities linked to the Ecology topic. Senior Biology and Earth and Environmental Science students also did major field trips to provide additional curriculum practical activities.



Students at the Year 9 Great Aussie Bush Camp

Human Society and the Environment

Aboriginal Studies Candidates studying this course do so as accelerated students. Aboriginal Studies presented a small cohort of 9, 88% of whom achieved a Band 5 or 6. Such an outstanding achievement by the cohort has resulted in Merle Runde scoring a result of 96 and gaining fifth place in the state and Shelley Aquilina receiving the Board of Studies, Teaching and Educational Standards NSW President's Aboriginal Studies Award as the highest performing Aboriginal student in HSC Aboriginal Studies in NSW in 2014.

Business Studies continues to be a popular HSC subject with 104 candidates. 18% of the cohort received a Band 6 compared to 9% across the state, and 72% receiving a Band 5 or 6. The highest result of 96 was scored by Hillary Liao.

Legal Studies presented with 39 students for the HSC, 77% of the cohort achieved a Band 5 or 6. The highest result of 97 was scored by Louisa Dimarco and Erik Ostman.

Economics presented with 49 students for the HSC, 57% of the cohort achieved a Band 5 or 6. The highest result of 92 was scored by Rachel Kapoor.

Society and Culture also presented with a small cohort of 8, with 50% achieving a Band 5 or 6. The highest result of 91 was scored by Yanny Yu.

In the Histories, Cherrybrook Technology High School students performed extremely well.

Ancient History presented a cohort of 52 students, with 63% of students achieving a Band 5 or 6. The highest result of 94 was scored by Merle Runde.

Modern History presented a cohort of 32 students, with 63 % of students achieving a Band 5 or 6. The highest result of 92 was scored by Erik Ostman and Rebekah Power.

History Extension presented with 7 students, 6 of whom were placed in the top two bands, E3 and E4. The highest result of 47/50 was scored by Madison Thorne.

Creative and Performing Arts (CAPA)

(For other CAPA programs see the Arts section of this report)

Drama presented a cohort of 14 students, with 42% achieving a Band 5 or 6. The highest mark of 92 was achieved by Madison Thorne.

Music 1 presented a cohort of 18 students, with 77% of students achieving a Band 5 or 6. The highest result of 98 was scored by Ryan Siew who was also pre-selected for Encore, which represents exemplary HSC student performances. Gurkiran Kaur had her composition selected for inclusion at Encore this year. This group had a diverse cohort of students completing Musicology, Composition and Performance electives.

Music 2 had 100% of students in the cohort achieve a Band 5 or 6 or a mark over 80. The highest result of 93 was scored by Jolene Chua.

Music Extension had 100% of students placed in the top 2 bands, E3 and E4. The highest result of 45/50 was scored by Rachel Grace Liao.

Many music recitals were held throughout the year including HSC performance nights and Showcase. Year 12 students were also given performance opportunities at major assemblies.

Visual Art presented a cohort of 47 students, with 60% of students achieving a mark over 80 or a Band 5 or 6. The highest result of 92/100 was scored by Sarah Gan-Brown.

The Stage 6 Visual Arts students were provided with opportunities to visit exemplary HSC artworks at Artexpress and display their own HSC artworks in an exhibition space.



Stage 5 Dance students performing at the MADD Concert

Technology and Applied Studies (TAS)

TAS candidates at Cherrybrook Technology High School continue to perform at a high standard with some students achieving exceptional results.

Agriculture only had a small candidature of three students. The highest result of 67 was scored by Ming Chen.

Community and Family Studies presented a cohort of 29 students, 65% of students achieved a Band 5 or 6. The highest result of 91 was scored by both Katherine Driscoll and Selina Mojarrad.

Design and Technology presented a cohort of 24 students, 29% of students achieved a Band 5 or 6. The highest result of 97 was scored by Tanya Obeyesekera.

Engineering Studies presented a cohort of 24 students, 33% of students achieved a Band 5 or 6. The highest result of 90 was scored by both Rason Chia and Jason Kang.

Food Technology presented a cohort of 40 students, 47.5% of students achieved a Band 5 or 6. The highest result of 99 was scored by Jessica Lam who, with this result, came second in the State.

Industrial Technology presented 28 students, one class of multimedia technology and one class of timber technology. Fifty three per cent of students achieved a Band 5 or 6.

Textiles and Design presented a cohort of 22 students, 36% of students achieved a Band 5 or 6. The highest result of 91 was scored by Katherine Driscoll.

Hospitality - Vocational Education Training (VET) had 25 students, 48% who achieved a Band 5 or 6 in the examination. The highest result of 91 was achieved by Christine Clover. 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 Vocational Education Training presented a small cohort of 3 candidates, the highest result of 73 was scored by Benjamin Albers.



Year 11 Timber project

Languages Other than English (LOTE)

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

Language results continue to be excellent.

Japanese Extension presented a cohort of 6 students, all of who scored an E3. The highest result of 43 was scored by both Olivia Chin and Chun Hin Lau.

Japanese Continuers presented a cohort of 21 students, with 81% achieving a Band 5 or 6. The highest result of 92 was scored by Freeman Fung

German Continuers presented a small cohort of 5 students. The highest result was Eveline Betschart with a score of 98.

French Extension presented a small cohort of only 2 students. The highest result of 42 was scored by Eveline Betschart.

French Continuers presented a cohort of 11 students, with 63% achieving a Band 5. Both Eveline Betschart and Roya Ghodsi received the highest mark of 85.

Students also presented in a variety of other languages through Saturday School or Open High School.

Computing Studies

Information Processes and Technology presented a small cohort of 8 students, 38% of students achieved a Band 5 or 6. The highest result of 95 was scored by Jessica Lam.

Software Design and Development presented a cohort of 12 students, 58% of students achieved a Band 5. The highest result of 85 was scored by Shubham Gupta.

Other achievements in the IT KLA included the continuation of the Computing Club which allows junior students to share and learn from each other in a range of ICT skills. Senior students have also volunteered their time and expertise to assist other students in the endeavours. Skills presented this year ranged from learning new programming languages to complex multimedia processing.

The 2014 school year also saw a range of external involvement in computing and specific programming courses and competitions for students and included specific excursion for boys and girls to industry sites such as Microsoft and Google. We had a number of students selected for the very competitive summer courses in programming at the University of NSW and good results in the computer competition with three students achieving distinctions for their efforts.

Personal Development, Health and Physical Education (PDHPE)



PDHPE presented a cohort of 51 students, 41% of students achieved a Band 5 or 6. The highest result of 93 was scored by Brady Dent-McClean.

For other sporting achievements see the Sports section of this report.

Students competing at the CTHS Athletics Carnival

Other achievements

Significant programs and initiatives

Aboriginal Education

This continues to be a priority for the school and a focus within the School Plan. In 2014 there was continued growth in the awareness Aboriginal education and culture at Cherrybrook Technology High School. This was demonstrated by the range of activities undertaken in the school this year.

In 2014 Cherrybrook Technology High School again used funding from NORTA NORTA to support individual tuition for a number of our students who identify as Aboriginal or Torres Strait Islander. The program provided targeted tuition to support student achievement in literacy and numeracy and, especially, in the senior years.

Personalised Learning Programs for the Aboriginal students who attend Cherrybrook Technology High School are critical to ensuring a holistic approach to the education of these students by providing detailed analysis of Key Learning Areas and achievement with a focus on improving student outcomes. Personal, family and school input is all valued in this process. Careers teacher, Mrs Ferguson continued to play a key role in supporting students and coordinating career and training opportunities for them. She accompanied two Aboriginal students, Shelley Aquilina and Nicole Marshall to Redfern Community Centre to attend the "GALIYAAY", 2014 Career Aspiration Expo for Aboriginal Students.

National Sorry Day and NAIDOC week were each celebrated at assemblies in 2014, contributing to the acknowledgement and understanding of key events in the experience of Australia's first peoples. These events were student-led and provided informative and thought provoking presentations about key issues in the contemporary experience of Aboriginal and Torres Strait Island peoples in Australia. Stasia Hendrawan, a student from the HSC Aboriginal Studies class, was successful in being selected to take part in the NSW Schools Constitutional Convention which debated the constitutional recognition of Indigenous people, at Parliament House on 10 November, 2014.

Cherrybrook Technology High School has actively participated in community relationships and cultural appreciation in 2014. We continue to be represented at meetings of the Aboriginal Studies Association Northern Sydney Network. Select staff members have been fortunate to attend Cultural Awareness training 'Caring for Country' experience at Muogamarra. Staff members find this day an excellent professional learning experience and are able to bring back to their teaching a more thorough and nuanced understanding of Indigenous culture and experience. This helps them, their fellow staff members, students, the school and the broader community.

