



# **CHERRYBROOK TECHNOLOGY HIGH SCHOOL**

**School # 8592**

**2015  
ANNUAL SCHOOL REPORT**



## Introduction

The Annual Report for 2015 is provided to the school community of Cherrybrook Technology High School as an account of the school's operations and achievements throughout the year. It is the result of rigorous school self-assessment practices undertaken collaboratively with staff, parent/caregivers and student leaders.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for each and every child set out in the school plan. It outlines the findings from self-assessment that reflect on the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources including equity funding.

The Annual Report describes the school's high quality practices across the three domains of the School Excellence Framework of learning, teaching and leading.

Gary Johnson

Principal



*Gary Johnson - 2015 Leaders Induction Assembly*

## Principal's message

The year 2015 has been a most eventful and successful year for this school. It has been a year where many wonderful things have happened in our school community, but also a year of much change amongst our staff, many of whom have made an enormous contribution to this school.

As 2015 drew to a close Ms Parsons and Mr Taylor both retired after many years of faithful service to the students of NSW. In Mr Taylor's case 23 of those years have been at Cherrybrook commencing as a foundation member of staff. Ms Parsons hasn't been with us quite as long, however, 19 years is still a significant part of anyone's career. Their departure leaves an enormous hole. However, their legacy to this school is one, which is greatly appreciated by students, staff and community alike. We also farewelled Mrs Lane who, sadly for us has taken a transfer to a school much closer to home and Miss Alyce Corbett who is taking leave for 12 months. Ms Kimberley Wilson was successful in achieving a promotion to Head Teacher level at a school on the Mid North Coast which is also much closer to home. Their skills and deep knowledge will be greatly missed.

Earlier, the year began with a wonderful High Achievers' assembly which saw 162 of our class of 2014 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.

Brittany Van Sarloos, a former school captain, gave a wonderful speech which ranged over many things including the excellent education she received at our school and the support Cherrybrook students give to one another to achieve excellence.

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 109 students scored an ATAR in excess of 90, approximately one third of the school's HSC candidature, including 6 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.

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. In fact our academic results have been so impressive that both the Department of Education and ACARA (Australian Curriculum and Reporting Authority) have been investigating why the students at this school continue to improve at the rate they do – something recently reported in the press and that has been consistent for well over a decade.

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

- Winning the Zone Athletics and being Champion school in the Kuring-gai Zone for 2015
- Gaining second place at the Sydney North Athletics Carnival
- Katie Devitt - gold medal at CHS Athletics
- Charles Marais - gold medal at CHS Swimming
- Brendan Weal - gold medal at CHS Trampoline
- And our Year 7 and 8 Girls were the winners of the Wanderers Cup for the 2nd year in a row

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.

In the area of performing arts we produced the outstanding Drama Production "Servant of Two Masters" and the end of year MADD concert; both terrific shows. We also had students participating in regional and state drama and dance festivals, in eisteddfods, and at the Schools' Spectacular, as principal 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 went whole school BYOD. This initiative, which required considerable training of staff and carefully managed implementation, has been remarkably successful, helping to keep Cherrybrook as the leading technology high school in the country. My thanks are extended to the parent body for their wholehearted support of this initiative. We have become the exemplar for schools across the nation.

This year, students at Cherrybrook have been leading the nation's schools in STEM education using Science, Technology, Engineering and Mathematics to solve real environmental issues via Stage 4 & 5 Project based learning. This initiative has been filmed by ACARA and gained national recognition.

We also continued to promote our international program with a marvellous Multicultural Day and very successful student visits to France and Germany. Hopefully, 2016 will see the school deepen links with a new Chinese sister school in Shanghai and help students further engage with Asia in a meaningful and mutually beneficial way.

Again in 2015 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.

Excitingly, the school has also been allocated a 10 million dollar building program, something we have been pursuing for many years. Planning is well under way and the architects responsible for designing the building have been pursuing some really innovative designs that are in keeping with the three main principles the school has, which are:

- aesthetically pleasing
- sustainable, and
- technology rich.