Aboriginal Studies teachers, Mr Fernandez and Mrs Cross engaged in professional development undertaking a course in *8 ways of Aboriginal learning*. Mr Fernandez and Mr Searle also participated in training in *People, Place, Pedagogy* at UWS in November. This ongoing training and development helps the staff to bring a knowledgeable and up-to-date educational approach to our teaching in this area.



Shelley Aquilina with Adrian Piccoli (right)

Finally, our second cohort of Aboriginal Studies students completed the HSC course with eight students sitting the exam in 2014. Their results were outstanding. Merle Runde came 5th in the course and Shelley Aquilina scored the highest mark for an Indigenous student. Her proud teacher Mrs Cross accompanied Shelley and her family to the AECG AGM in Dubbo in March 2015 to receive an award from the NSW Education Minister, Adrian Piccoli.

The school is grateful for the continued support of the Sydney North Aboriginal Liaison team and other community members such as Mr Dave Lardner. This ensures that students at Cherrybrook Technology High School have the opportunity to complete this rigorous and challenging course.

Multicultural education

Education initiatives continued in 2014. A wonderful multicultural celebration was enjoyed by all in CTHS. During the course of the day students attended one of two marvellous assemblies chaired by our Multicultural Leaders, Vidhi Nanda and Marcus Lee. The assemblies began with a colourful flag parade representing over 90 national backgrounds of our students as well as some terrific performances from a range of different cultural backgrounds. Some of the highlights included the entire Japanese continuers class singing 'let it go' from the movie Frozen, in Japanese of course; an excellent Tae-Kwon-Do show which included students from local primary schools as well as many of our students and a montage of Bollywood and Indian dances.



The assemblies were also addressed by Ms Tager who spoke about her experience as a first generation migrant from Lebanon and shared why Australia is such an important place for her. Many audience members could directly relate to her story and students were speaking about it after the assemblies.

Students participating in the annual Multicultural Day

Following the assemblies, students enjoyed a fabulous food fair with a diverse range of culinary delights. It was fantastic to see so many students embrace traditional costumes or wearing a costume to represent the diversity of our school. The involvement of teachers, parents and students has made this annual event one of the most successful day on the CTHS calendar.



In September 2014 Miss La and Mr Henry led a successful 3 week student study tour to Japan. The comprehensive study tour consisted of traveling to Kyoto, Tokyo, Oosaka, Nikko, Hakone and Nagoya. In Nagoya, students spent a couple of days with a previously arranged homestay family. During the homestay week, students visited our sister school, Nagoya Commercial High School, along with several other associated schools.

The tour was particularly successful as students were not only able to practise the Japanese language but they also gained knowledge on Japanese daily life and school life.



Students on the Japanese Exchange Trip



There were also many visitors from overseas schools who came to see the excellent education model this school offers. In 2014 in addition to the Education Superintendent from Ontario, Canada, we hosted 2 delegations from Commercial High School in Nagoya, Japan and students from 8 schools of the same city in Japan (a sister city to Sydney). Through this experience, students studying Japanese had the opportunity to host these students and formed very strong friendships as a result.

Creative and Performing Arts

Visual Arts

The annual HSC Visual Arts Exhibition in August showcased the student talent in art making. The exhibition attracted a large audience to the opening and presentation of awards. Eileen Briscoe, Caitlin Orr and Sarah Guan-Brown were awarded highly commended and Emily Ung the winner for 2014. The People's choice was awarded to Jennifer Lee.

Some of the highlights from 2014 in the area of Creative Arts included:

- The MADD concert in November saw a large number of student works exhibited from Year 7-11 in drawing, painting, sculpture, ceramics, photography, digital and film.
- Lily Seo was accepted to the HSC Intensive Studio Practice at National Art School in Drawing and she received an assessment result of 40/50.
- Nicole Marshall, Naomi Teh and Courtney Larkham of Year 11 Visual Arts had their work entered into the Hornsby Art Prize and Nicole Marshall was successful in being selected as a Finalist and had her paintings exhibited at Wallarobba Arts and Cultural Centre in Hornsby.
- Two Year 11 students Lisa Qin and Stasia Hendrawn were selected to attend UNSW Architecture workshop. This entailed the completion of a brief to a challenging design project. Both students thoroughly enjoyed and attained great experience from this workshop.
- Noah Lumbose of Year 7 was selected to enter into the Western Sydney Arts Collective. This program is designed as an exciting initiative which aims to establish a community of young artists.
- Stage 5 Drawing & Illustration completed a workshop with Magna Book illustrator, developing many new tricks of the trade in a day.
- Eighty (80) Year 11 and 12 students had the valuable experience of visiting ArtExpress at the Art Gallery of NSW and the Armory. ArtExpress showcases exemplary HSC Body of Works from the previous year's HSC. The students thoroughly enjoyed seeing Jiamei Liu's work exhibited from CTHS
- Excursions in Stages 5 and 6 extended the opportunities of students in areas such as digital media, architecture, gallery visits and a trip to Bondi to 'Sculpture by the Sea'.



Jiamei Liu's artwork on display at the State Library in ArtExpress

Dance

CTHS Dance students were offered many opportunities to perform and further develop their skills in 2014. The Regional Dance Ensemble consisted of 25 selected individuals who participated in the Sydney North Dance Festival where they presented a piece entitled Lanterns which was very well received.

A huge field of hopefuls auditioned for a place in the NSW State Dance Ensemble. Georgia Clements succeeded in securing a position to represent the school dancing in this ensemble at the State Dance Festival held at the Seymour Centre in Chippendale.

Other achievements included Olivia Cowell and Danielle Visser's selection into the prestigious featured dancers section in the Ballet Ensemble of the 2014 Schools Spectacular. In addition to this, 12 dancers from CTHS performed in the 'Playing to Win' segment. This event was broadcast nationally by the Nine Network and provided these students with invaluable learning as the professionalism of this event is of an exceptional standard.

Senior Dance students enjoyed the privilege of participating in workshops with both the Australian Ballet and Sydney Dance Company at the Sydney Opera House in Terms 1 and 2 of 2014 where they were building on both their classical and contemporary training.

Many dance ensembles and class groups performed at the MADD concert which took place at the end of Term 4. There was diversity in style ranging from African, Musical Theatre, Jazz, and Contemporary. The inaugural CTHS Hip Hop Crew set the stage ablaze with their funky moves.

2014 proved to be an action packed and successful year for Dance at CTHS.



Students in the Regional Dance Ensemble group

Drama

What a splendid year it has been for Drama staff and students at CTHS. Our teachers were inspired by the creativity and determination that was demonstrated in so many performance arenas by our students. This led to learning at depth with measurable progress in outcomes, understanding and the important exploration of personal and cultural expression and values.

Our Year 12 students attended the Onstage performance and exhibition of outstanding students' work in February. In May, they attended the Year 12 Drama Camp run by the CTHS Drama staff at the Eleanora Heights Conference Centre. This annual event provides our Year 12 students with exclusive time in which to focus on their HSC Group Performance. Each year, the comments remain unchanged as students continue to remark that the CTHS Drama camp is singularly an absolute "stand- out" experience which allows for full immersion in the process of preparation for the HSC Drama Practical exam.

The annual Year 12 HSC Drama Performance Night, which took place in early August, provided students with the chance to showcase their work prior to final submission of their projects to BOSTES. Family, friends and staff members were on hand to applaud our talented cohort's efforts which took the form of group performances, monologues as well as an array of fine projects including costume designs, director's folios, theatre reviews and video drama as well as poster/promotion projects. Our Year 11 Drama Retrospective, held in October, was a fabulous showcase of selected works from the Preliminary Course. A delighted audience was captivated by the colossal theatrical fare that was offered up for their enjoyment which included group performances as well as a selection of monologues.



Stage 6 Drama performance

Stage 5 Drama students participated in the fantastic Drama camps run through the NSW Public Schools Arts Unit. Drama enthusiasts from all around the metropolitan area as well as country regions are treated to these four day events which are filled with incredible workshops conducted by a number of industry professionals.

The NSW Public Schools Arts Unit also run specialist Drama Ensembles where successful candidates attend weekly workshops over the course of the year which culminates in the devising of an original piece of theatre, staged at the Seymour Centre as part of the State Drama Festival. Amelia Smillie and Ryan Ashtari demonstrated outstanding commitment to the pursuit of excellence in the area of the Performing Arts through their involvement with these tremendously invigorating ensembles

programs. Our CTHS Drama Ensemble participants were on hand to applaud their efforts at the Secondary Schools Matinee of the State Drama Festival.

Our Year 9 students provided a wonderfully entertaining night of theatre at their Performance Night in September. Our students had a great time showing off their own devised Soap Opera complete with dastardly villains and chiselled jawed heroes.

Our extra-curricular Year 7 and Year 8 Drama Ensembles continued to provide students with additional opportunities to develop their acting skills and nurture their creative talents. Both of these groups performed at the MADD concert which took place at the end of Term 4. Additionally, our Year 8 Drama Ensemble and Year 10 Drama Ensemble auditioned successfully for the Arts North Drama Festival held annually at NIDA in August.

To sum it up, 2014 was a truly fabulous year for Drama at CTHS. The resoundingly solid HSC results further testimony to the dedicated efforts of our hardworking Drama staff and students. There are many reasons to reflect positively upon the stunning achievements that have been realised this year.

Music

Our regular incursions for Stage 4 included 'Drumbeat' for Year 7; a workshop outlining the use of percussion from across the world, and "Fretworks" for Year 8; a demonstration of the history of the guitar and a range of effects that can be applied to its sound.

'Showcase' is a gala event for the Music elective students each year and 2014 was no exception. There were fantastic pieces from both Music 1 and 2 students from Years 11 and 12, plus very entertaining performances from all of the Music Ensembles within the school. This was an excellent opportunity for the senior students to get first-hand experience on how to run and manage a large event such as this, with several Year 12 students taking on the stage management roles for the evening.

Numerous concerts were held throughout the year, including the Music 1 and Music 2 Performance Nights which showcased the talents of the senior program and were very warmly received.

The MADD concert in November allowed for many of our students to perform new and challenging repertoires on stage through various ensembles.

Kiran Singh was acknowledged for her outstanding Music 1 Viva Voce in the HSC examination by being listed on the Honour Roll for ENCORE, the BOSTES performance night for the top Music 1 and 2 candidates from across the state in Performance and Composition. Ryan Siew was also honoured by being nominated for his virtuosic guitar performances for the HSC Music 1 examination.



***Concert Band students performing
at the Easter Show***

Musical 2014: The Wiz

(Directed by Mr Daniel Jones and Ms Lisa Holt)



After the success of *Little Shop of Horrors* in 2013, we jumped straight back in and started putting together *The Wiz*.

Combining the familiar story of *The Wizard of Oz* and an upbeat, soul-infused score, it was always going to be a load of fun to put this one together. We found out as we went, though, just how much work it was going to take to create the colour and magic of Oz on the MPC stage.

Enthusiasm was high, with more than 100 students auditioning for the show in Term 4, 2013. This musical allowed for a much bigger cast, with more room to showcase the talents of students from Year 8 all the way through to Year 12. There were 11 different lead roles to fill and it was great to have a combination of performers from last year's show and some first-time performers bring these characters to life so memorably. It was particularly exciting to be able to bring in a stellar dance cast of more than 20 students, who flourished under the guidance of Ms Lisa Holt and lit up the stage with her fabulous choreography.

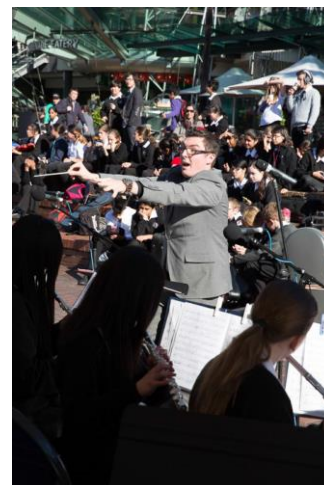
The orchestra for *The Wiz* included more than 20 musicians and a mountain of work was required to bring together a very challenging score. Under the direction of Mr Anthony Felton, this ensemble worked tirelessly and provided a real shot of colour and energy for the show, as well as expertly accompanying singers and dancers alike.



It's important to note that a production this big doesn't happen without the hard work of many people. *The Wiz* saw staff from across the school come together in a collaborative effort to sew costumes, build sets, gather props, design promotional material, run lighting and perform a host of other tasks to make this spectacle possible. Without the hard work of these staff, who gave up hours and hours of their own time, the show would not have been nearly as successful.

The school community's support for the performances exceeded our expectations. This year saw the introduction of a weekend show, which proved immensely popular, and we were forced for the first time to extend ticket sales to include the tiered seating at the back of the MPC – a happy burden indeed! Thank you to all who came and supported the performers and the school. We hope you enjoyed to show as much as we enjoyed putting it together.

Music Ensembles



The Music Ensembles program has continued to grow from strength to strength, furthered by the addition of two new directors. In 2014 we farewelled Jonathan Dollin and Lisa Gardner but, at the same time welcomed Steve O' Brien and Felicity Tsoltoudis. In the short space of five months, Mr O' Brien has consolidated the Junior and Senior Concert Bands to a high standard of performance, achieving a New South Wales Band Festival Silver Award whilst smoothly transitioning the primary school bands into the CTHS ensemble program in a gargantuan orientation program.

Mrs Tsoltoudis injected vibrancy into the Choir and Vocal Ensemble, evident in energetic performances and contemporary pieces along with many highly applauded performances at key school functions. The joint ventures between the choral groups and Guitar Ensemble also produced spectacular results.

The String Ensemble graced the competitive stage by achieving a Silver Award in the inaugural Australian School Orchestral Festival. Aside from the numerous performances and enjoyment the CTHS Ensembles facilitate at key school functions. It is the extensive work of the CTHS Ensembles in the local community that truly highlights the dedication of these groups in sharing the gift of music to those in the community.

The Concert Band performed at the Anglican Retirement Village and The Choir's moving Remembrance Day performances triggered cheers from members of the school and local community alike. The Big Band also performed at the Inala Fair and Chinese Lantern Festival.

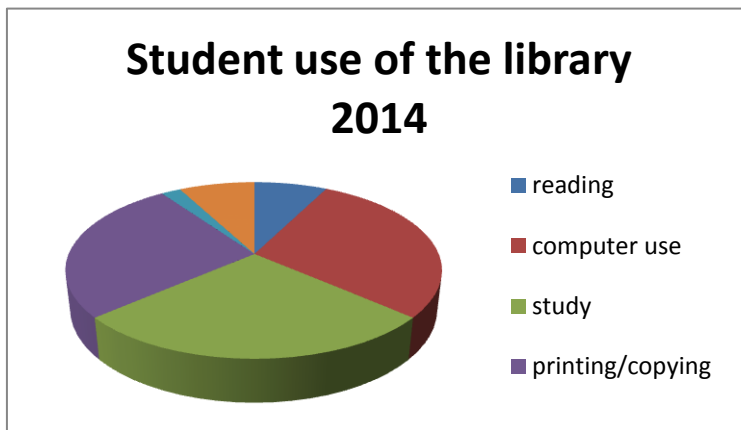
An extremely important element of the ensemble programs success is the administrative work that Mrs Knox, one of the School Administration Officers, oversees. She is the key liaison officer between staff and students and parents and the program would not be as successful without her.

Library

2014 was a busy year for the library. The library launched its website which continues to evolve. Students and staff can view the latest books to arrive in the library, provide feedback about the library service and suggest books for the collection. There are also useful links to help students with their research.

Excitingly, the library began preparations for a major refurbishment. As part of this process a vigorously researched proposal was put forward by Mrs Casey and Mrs Sorensen. The recommendations for the updated library were based on best practice and current pedagogies. Responses from the student and staff survey were taken into account.

Students from all year groups completed the survey confirming their use of the facility with 46% coming to the library at least once a week to once a fortnight.



An assessment of the book collection was undertaken with a total of approximately 9000 books removed. A week long book sale was held and the proceeds were donated to the Social Justice team. This will continue into 2015 with the rationalisation of the pamphlet files, reference and professional material, and digitisation of the literature files.

The main rationales driving this process were: firstly, that the collection had not had such a thorough assessment since the school opened in 1992 and many resources had become out-of-date, were in poor condition or the curriculum had changed, rendering them irrelevant; secondly, that the anticipated library redesign, with both its opportunities and limitations, demanded a reduction in the size of the overall collection. 4428 items were borrowed from the library in 2014.

The library continues to support the CTHS community through access to its virtual and hardcopy collections, providing professional development for teachers and collaborating with teachers on embedding information literacy skills into the curriculum.

Digital Video Command (DVC), a content management system for audio visual material, was upgraded allowing staff and students to access content outside of school via the cloud. Mrs Sorensen provided training to teachers at the end of the year on how DVC can be used to support student learning.

With the introduction of BYOD across year groups in 2015 and the movement towards online research as a larger part of education, it was decided to take up a school wide subscription to the encyclopaedia World Book Online. It is a useful and reliable first stop for research. Students can access the student (recommended for years 7-9) or advanced (recommended for years 10-12) modules, as well as a timeline module.

The Teacher-Librarians produced a simplified copyright document for staff reference and provided some basic training to help teachers better understand the do's and don'ts and assist them in guiding students to understand and respect copyright.

Mrs Sorensen and Mrs Casey worked with several teachers across the English and HSIE faculties to embed information literacy skills for students in the curriculum. We also worked with CAPA to bring a Manga workshop, run by artist Matthew Lin, to Stage 5 creative arts students. Additionally, we presented an introduction to information literacy skills to the Year 10s preparing them for Year 11.