We now await final plans and building to start.

Our achievements in 2015 were certainly diverse and excellent. These achievements reflect our supportive parent 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.

At Cherrybrook, we will do as we have always done and face the educational challenges with optimism and a clear sense of purpose at the same time implementing new programs and initiatives so we may continue to provide outstanding, cutting edge learning opportunities for all our students.

**Gary Johnson**

**Principal**

***Adrian Piccoli, Gary Johnson,  
Damien Tudehope – Building  
Program announcement***



## **P & C message**

2015 was another stellar year for Cherrybrook Technology High School, continuing a fine tradition of academic, cultural and sporting achievement. The school continues to be a great example of how public education can deliver excellence. The P&C extends its congratulations to Mr Johnson, the Principal, and his entire executive, academic and support staff.

The P&C continues to work very closely with the school to ensure ongoing delivery of services to the student body. This takes time and effort, and once again I thank my colleagues on the P&C executive, other members of the P&C who have contributed, and very importantly our team at the Canteen who work tirelessly to provide healthy food for the students and staff (as well as servicing a number of functions throughout the year). In addition, there are many other volunteers who contribute to whom we also owe a big vote of thanks.

As in previous years the main sources of funding for the P&C are through parent contributions and the Canteen services that are provided for students. Pleasingly, last year saw continued strong support in parent contributions which remain the single biggest source of funds. I encourage all parents to make every effort to make the requested contribution to ensure we provide the very best services to the student population.

The Canteen also continues to provide healthy funding for the P&C, whilst maintaining menu prices at a reasonable level. The additional funding initiatives started a while ago brought in some funds in 2015, although the full effect will begin to be seen in the 2016 year when the budget is tabled at the AGM in March. Persistent effort by a number of the P&C executive have seen the successful launch of Cherrybrook Markets, an Alumni club, the imminent launch of a business directory and various funding initiatives with suppliers.

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;
- Provision of capital and minor equipment which is critical for academic and cultural activities;
- Facilities improvement in the school. Last year we received monies from the Department of Education to modernise the school buildings; the initial plans are disappointing against what was originally envisaged. Once the building program is well advanced we can then determine the optimum use of the funds the P&C has available for further capital improvements;
- Attendance at events and functions such as prize giving, orientation for new students, and 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.

We are also active in the Federation of P&C organisation, where pleasingly the refreshed body is making some good headway in supporting local P&Cs.

The key challenge we continue to face is the need for more volunteers for our Canteen, I encourage any parents who can make time available or know of others who could assist, to please get in contact with us.



**2015 Volunteers Luncheon**

Your P&C is in good shape and continues to provide essential services to the students and broader school. Once again, a big thank you goes to Gary Johnson who continues to be a strong supporter of the P&C and is generous with his time and counsel.

**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).

2015 was a great year for not only the SRC, but for the school community as we all embraced the school's motto '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.

As a group we have shown concern for humanitarian issues and have put in many hours to help both our peers and charities targeting others less fortunate than ourselves. Students on the SRC have gained valuable organisation skills and have learnt to liaise with both community and business entities. The recipients of SRC funds have all been nominated by our peers, reflecting our empathy for others.

The SRC has been the voice of students in the school providing insights on behalf of our peers to the principal and teaching staff. We have been successful in raising over \$12,000 through - fundraising activities which included mufti days, the production and sale of tie dyed t-shirts and the annual Valentines Day Rose delivery. We were proud to have been able to offer small academic and sporting scholarships to help talented CTHS students, to support Beyond Blue, The Cancer Council, Sydney's Homeless youth, The Jeans for Genes Foundation and the organisation responsible for raising organ donor awareness

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: Cassandra Barberis-Leon and Yousef Hakimi; Principal's Reps: Erica Swanson and Jed Corbett; International Relations: Vidhi Nanda and Marcus Lee; Stage 4 Reps: Sarah Collins, Kristie Ching, Syam Iyer and Vedant Shankar; Stage 5 Reps: Alyssa Hutchings and Matthew Phillip; as well as our Environmental Reps Michele Lim and Kevin Dorostkar, each of whom were a pleasure to work with.