A major coup for the library was selection as one of the Lighthouse School Libraries for the implementation of the new library management system, Oliver. There will be a 12 week transition period in early 2015. The library will go live with Oliver on Wednesday 27th May 2015.

Gifted and Talented Education (GAT)

Cherrybrook Technology High School's GAT program runs as a class which is determined by a school devised test, primary school participation and input, as well as external testing results, such as NAPLAN. It only targets students who are gifted and talented in the areas of literacy and numeracy. This class runs in Year 7 and 8 only.

From Year 9 all subject areas determine programs and classes to suit the needs of the students who we teach. For example, the English KLA runs a GAT class in each year and all other classes run as mixed ability. To augment this they have speaking and debating competitions for all students in each English class. Students talented in the area of public speaking are entered into a range of elite external and inter-school competitions. English also runs elective choices such as 'Writing and Writers' and 'Speaking' in Stage 5 to target students' capabilities in this area. While this is only one subject area, all faculty or Key Learning Areas run similar programs and competitions particular to their students.

Some of the GAT programs available to students at Cherrybrook Technology High School include:

- External Competitions eg Maths, Science, Geography and Chemistry Competitions, Euler and Gauss, Maths Challenge, Interschool debating, subject specific eg Titration competition for Chemistry
- Sports (summary) Specific electives for talent development, Knockout teams, Zone, State, National and CHS representation opportunities also sports leadership opportunities.
- Ensemble extension groups: eg Big Band, Drama, Dance, Vocal Ensemble, Concert Band 2
- State and Metropolitan North participation in Drama, Dance and Music ensembles
- Musical involvement
- Future Problem Solvers Team
- School Spectacular
- Art competitions.
- MUNA - Model United Nations.
- Wood Show Challenge.
- Assembly leadership and participation
- Science
- 'Build a Bridge' competition
- Social Justice leadership and organisation eg International Women's Day breakfast



Australian Problem Solving Maths team

- Cherrybrook Chinese Community event- leadership roles.
- Mind Marathon Challenge
- Python Programming Competition

(see also the ASR Sports report section for students gifted and talented in sports and movement.)

While many of our GAT projects are long standing and offer great opportunities for a variety of students, two projects in 2014 need special mention:

International Future Problem Solvers Team.

In Weeks 6 and 7 of Term 2, seven students from Cherrybrook Technology High School travelled to the United States of America competing in a very prestigious international competition known as the Future Problem Solvers. Founded by creativity pioneer, Dr E Paul Torrance, Future Problem Solving Program International (FPSPI) stimulates critical and creative thinking skills, encourages students to develop a vision for the future, and prepares students for leadership roles. FPSPI engages students in creative problem solving within the curriculum and provides competitive opportunities.

This was the first year CTHS has competed in FPS. We were very fortunate to place second in the world for our presentation and action plan. The team members included: Yousef Hakimi, Eric Windsor, Lakni Weerasinghe, Chris Armstrong, Marcus Lee, Lisa Qin and Merle Runde. One of our students also competed in the Multi Affiliate Global Issues Competition (MAGIC). Merle Runde was selected in a group with other individuals from throughout the world to compete in the event. Her actions as part of this group helped them achieve first place in this world competition.

This is an excellent result for the students and Miss Alesha Bleakley and Miss Kimberley Wilson and a reflection of their hard work and dedication. Congratulations to all involved.

The Independent Research project undertaken by the Years 7 and 8 GAT's classes, 7T and 8T.

This cross-KLA (subject) project involved students developing a presentation based around conceptual data and content from at least three different KLA's. The topic for the 2014 project was 'Power'. Students were given class time and expected to work in their own time developing their idea to include rich and conceptual questions. The 5 minute presentation took place in Week 5, Term 3 and students were encouraged to present their information in a range of formats rather than simply a PowerPoint slide show. The result of the presentations was the development of a wide variety of ideas and presentation formats such as short movies, drama/dance performances, PowToons and slide shows using a range of software eg Prezi. The audience was comprised of fellow Year 7 GAT's class members, parents and teachers of these classes, Deputy Principals and Mr Johnson.

The winning teams were awarded KLA and stage certificates and attended a Principal's morning tea. The students from Year 7 included: Matthew Downing and Ethan Tang. They presented a short, informative movie on the power of Science with great humour in an engaging format.



Year 8 winners of the "Lunar colony" design were: Matthew Barrett, Konrad Cuevas, Adrian Monardo, Dylan Vellani and Max Ward. These boys developed a brilliant design for a Lunar colony which would provide accommodation and facilities for hundreds of people. They used video clips and an engineering program which presented a 3D image of their colony. They also designed a model to display in the library.

8T students and their Special Interest Project

Respect and responsibility

Cherrybrook Technology High School continues to develop strategies to produce independent and responsible students who achieve their potential within a collaborative environment. We have maintained our support programs which assist and develop respect and responsibility including: Acceptance Day for Year 8, a gender specific program for Year 9, Rock and Water and Resilience Programs for Year 7 and 8 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.

Year 11 participated in the Study Skills program to facilitate their preparation for their future assessments and exams and a Mental Health Forum run by Rotary which gave the students an understanding of stress, anxiety and mental health, as well as providing information on the support groups and strategies for coping as senior students. The Hills Schools Industry Partnership also assisted and ran vocational courses for targeted students to vary their knowledge of workplace environments and set goals for the future.



Year 7 students participating in Peer Support activities whilst on Year 7 camp

Anti-bullying and cyber-bullying strategies are part of the welfare program and have been assessed and revised in order to clearly communicate to all students the need for a safe and respectful school and social environment. Class Act Theatre's 'Bully Buster' and Bamboo Theatre's 'Cyber Shorts' productions demonstrated many of the issues which are considered bullying and there is a strong focus on the

devastating effects of bullying on the individual. The school also integrated the concept of the 'Bully Bystander' and the need to support friends who are affected by the behaviour of others. The Welfare Initiatives group assessed the issue of resilience and the pressure of study and exams and it has recommended that the 2015 Other Interest Group (OIG) look to implement further strategies across the school. The Rock and Water group continues to implement their resilience and respect activities and teaching into the junior school and has secured funding to implement the 'Resilience Donut' program along with a self-testing system for students to identify their strengths.

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

Our Peer Support Leaders were trained by the Rock and Water leaders Mr Peter Hartman, Miss Kimberley Wilson and Mrs Grace Henry, and used both the the language and physicality of the course at the Year 7 camp. Our leaders are taught to lead by example and implemented this into the existing resilience program. The Rock and Water group also works with Year 8 students and has identified the need for more teacher leaders. Mr Peter Hartman, Miss Kimberley Wilson and Mrs Grace Henry attended a further training day that qualified them to train additional staff. This training will take place prior to camp in 2015.

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 '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. This program has been a great success in developing confidence and autonomy in many of our baristas. The program is very popular with students and the opportunity to train as a barista has also been extended to Work Studies students in the senior school.

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 Ms Claudia Roman, Mrs Pat Young and Mr David McKie 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. Cherrybrook Technology High School maintains the support of previously funded students, including two with cerebral palsy and those with autism spectrum or literacy support needs. In addition, those students identified by the Learning and Support Team (LaST) as having high learning, literacy and social needs are supported by the Learning Support Teacher (LST) and School Learning Support Officers (SLSOs) via the Literacy Workshop classes, classroom mentoring, lunchtime homework and time out clubs, after school workshops as well as differentiation of curriculum in consultation with the LST. CTHS also elected to participate in the Nationally Consistent Collection of Data for School Students with Disabilities which will become mandatory in 2015.

Learning Support Team and Lunchtime Activities at CTHS

The Learning Support Team has had a very busy year running a number of lunchtime clubs and other activities to provide ongoing support through the fostering of relationships between students. Clubs which ran throughout the week included Cards and Games club (Tuesdays), which saw a number of tournaments in games such as SNAP, Chess and UNO. Homework Club was held on a Wednesday at lunch and was a great place for students to come and receive help with their homework and assignments. Attendance at Homework Club during Term 4 allowed students to receive entries into the final raffle draw at the end of the year, providing they came to do homework for at least one half of lunch. Chill Out Club, during lunchtime on Fridays, gave students a relaxed environment to wind down before the weekend.

A specific Stage 6 Homework club also took place on Thursday afternoons after sport until late. All activities were supervised by the two Learning Support Teachers, Miss Suzy Deadman and Miss Kim Hampe. The clubs were well attended by both Stage 4 and 5 students. Staff were extremely appreciative of the many students who assisted in preparing and cleaning up for each lunchtime activity.