We have loved being the School Captains and driving student led initiatives. Cherrybrook Technology High School has been an incredible school that has been a privilege to attend, and we will always consider ourselves Cherrybrook students at heart. It has been a pleasure to represent the student body.

**Merle Runde and Jack Patten**



***2014/15 School Captains – Merle Runde and Jack Patten***

## **School background**

Cherrybrook Technology High School is committed to the pursuit of excellence and the provision of high quality educational opportunities for every child. We aim to embed dynamic and innovative education strategies which address the needs of students now and in the future.

We aim to provide a learning environment which both challenges and supports our students to pursue excellence and develop a lifelong passion for learning.

Our vision is to ensure the development of the whole child, ensuring academic success is possible whilst developing in our students an ability to be resilient, resourceful, and be critical and creative thinkers.

## **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. The school is currently the largest public high school in New South Wales and has a student population of 2010, a teaching staff of 135 and a large administrative and support staff. CTHS offers a wide range of teaching and learning programs and students at the school consistently achieve outstanding results in external examinations. An important feature of the school is its systems and welfare network that strives to support each child's progress through high school.

## Self assessment and school achievements

This section of the Annual Report outlines the findings from self-assessment using the School Excellence Framework, our school achievements and the next steps to be pursued. The Framework supports schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

This year, our school undertook self-assessment using the elements of the School Excellence Framework. Our self-assessment process will further assist the school to refine the strategic priorities in our School Plan leading to further improvements in the delivery of education to our students.

The results of this process indicated that:

Our staff used the School Excellence Framework to inform, monitor and validate the progress and impact of our teaching and learning strategies throughout the year. We thoroughly examined the School Plan to determine the elements of the School Excellence Framework that the plan most strongly addressed. Staff reflected on the progress being made across the school, based on the expectations identified in the Framework. This provides an important overview to ensure our improvement efforts align with these high level expectations.

In the domain of **Learning**, our efforts have primarily focused on wellbeing, curriculum and learning. The strong performance of the school in creating and maintaining a positive and productive learning culture where academic success is valued amongst students and staff has continued to be a feature of our school. The fundamental importance of wellbeing has been a focus of our efforts in 2015. We have endeavoured to build on this by encouraging positive and respectful relationships between all stakeholders in the education of our students. We have continued to build on the strengths of our existing welfare program with additional elements such as the Resilience Doughnut which will allow us to be better informed of trends and issues that exist amongst the student body. A more focused approach to individual learning needs has been a component of our progress throughout the year with the use of the data from the National Consistent Collection being used to better inform all staff of learning needs in the classroom. Students with high learning needs are being identified early and their parents/carers are increasingly involved in planning and supporting their learning directions through the help of our Learning Support team and key KLA initiatives like Maths PASS.

Our major focus in the domain of **Teaching** has been on collaborative practice for staff members. An important opportunity has been provided to staff in the introduction of Professional Development Plans and the associated lesson observations that form a part of this. The use of technology for learning; the importance of data analysis, both RAP and SMART, to inform decision-making; the growing of teaching practice through classroom observations, reflections and feedback; and the development of expertise in twenty first century learning to accommodate the move to school wide BYOD; and in new syllabuses, all highlight a teaching culture that is changing student learning to one that best reflects learners of the future. Importantly, staff are developing evidence-based practice through their reflections and evaluations of their collective work.

In the domain of **Leading**, our priorities have been to build on the good leadership and management practices and processes that exist at this school. The consistency and effectiveness of implementation of our key strategic directions throughout the year has been due to a strong foundation of leadership capacity building across the school. This approach recognises that leadership development is central to the achievement of school excellence. The leadership team has been successful in leading the initiatives outlined in this report, building the capabilities of staff to create a dynamic school learning culture.