Students getting into the Halloween Party at Chill-Out club

This year also saw the trial of a new program aimed at looking how students can better interact with others and deal with the many emotions they face on a daily basis. The program took place over one period a fortnight and consisted of ten students ranging from Years 8 to Year 10.

The Learning and Support Team received a very generous grant from the P&C to introduce a reading program in 2015 called *Quicksmart*. The reading program will be conducted with selected Year 8 students across the year who are deemed in need of support. The Learning Support Teachers and the Student Learning Support Officers (SLSO's) will be trained in the implementation of this program.

All students across the school are encouraged to attend one of the many activities in the school organised by the Learning and Support team.

HSC Plus - Student Retention Program, Year 10 students

HSC Plus is a program designed to be taken by senior students who do not wish to undertake university education directly after Year 12 completion. It enables students to pursue a pathway which leads to employment or further training, and includes provision of many employment-related credentials. Benefits include students receiving nationally recognised TAFE credentials up to Certificate 3 level, extensive experience in the workforce and assistance in providing school-based apprenticeship /traineeships. Selected students were interviewed by a team, including the Careers Adviser, an Executive member and a Community Representative. Appropriate senior subject selection and career pathway planning was discussed.

Twenty students selected Work Studies and there were others who elected a Vocational Education orientation to their subjects. Five students were signed up for school-based apprenticeships, with more being arranged.

SWOT - School and Work Options for Training, Year 8-9 students

Leading up to subject selection for Stage 5 students, meetings for identified students and their parents were held to explain the benefits of this program.

Students were encouraged to reflect on their learning and identify areas where they were succeeding and areas which needed improvement. Students attended a study/time management seminar, which was supported by the Careers Advisers who helped the students to create a Transition Plan. At a SWOT interview, students explained to the interview panel how they hoped to implement this in the years ahead. Helping students make the best individual choices was identified as being important in engaging them in the learning process and increasing their post-school options and employment potential.

Benefits of SWOT to students

- Identification and guidance in selection of elective subjects which match the student's interests and skills
- Selection of subjects and pathway options for students who are unlikely to continue into post-compulsory schooling. This process involves an interview with parents, student and Careers Adviser after examination of the student's past performance.

- Providing each student with a School to Work Transition Plan to facilitate the desired post school pathway
- Inclusion of work experience, Industry Bites visits and TAFE programs to engage students in the learning process

Social Justice

The Social Justice group continued to build on its good work in 2014 by assisting a broad range of charities which are engaged in helping those in need in our society. With a focus on *thinking global*, and *acting local* students were engaged in fundraising endeavours, leadership seminars and hands on volunteering programs.

The Social Justice team

We continued to cultivate our relationship with our sister school in Siem Riep, Cambodia with a weekend fundraiser for the Smiling Hearts Association for Children (SHAC) at Bunnings Thornleigh. The efforts of these students raised valuable funds to improve the outcomes of



children whose dream is to attain the kind of valuable education we may take for granted. As a school community, led by the Social Justice group we continued to show our empathy and compassion by growing our involvement in worthy causes, such as World Vision's 40 Hour Famine in which we raised over \$10,000 and were awarded the highest level of commendation from the organisation. The money raised by the school will provide food and support to starving children and families throughout war torn Rwanda.

New bonds were formed with a donation to Mahboba's Promise, a worthy Australian organisation dedicated to improving the lives of women and children in Afghanistan. Students demonstrated their passion for giving by manning a gelato stall at the school's International Day in order to raise funds and support this charity. A group of forward thinking and socially conscious Year 12 students, Talitha Maturure, Suriya Abirama and Sakinah Mariot also pioneered a new initiative which, at the date of writing, has seen over 50 laptops donated to The New Hope for Cambodian Children by outgoing Year 12 students. These laptops will be used in the education of more than 240 orphans, and 1400 children with HIV whom the organisation supports through their housing and education programs. This valuable, and commendable donation by our students will make a huge difference to the education and lives of children whose poverty and disadvantage significantly diminish their quality of life and future prospects.



Students in the Social Justice team participating in the 'Cook for Good' program

The Social Justice club remains focused on charity, not just in word, but in deed, and this year Ms Corbett, Mr Henry and Ms Tager took 46 eager Year 10 and Year 11 students to participate in a 'Cook for Good' program where they prepared 242 meals to be delivered to Rough Edges, a homeless shelter in Darlinghurst. This confronting and moving look at homelessness was a reminder to students that poverty and hardship exist on our back door.

The Social Justice team have worked with great commitment and collaboration to support selected charities on a local and international level. In this way, they have played a vital role in helping to support some of the most disadvantaged members of our society and they have acted in a manner emblematic of the morals and values of our school community.

Sporting achievement

The most outstanding sporting achievements of 2014 were indicated in the Principal's Message earlier in this report. These included:

- Declan Pluim winning a gold medal in high jump at CHS and Nationals
- The Open girls Basketball team who finished second in NSW in the CHS Knockout competition
- The Year 7 & 8 girls who won the "Wanderers Football Cup"
- The Open Netball girls team which finished fifth in NSW
- Cherrybrook Technology HS finishing third in Sydney North competition
- Cherrybrook Technology HS winning the Ku-Ring-Gai Zone Swimming, Athletics and Cross Country Carnivals
- Cherrybrook Technology HS receiving the award for the champion school in the Ku-Ring-Gai Zone for the eighth consecutive year
- The Senior girls knockout Athletics team which finished first in NSW and sixth at Nationals
- The Open boys 4x50m swimming relay team which won the gold medal at the CHS Swimming carnival
- Georgia Wincup, Eliza Woolett, Courtney Cattell, Kate Collett, Declan Pluim, Matthew Rose and Alex Nguyen-Ha winning several medals at the CHS athletics carnival.

- The girls 18 year old Cross Country team which won the gold medal at the CHS carnival
- Georgia Winkcup winning the gold medal at the All School CHS Cross Country carnival and going on to represent Australia.

Swimming

The annual swimming carnival was held in Term 4 at the Aquatic Centre at Homebush.

Year 7 students also have the opportunity to participate in Term 1 where they attend a carnival with their peer support leaders. In 2014, participation rates were very good.

The age champions for swimming are show below.

	GIRLS	BOYS
12 Yrs	<i>Jessica Olliver</i> <i>Laura Boll</i>	<i>Thomas Pellow</i>
13 Yrs	<i>Kate Collett</i>	<i>Anjana Kodithuwakku</i>
14 Yrs	<i>Elske Van Rooyen</i>	<i>Bradley Stockwell</i>
15 Yrs	<i>Brittany Ross</i>	<i>Aman Somaratna</i>
16 Yrs	<i>Samantha Choo</i>	<i>Michael Fiedler</i>
17+ Yrs	<i>Chloe James</i>	<i>Ricardo Lee</i>



Students participating in the CTHS swimming carnival

Cross Country

The annual cross country carnival was held late in Term 1 at Fagan Park in Galston, under very warm conditions. The age champions are shown here.



Students at the CTHS Cross Country carnival

	GIRLS	BOYS
12 Yrs	<i>Jessica Olliver</i>	<i>Daniel Martinez</i>
13 Yrs	<i>Brooke Steinwede</i>	<i>Anjana Kdithuwakku</i>
14 Yrs	<i>Laura Heinrichson</i>	<i>Max Ward</i>
15 Yrs	<i>Catalina Martinez</i>	<i>Cameron Hall</i>
16 Yrs	<i>Emily Jones</i>	<i>Owen Guichelaar</i>
17 Yrs	<i>Emily Jarred</i>	<i>Jack Patten</i>
18+Yrs	<i>Erin Blundell</i>	<i>Robin Liu</i>

Athletics

The CTHS athletics carnival was a great success with many students competing and creating a strong team that went on to represent Cherrybrook Technology High School at the Zone Carnival. The age champions from the carnival are displayed below.

	GIRLS	BOYS
12 Yrs	<i>Narin Onay</i>	<i>Matthew Rose</i>
13 Yrs	<i>Kate Collett</i>	<i>Jordan Adams</i>
14 Yrs	<i>Eliza Woollett</i>	<i>Mitchell Baker</i>
15 Yrs	<i>Courtney Cattell</i>	<i>Cameron Hall</i>
16 Yrs	<i>Veronica Wolf</i>	<i>Clayton Anstee</i>
17+Yrs	<i>Erin Blundell</i>	<i>Nathan Cooper</i>



Students participating at the CTHS Athletics Carnival

Combined High Schools (CHS) Representatives

The following students went on to represent at a CHS level

- Madison Hare in Basketball
- Natalie Eldridge in Netball
- James Harb in Tennis
- Matthew Rose in Athletics
- Aurora Henke in Athletics
- Eliza Wollett in Athletics
- Georgia Winkcup in Athletics
- Emily Jones in Athletics
- Courtney Cattell in Athletics
- Alex Nguyen-Ha in Athletics
- Declan Pluim in Athletics



CTHS Girls Athletics team at Nationals

Other Sporting Initiatives

Students also get to experience many other sporting initiatives across the year. Some of these include.

- Gala Days
- Life Saving
- Teacher vs student games

- Organised lunchtime activities and competitions
- Boot camp
- Ski trip
- First aid training
- Many knock out teams



Sports Awards recipients at the annual Sports Assembly,

Stage 4 - Matthew Rose, Stage 5 – Courtney Cattell and Stage 6 – Jack Patten

School planning and evaluation 2012—2014

School planning 2012—2014: progress in 2014

School priority 1: Curriculum

Outcome for 2014: To implement effective teaching and learning programs in Year 8 and 10 English, Mathematics, Science and History ready for implementation of the new syllabi in 2015.

Strategies to achieve this include:

- Allocating staff professional learning time to provide opportunities for evaluation and further development of Year 7 and 9 programs
- Prioritising staff professional learning time to provide opportunities for development of Year 8 and 10 programs
- Allocating KLA time in order to share resources
- Organising professional learning time to support teacher networking with other schools
- Continue links with feeder primary school to support scope and sequence of new programs

Evaluation:

All four curriculum areas were allocated funds to support the professional learning of all staff to understand, evaluate and develop programs ready to implement the National Curriculum. All four curriculum areas also had targeted OIG's (Other Interest Groups) researching and preparing for supporting their colleagues in the second phase of the implementation process.

The school supported each of these KLA groups with professional development time during Term 4 to undertake further program writing in readiness for the next phase of implementation. Feedback from KLA Head Teachers was positive with staff very appreciative for the time to organise the programs for Years 8 and 10 in 2015.

School Priority 2: Teaching practice

Outcome for 2014: To increase teacher understanding and engagement with the 'Great Teaching Inspired Learning' document. In particular, to demonstrate the practice of knowledge, understandings, skills and values of 'great teachers' as defined in the document.

Strategies to achieve this include:

- Creating professional learning opportunities to share and discuss ideas on 'great teaching'
- Focusing on the knowledge, skills, understandings and values as part of the TARS and EARS process giving this priority status
- Sharing discussions around questions and issues related to 'great teaching' at assemblies and in the school newsletter, Network.

Evaluation:

At the annual Executive Conference 2014 the principal delivered a presentation on future directions and the educational reform agenda which included as a basis the 'Great Teaching Inspired Learning' (GTIL) blueprint document.

Following on from this, all staff were inserviced at a Staff Development Day on the details within the GTIL. In a 'Pluses, Minus and Interesting' approach, staff were asked to comment on the implications of this document for us as a school and as a teaching profession. Reports were delivered back to the whole staff which allowed them to engage with the document much more effectively. Feedback was positive and a number of suggestions, comments and questions were addressed with regards to the accreditation process and professional development needs within the school. Staff were asked to look at the points in the GTIL document which highlighted what 'Every student deserves...'

Staff chose to focus on the dot point "Every student deserves teachers who have the patience to work with struggling students..."

As part of the TARS and EARS process staff were required to collect evidence to demonstrate their engagement with the Professional Teaching Standards with the aim of improving their knowledge or experience of working with struggling students.

This TARS and EARS approach proved to be very successful and a worthwhile approach to engaging with the GTIL document and as a way to transition staff for the introduction of the Professional Teaching Standards



A contingent of visiting UK Principals keen to learn from CTHS

School Priority 3: Technology

Outcome for 2014: To monitor the implementation of the specified BYO device into Year 9 and conduct a feasibility study of the option of expanding this into Year 7 for 2015.

Strategies to achieve this include:

- Conducting a parent, student, staff survey of the implementation, use and upkeep of the device
- Monitoring the systems used for students who do not purchase a device
- Evaluating and reviewing the policy documentation given to students at the commencement of the implementation period
- Working with the concerned primary schools and conducting a feasibility study that considers the option of expanding the implementation of a device to Year 7, 2015
- Planning and prepare for implementation of Year 9 2015 and /or Year 7 in 2015.

Evaluation Survey

The introduction of the BYO device into Year 9 was a resounding success. The BYOD policy documentation was reviewed in comparison with a range of like schools as part of the implementation process. After some discussion a few changes to the Policy were suggested and agreed to by the CTHS Executive which was subsequently written in.

The BYOD Other Interest Group met with the Principals of our three main feeder Primary schools to discuss their BYOD intentions. Indications were that all three of them were moving down a BYOD path that included a mix of tablet and small netbook devices. The recommended CTHS device specifications were in line with these intentions. The Primary Principals commented on the appropriateness of implementing the BYOD approach into Year 7 at CTHS and how it would

complement their own BYOD programs in their schools and represent a logical progression that students could cope well with.

A series of steps were put in place for the implementation of BYOD into Year 7 2015 including: emails to parents; parent information nights; establishing an online ordering system with a third party supplier to streamline the purchasing process for parents; and technological support protocols and procedures were put in place in readiness for the increased number of devices that would come through in 2015.

A survey of students in Year 9 and staff is included elsewhere in the Annual School Report.



***The annual Ski Trip to
Mt Hotham***

School Priority 4: Organisational Effectiveness

Outcome for 2014: To effectively implement the online every lesson roll marking to improve tracking of student attendance.

Strategies to achieve this include:

- Selecting teachers to trial online every lesson roll checks throughout Term 4, 2013
- Providing professional learning support for staff use of the system, including staff used in trial
- Collecting attendance data and truancy data from 2013 and 2014 to see whether the system has improved. This includes Stage Head Teachers who will monitor and report on the accuracy of fractional and whole day truancy.
- Expansion of the text messaging system to allow parents to reply in relation to reasons for absence

Evaluation

The Period by Period (PxP) trial consisted of 12 teachers from various KLAs. All reported faster response times, better access to web pages, and greater accuracy in terms of presentation of data. The ability to link to reporting has been established and will be implemented in 2015 giving parents more detailed information relating to their child's attendance in courses.

Staff involved in the PxP trial all received professional development, with feedback supporting the concept that the process was easy to use and faster to complete. After the trial, staff all received in-servicing prior to the implementation of the PxP roll marking. Support was provided to all staff through the provision of TSO's, IT Staff and Technology support staff. "How to" guides were also developed by the HT IT and made readily available.

The collection of attendance data in the context of PxP prior to migration to the new system was not feasible to collect. The old system did not allow for data to be exported in this format, and as a result a comparison was difficult to make. What can be said is that through the online roll marking package, key staff such as DPs, Stage HTs, HT Student Support and Year Advisers were all able to access readily available attendance data, which has allowed students who are truanting and also experiencing difficulties to be more readily identified. The provision of this data to key personnel has allowed more early intervention and remediation. The roll marking process has also lead to the minimisation of roll marking errors, and this would be expected to continue as staff familiarity with the new system improves.

The expansion of the text messaging system has facilitated parental responses allowing parents to respond to student absences via SMS and also improving communication between the school and parents.



***Year 12 end of year Picnic
Day: this year's theme – the
letter 'H'***

School Priority 5: Environment

Outcome for 2014: Continue to upgrade the physical environment for staff and students including the feasibility of a cover over the Lucy Shilling Memorial Courts.

Strategies to achieve this include:

- Working with P&C and external agencies to install cover for courts
- Completion of the cover
- Installing increased seating for students

Evaluation

The environment continues to be an area within the school which shows improvement. One of the major focuses this year has been an investigation into the possibility of installing a cover over the

Lucy Shilling Memorial Courts. The option of a cover has some great advantages for us as a school as weather proof sporting facilities are in short supply and greatly needed. Having another undercover area within the school for whole year assemblies to take place during inclement weather would also represent a real bonus. A special thanks must go to Mr Rod Cuevas, a member of the School's P & C who, through his work as an architect, has done a mountain of work on the feasibility behind this project. Plans for the project have been drawn up and discussions with suppliers have taken place. At the end of 2014, a decision was made to hold off on these plans, pending a decision regarding the possibility of a more major building program taking place in the near future.

Other major work to occur around the school included: a major painting program which saw the exterior surfaces of A Block receive a spruce up and a coat of paint; the roof structure between D and E Block had its dilapidated fibreglass sheets replaced with polycarbonate roofing sheets; and two new filtered water cooling drinking stations were installed around the school for the benefit of all students who have embraced it warmly.

In addition to this, the general assistants have completed a number of new gardens around the school grounds and continue to maintain the Outdoor Biodiversity area for use by students and teachers alike.



CTHS Big Band at The Easter Show

Targets for 2015

As part of the new 5 P Planning model for the School Plan 2015-2017, the following three strategic directions have been identified:

Strategic Direction 1: *Improving Learning and Building Resilience*

Purpose: To implement strategies that aim to improve the learning outcomes for all our students in all areas of school life: academic; sporting; and creative and performing arts. To build student resilience such that students can function effectively and efficiently in and out of the classroom, build on their strengths and be willing to take risks in their learning.