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



## Strategic Direction 1

### Improving Learning & Building Resilience

#### Purpose

To improve student learning and success through positive and respectful relationships, inclusive frameworks that support wellbeing and resilience and high levels of student engagement utilising 21st Century learning

#### Overall summary of progress

Our efforts to Implement and integrate a range of strategies that improve student wellbeing and build resilience have been significant. The introduction of the Resilience Doughnut has allowed us to track the resilience levels of our students more effectively and identify the factors, that as a school, we can have some influence over. The level of understanding amongst staff and students of well-being issues and the importance of sleep has been raised as a result of information seminars and professional development undertaken. The success of mentoring programs has seen some observable changes in the respectful relationships that of a number of our targeted students have within the school community.

Significant investigation into models for staff to incorporate more explicit student instructions and higher order thinking skills into teaching and learning programs has taken place through our 'Other Interest Group' and progress on embedding these will receive a greater focus in 2016 after the first Staff Development Day of 2016. We continue to undertake deep analysis of both SMART, NAPLAN, VALID and RAP data. By doing so we can intervene earlier and provide targeted support to those students who need it most and extend all students with lessons that have relevance and rigour as we constantly strive to improve the value added benefits of their time at school.

The transition to a whole school BYOD approach has been extremely successful. Student uptake and parental support for the approach has continued to be very positive in 2015. We continue to support our staff in upskilling them in integrating technology into the classroom in a meaningful way. Staff Development Day sessions focussed on BYOD strategies have been evaluated very positively by staff and the feedback from students supports this investment. Further professional development in 2016 will see further progress in this area of teaching and learning.

Progress towards achieving improvement measures		Resources (annual)
Improvement measure (to be achieved over 3 years)	Progress achieved this year	Funds Expended
<ul style="list-style-type: none"><li>Maintain the 'Average Difference from the State', Value Added data for HSC results in all subjects in the 'Large' category for all student groups – Lower, Middle and Higher</li></ul>	<ul style="list-style-type: none"><li>This has been achieved in 2015</li></ul>	NIL
<ul style="list-style-type: none"><li>10% improvement in positive learning experiences as indicated by responses from the Tell Them From Me student survey.</li></ul>	<ul style="list-style-type: none"><li>2015 TTFM student survey results show an improvement in the following areas:<ul style="list-style-type: none"><li>Sense of belonging – up 3%</li><li>Positive relationships – up 2%</li></ul></li></ul>	NIL

	<ul style="list-style-type: none"> <li>- Value school outcomes – up 7%</li> <li>- Positive homework behaviours – up 14%</li> <li>- Positive behaviour – up 6%</li> </ul>	
<ul style="list-style-type: none"> <li>• Improvement in the Resilience Factor related to Peer and Education as seen in data from the Resilience Doughnut</li> </ul>	<p>Using the <b>Resilience Report</b> with Year 7 2015 in Semester 1 we found that overall students were improving their <b>access to resilience resources</b> including Community Factor 6.9/10 to 6.7/10, Education Factor 7.9/10 to 7.6/10, Family &amp; Identity Factor 8.1/10 to 8.4/10, Money Factor 7.4/10 to 7.2/10, Parent Factor 8.1/10 to 8.5/10, Peer Factor 8.2/10 to 8.3/10 and Skill Factor 8.4/ 0 to 8.7/10.</p> <p>The <b>areas of competency</b> that students identified moved 1% – 2% from the original assessment and <b>total difficulties</b> faced by Year 7 students dropped from 3.2 to 3. Students identified the areas of difficulty that improved as emotional and areas of hyperactivity and distraction.</p>	\$3000

### Next steps for 2016

- Continue to build on the strategies to support student well-being and improve their resilience
- Continue efforts to embed explicit student instructions and higher order thinking skills into teaching and learning programs
- Continue the professional development of staff to improve their technological skills to better adapt to teaching in the 21<sup>st</sup> Century learning environment and the whole school BYOD approach.

## Strategic Direction 2

### Fostering Professional Practice

#### Purpose

To develop a culture that values formal and informal professional development that embraces collaboration, critical reflection and mentoring to improve teaching practice and student outcomes

#### Overall summary of progress

The implementation of the new Performance Development Framework has led to staff engaging in a much deeper reflective process that is guiding the ongoing development of all staff, at an individual and collective level. Regular and effective monitoring and feedback processes are in place to discuss progress, support and to plan for growth.

Investing time and effort into our young beginning teachers who enter the profession is an investment in the future of public education. In 2015 we have moved to formalise a great deal of the mentoring activities that have existed at the school for some time. This has included strategies such as: maintaining the HT Mentor roles within a Head Teacher job description; expanding the scope of the whole school induction program; continued support for beginning teachers in completing their accreditation; providing opportunities to observe senior staff members in the classroom; and planning for implementation of the Teacher Observation and Mentoring Scheme (TOMS) in 2016.

In 2015 we investigated the possibility of introducing 'Instructional Practice Inventory' as a means to collect data on student engagement in classrooms across the school. After a presentation at our annual Executive Conference it was decided that this model was not something that would benefit us as a school and instead we will be focussing on the benefits from classroom observations as part of the PDP process.

Progress towards achieving improvement measures		Resources (annual)
Improvement measure (to be achieved over 3 years)	Progress achieved this year	Funds Expended
<ul style="list-style-type: none"><li>100% of staff develop their own Professional Development Plan which focusses on professional development to improve performance</li></ul>	At the end of 2015 all Cherrybrook Technology High School staff have a performance development plan based on the new Department policy. Staff are developing an understanding of how to best drive their own plans and to actively seek feedback and mentoring as an important part of their ongoing growth.	NIL
<ul style="list-style-type: none"><li>Positive outcomes from staff evaluation of Beginning Teacher induction program</li></ul>	Feedback from beginning teachers on whole School Induction Program and group observation day was positive with recommendations to further improve the program in 2016	\$33,724 Support for beginning teachers
<ul style="list-style-type: none"><li>An improvement in student engagement as measured by data collected from staff observation of lessons using IPI Tool</li></ul>	It was decided not to follow through with the Instructional Practice Inventory model. More structured approach to lesson observations will be used for 2016	\$8000 Teacher Professional learning (Exec Conf)

## Next steps

- Further embed the PDP process with staff and engage them in more structured approach to lesson observations
- Introduction of TOMS program to support beginning teachers
- Develop a deeper understanding of evidence relating to the impact of initiatives in the school plan



***2015 Australian Chinese Association Dinner –  
Chinese New Year***



### Strategic Direction 3

Forging strong cultural & community links

#### Purpose

To strengthen effective engagement with members of the local community including families, ex-students, local media and business organisations by providing explicit information about the school, sharing the responsibility for providing a safe, supportive and respectful learning environment, and enabling flexible use of school facilities

#### Overall summary of progress

We have witnessed a very positive start down the path of improving engagement, establishing links and building strong connections with our school community including the P & C, parents, families, local media and business organisations. Our parent body, as witnessed through our P & C, continue to function strongly and are strong supporters of the school and what it stands for. The P & C have been the driving force in communicating with our Alumni, establishing the group and engaging them in a number of school activities to allow them the opportunity to support the school and its current students. Plans for the Year 11 Career Mentoring Program are well in tow and 2016 will see this exciting initiative introduced. The P & C were also instrumental in the launch of the Cherrybrook Markets in 2015 which are held on the school grounds monthly and has been a positive initiative to engage with the local community.

We continue to work with our major cultural community groups: the Cherrybrook Chinese Community Association (CCCA) and the Global Organisation of People of Indian Origin (GOPIO) in community functions and events including The Cherrybrook Chinese Lantern Festival which we hosted in the school grounds and the Dhawali Festival. CCCA continue to use the school facilities on the weekend for language classes. We have also engaged with a Youth volunteer group – the Young Adult Volunteering Alliance (YAVA), through the work of a number of past students, to engage our current students in meaningful volunteer work in the community.