Processes to achieve this include:

- Building a resilient student community
- Investigating metacognitive learning
- Introduction of BYOD/21st Century learning strategies across all years within the school

Strategic Direction 2: *Fostering Professional Practice*

Purpose: To continue to build on teacher capacity where personal reflection and feedback on quality teaching practice leads to challenge, engagement and innovation for students.

Processes to achieve this include:

- Embed personalised Professional Development through the Professional Development Framework
- Investigating evidenced collaborative professional learning to embrace student engagement
- Building a staff culture that recognises and values reflection and feedback

Strategic Direction 3: *Forging strong cultural and community links*

Purpose: To forge strong links by establishing a culture that:

- Builds resilience in the home
- Nurtures respectful relationships
- Promotes collaboration between the school and outside entities
- Values commitment and appropriate work ethic
- Supports the development of the whole child

Processes to achieve this include:

- Making connections within the school community
- Making connections with the community beyond the school setting
- 'Community of Schools Building' with our feeder primary schools

Parent, student, and teacher satisfaction

In 2014 the school sought the opinions of parents, students and teachers about the school on a number of aspects including: a student assessment of the BYOD use in Year 9; a parent survey on BYOD intentions for the incoming Year 7 and Year 8 student cohorts in 2015; a staff survey providing feedback on their experiences of the introduction of BYOD into Year 9; and teachers were asked to respond to the Tell Them From Me survey late in 2014.

Staff Survey

Tell Them From Me “Focus on Learning” Staff survey.

Cherrybrook Technology High School participated in the ‘Tell Them From Me’ – “Focus on Learning” Staff survey

The Focus on Learning Survey is a self-evaluation tool for teachers and schools which is based on two complementary research paradigms.

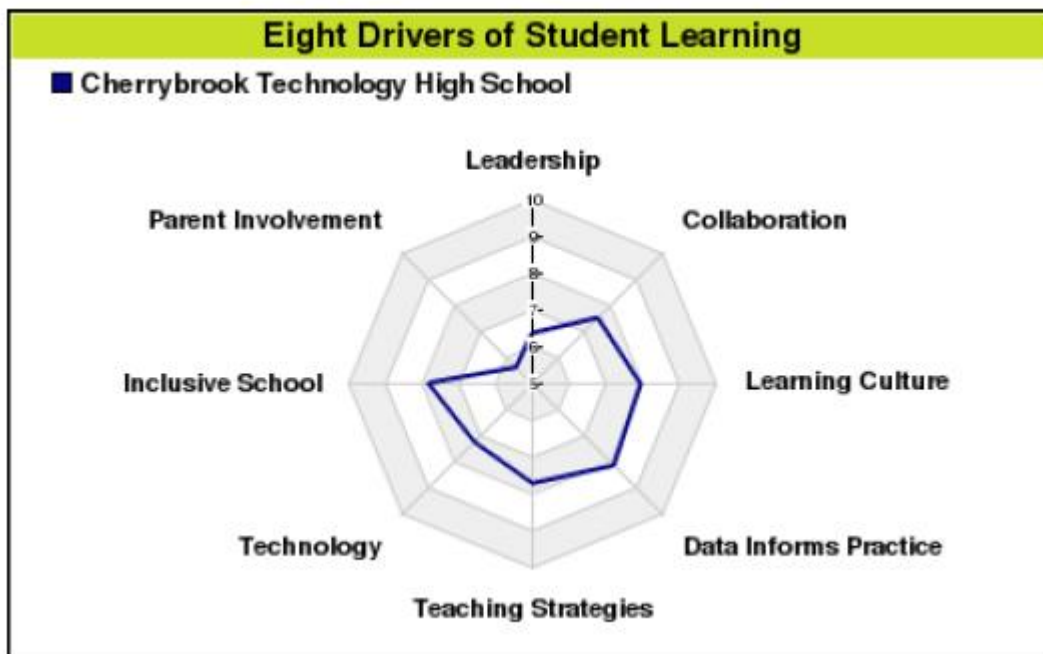
The first is 'effective schools' research which has identified the most important correlates of student outcomes. The questions in the survey are grouped to assess eight of the most important *Drivers of Student Learning*. The research on classroom and school effectiveness has consistently shown these factors to be strong correlates of student achievement.

The second paradigm, related to dimensions of classroom and school practices, is based on the learning model followed by the Outward Bound program. This is hailed as an effective model of teaching as participants are presented with tangible, challenging goals; the training entails a series of activities that lead participants to achieving those goals in incremental steps; there is constant feedback from trainers and peers; and the staff help participants overcome personal obstacles such as fear or a lack of perseverance

A summary of results for CTHS are presented below.

Eight Drivers of Student Learning

The scores for the Likert format questions (i.e., strongly agree to strongly disagree) have been converted to a 10-point scale, then averaged and reported by question and by topic. A score of 0 indicates strong disagreement, 10 indicates strong agreement, and 5 is a neutral position (neither agree nor disagree).



Our results in general were very good with most sitting in the 7-8 range. The low result in ‘Leadership’ stemmed from one question asking “if the School Executive at the school had taken time to observe my teaching.” Lesson observation has been a part of our teacher review schemes for many years however, this observation is not necessarily one undertaken

by the School Executive. Past practice has always been for teachers to organise an observer that is mutually agreeable to all involved.

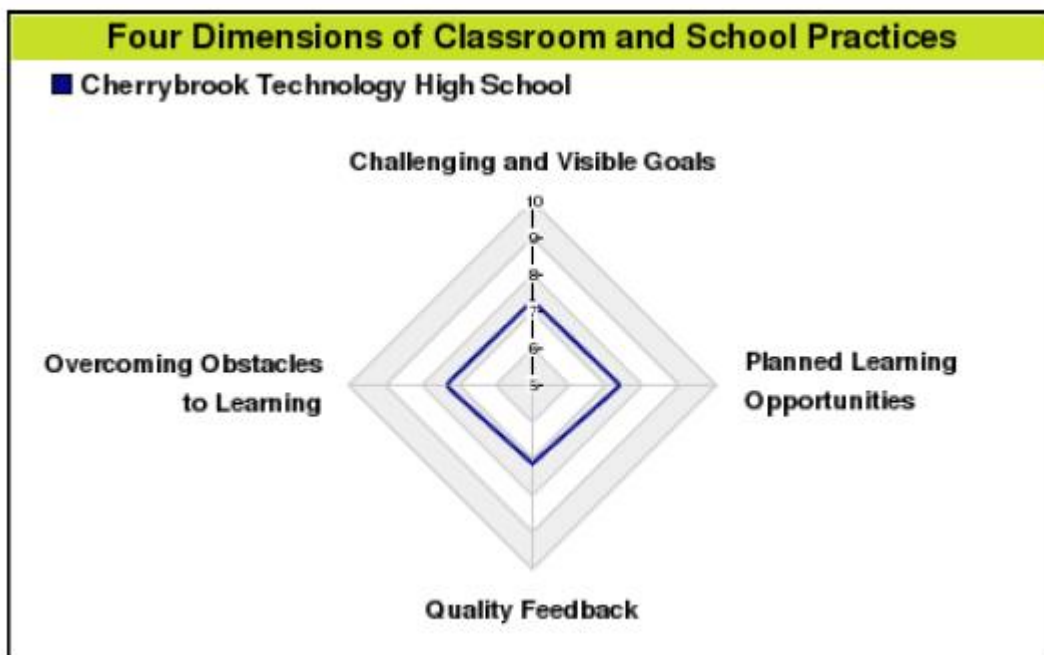
The low result for 'Parent Involvement' has led us to ensure one of the major strategic goals for CTHS going into 2015 is one related to 'Forging stronger links with our community groups' including parents.

Four Dimensions of Classroom and School Practices

The questions in the Focus on Learning survey ask teachers to consider whether they present:

1. **challenging and visible learning goals** for students, and if so, whether they enable students to achieve these learning goals through;
2. **planned learning opportunities** which involve an intentional transfer of skills and knowledge;
3. **quality feedback** that guides students' effort and attention; and
4. **support for students to overcome obstacles** to achieving their learning goals (e.g. poor basic skills, unproductive learning strategies, low self-esteem, lack of perseverance, poor help-seeking behaviours).

The results for Cherrybrook Technology High School are shown in the radar chart below.



The results for CTHS speak volumes of our teachers and the types of lessons and support they are providing our students. Results in the 7-8 range indicate lessons are well planned, provide challenge and staff provide support when required and regular feedback to students. This confirms many of the results witnessed in the Yr 12 cohort and the value added data compared with the rest of the state as shown earlier in this report.