The transition meeting with teachers from our three main Primary feeder schools was extremely productive with all present evaluating the day as very useful. It provided the opportunity for teachers from the our school to talk and provide feedback to Primary teachers on the Year 6 students coming through to Year 7 and what students could expect as they made the transition to High School. A number of community of schools programs were started during the year including projects for History, Chinese language and Mathematics and these will continue into 2016.

Progress towards achieving improvement measures		Resources (annual)
Improvement measure (to be achieved over 3 years)	Progress achieved this year	Funds Expended
<ul style="list-style-type: none"><li>5% improvement in parent satisfaction as reported by TTFM parent surveys</li></ul>	<p>2015 was the first year we administered the Tell Them From Me Parent Survey. An evaluation of improvement won't be possible until the 2016 survey is administered. Our findings of parents satisfaction are very good with high ratings in the 7-8/10 for the following areas:</p> <ul style="list-style-type: none"><li>Parents feel welcomed when they come</li></ul>	NIL

	<p>to the school</p> <ul style="list-style-type: none"> <li>- They believe it is a safe school for their children</li> <li>- They are extremely pleased the school supports learning and positive behaviour amongst our students</li> </ul>	
<ul style="list-style-type: none"> <li>• Increase in number of meetings or projects that foster better links to local feeder Primary Schools with a view to better preparing Year 6 students for Year 7</li> </ul>	<p>Throughout the year a number of links were made with our feeder Primary Schools to engage teachers in conversation and develop plans of attack for the future in the following curriculum areas:</p> <ul style="list-style-type: none"> <li>- History</li> <li>- Chinese languages</li> <li>- Mathematics</li> </ul> <p>In addition to this, Term 4 saw us host a transition sharing day where teacher representatives from each of the three main feeder schools were invited to attend an information sharing day where they got the opportunity to engage in open discussions with KLA head teachers and staff with a view to improve the links and share concepts and ideas between the schools. The program was evaluated as being extremely worthwhile by all those involved.</p>	<p>\$1500 TPL funds</p> <p>\$20,000 Chinese languages grant</p>
<ul style="list-style-type: none"> <li>• Establishment of alumni group meeting regularly and contributing to the school</li> </ul>	<p>The P &amp; C have been extremely active in engaging with our past students to establish an Alumni group in 2015 with a clear goal of giving back to the school through presentations at our formal assemblies, involvement in careers talks and a future mentoring program in 2016. They meet on a monthly basis.</p> <p>The group has an active membership of close to 300 past students through both LinkedIn and Facebook.</p>	<p>NIL</p>

## Next steps

- Launch the Year 11 Career Mentoring Program and build on this into the future.
- Continue to look for community engagement opportunities that not only benefit the school and its students but continue to espouse our fine standing in the community.
- Further transition meetings between our community of schools will be sourced to ensure the communication channels remain open and teachers from all schools are preparing students for an engaging and successful school career.

## Key initiatives and other school focus areas

Key initiatives (annual)	Impact achieved this year	Resources (annual)
Aboriginal background funding	<p>Personalised Learning Plans completed for five identified students, ensuring a holistic approach to their achievement of identified learning outcomes through particular focus on individual needs and key learning areas.</p> <p>Parents joined ATSI students and teacher representatives for a meeting during Term 1 to establish and/or review personal learning goals.</p> <p>Social development and academic progress were examined and students were assisted with identifying goals and establishing methods of achieving these. Extra tuition and classroom support, applications for scholarships, subject selection and careers advice as well as opportunities for experiences outside school are all ways our Aboriginal and Torres Strait Islander students have been supported.</p> <p>Norta Norta funding continued to be allocated to targeted students. This provides tuition and support to Aboriginal and Torres Strait Islander students in key areas of literacy and numeracy as well as for senior students in a range of subject areas.</p>	<p>\$1,796</p> <p>Teacher relief for development of ILPs and meetings</p>
English language proficiency funding	<p>ESL teachers undertake targeted teaching of students who qualify for this funding. Students withdrawn from English classes to undertake specific and intensive skill development before re-integration back into mainstream English classes.</p> <p>ESL teachers have developed programs with specific resources to deliver this more effectively</p> <p>Relief time to undertake, produce and submit EALD survey</p>	<p>\$2,226</p> <p>Teacher relief + teaching resources</p>
Targeted support for refugees and new arrivals	N/A	NIL
Socio-economic funding	<p>The School Leadership team liaised with the Welfare team to determine how the funding would be best distributed to those students with the most need.</p> <p>The main areas that families have accessed the funding for include: Curriculum, excursions, sport, and camps.</p>	\$25,248
Low level adjustment for disability funding	The Learning Support Team offers whole class support to a range of classes. In 2015 four SLSO's supported over 90 different classes per semester across all subject areas. Students in these classes received regular support, with	\$77 090 SLSO wages