Staff were also surveyed late in 2014 with regards to their approach to teaching in a BYOD environment in Year 7, 2015. Teachers indicated a desire to undertake further training in a range of software, including: Apple software options, Photoshop, and SMART Interactive Whiteboard software. This information in conjunction with the move to a blanket BYOD environment across all year groups in 2015 will influence the professional development options to be undertaken with staff

in the near future. It is envisaged that one of the Staff Development Days in 2015 will have a BYOD focus.

Parent survey

BYOD 2015 – Year 7 & 8

In 2014 we surveyed parents of students in Year 7 & 8 for 2015 on the introduction of the BYOD initiative in these year groups. They were asked to respond to a number of questions. The majority of respondents came from the Year 7, 2015 parent group.

An overview of the parent responses are as follows:

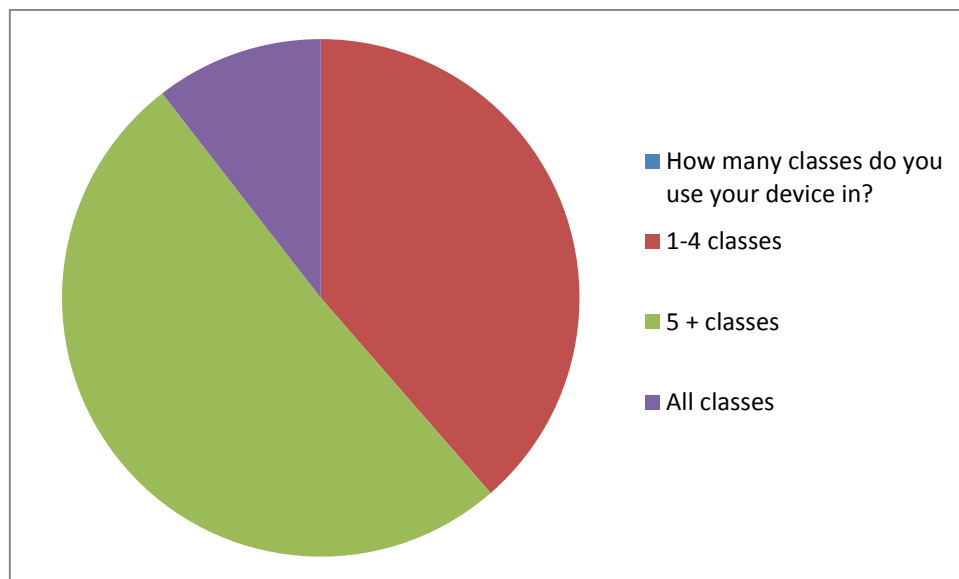
- Overwhelmingly parents indicated their support and intention to participate in the introduction of the BYOD program into Years 7 & 8 for 2015 with 95% indicated they either had a device already or were yet to purchase one.
- Device preferences included: 50% intending to purchase a Windows laptop; 30% an Apple Mac laptop; 15% a windows tablet and 5% an Apple iPad
- Parents in their comments indicated some concerns regarding the financial cost of the device and issues regarding theft or damage whilst at school.

Student survey

Use of BYOD in the classroom

In 2014 a snapshot of Year 9 students was surveyed in relation to the classroom use of the BYOD. Students were randomly selected from across the classes to determine where the device was being effectively used.

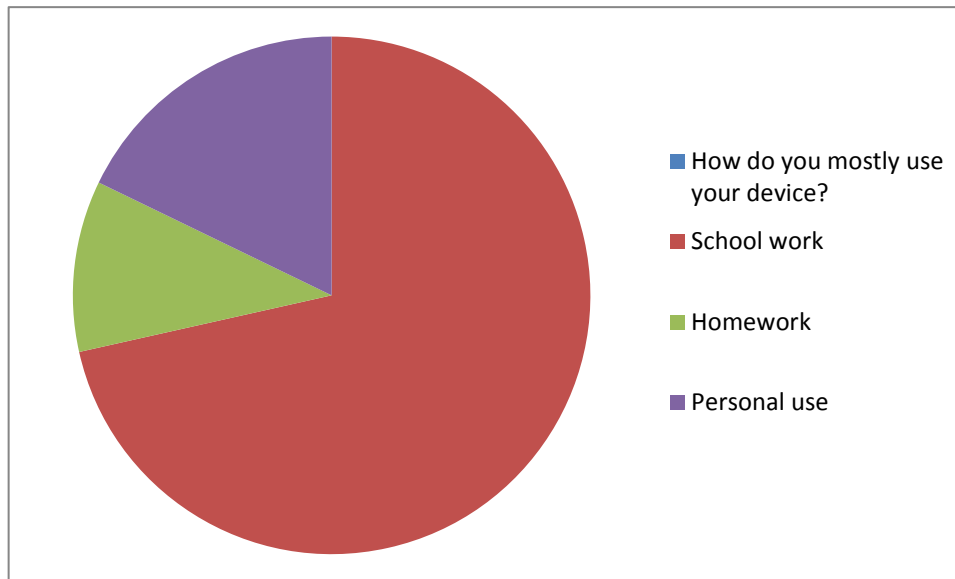
Of the 57 students selected, 64% had laptops, 16% had tablets and 20% had hybrid devices which converted from laptop to tablet. Of those students who responded 87% of them bought their computer everyday.



The results that 61.4% of students used their device in five to six periods a day in a six period day shows that their use of their device is significant.

Students were also asked which KLA they used their device least in. The results here were varied across KLA's suggesting that BYOD usage is more dependent on the teacher rather than the subject.

Student use of the device is shown in the pie chart below



Finally, students were asked how usage of their device could be increased. One interesting observation was the purposeful non-use of the BYOD for writing in some subjects to ensure handwriting skills remained up to date in preparation for the HSC. Other responses included:

- More online activity and research
- Online textbooks
- More interactive activities
- Some students teachers needed more skills in the usage of such devices
- There was also some discussion about battery life but 84.2% of respondents said their BYOD battery lasted from 5-6 periods, indicating this was not an issue of concern.

These results were shared with staff at a staff meeting in Term 4 2014. A similar survey will be administered next year to the Year 7 & 8, 2015 cohorts to evaluate and monitor the longer term effectiveness of BYOD after it is introduced in these year groups in 2015.



Senior Drama students performing their group piece on Year 12 Drama Performance Night

Professional learning

During 2014 staff participated in a wide range of professional learning activities which enhanced their ability to prepare for the implementation of the National Curriculum in the four Key Learning Areas, English, History, Mathematics and Science for Year 8 in 2015. Intense preparation was also made for the implementation of the Bring Your Own Device (BYOD) laptop program for Year 9 students. The Teacher Assessment and Review (TARS) focus was closely aligned to the structure of the Professional Teaching Standards and staff were asked to assess whether they were proficient, highly accomplished or at lead level in relation to specific criteria. The selected criteria was jointly decided by staff and taken from the 'Great Teaching Inspired Learning' document. The criteria focused around supporting students who struggle with their learning and also teaching these students to become more resilient learners. To this end a grid was established for students to identify characteristics of these qualities in teachers and teachers asked to undertake professional learning, have professional conversations and to complete buddy observations in relation to an activity that had been designed to support struggling students.

'Other Interest Group' sessions continued to support teachers with many OIGs including: Aboriginal Awareness, GATS, Social Justice, Student Retention, the Reporting Group, Multicultural Awareness, Environmental Education, Peer Support and Professional Standards. These groups offer leadership opportunities for staff who lead the group as they work with or guide their peers. They also provide enough variety for teachers to find an area where they can contribute to programs and initiatives across the school.

Staff development days and professional learning included mandatory training in: the Code of Conduct, Anaphylaxis Training, and Child Protection updates. Staff development time was also allocated to ensure teachers were given updates and professional learning time to develop new programs for the National Curriculum in Years 8 and 10 and evaluation of 2014 program implementation was undertaken in English, Mathematics, Science and History.

A successful executive conference was held at Newport to review progress for 2014 and set the school directions for 2015 under the 5P planning module. The conference opened with a session on the Legal Obligations of teachers. Other sessions included preparing for exit outcomes as a backward mapping strategy to prepare for the new planning. Sessions were also held on the latest research on metacognition and the performance of girls in Mathematics. Functional sessions on the e-diary and letters in Sentral were also useful in managing daily operations of the school. The final session on running an expert KLA, presented by Jane Sherlock, was very well received as it allowed head teachers to reflect on their own experience and practice.

Mrs Bonnor continued in the relieving Head Teacher Mentor role. She used afternoon meetings and many supportive structures for New Scheme Teachers to gain their accreditation with the Institute of Teachers. In 2014 Mrs Bonnor continued her support meetings which included staff new to Cherrybrook Technology High School. There are many more teachers working towards their accreditation in 2015.



Georgia Winkcup represented Australia in a National Steeplechase event in the Cook Islands

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

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



Year 12 Formal at Curzon Hall