	<p>the SLSO's, LST's and teachers working together to support the learning of all students in the classroom. All students benefit from having two staff members in the classroom to assist them with the understanding of concepts and the completion of tasks.</p> <p>Targeted classes: Yr 7 &amp; 8 : four in each year; Year 9 &amp; 10: eight in each year</p> <p>SLSO staff would provide support to approximately 100 classes per semester</p> <p>In addition to this the SLSO's provide support in the following areas;</p> <ul style="list-style-type: none"> <li>- behaviour mentoring; social skills; expressive language; the Quicksmart reading program; and many of the lunchtime clubs</li> </ul>	
<p>Support for beginning teachers</p>	<p>Our three beginning teachers were released from class for the equivalent of two hours each week to participate in a range of activities to support the development of their skills. These activities included mentoring and coaching sessions with their team leaders, lesson observation, professional learning on classroom management and student engagement and KLA specific curriculums. Support was also provided for the teachers to gather and annotate appropriate evidence to contribute to their accreditation.</p> <p>All teachers have provided feedback that they were supported in the development of their skills and understandings, and that they felt they were a valued members of the learning community.</p> <p>The mentoring and lesson observation opportunities provided were very effective and feedback from participants indicated that this support strengthened areas of need and improved classroom practice, behaviour management and understanding of whole school responsibilities.</p>	<p>\$33,724</p> <p>Teacher relief + courses</p>



***Students at Year 7 Camp***



## 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 2015 the school had a total enrolment of 2010 students. Approximately 59% 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 which is consistent with the greater number of male students in our partner public schools.

Gender	2009	2010	2011	2012	2013	2014	2015
Male	1006	1023	1067	1076	1055	1046	1067
Female	940	978	969	969	980	956	943

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

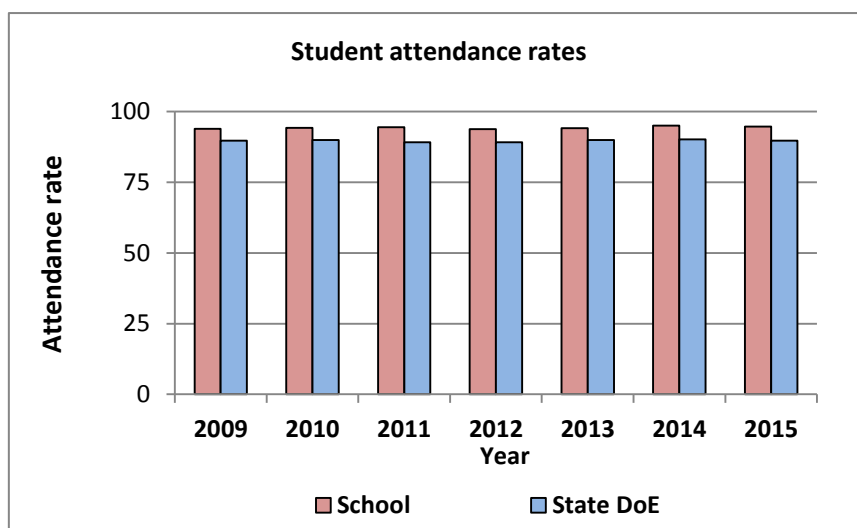


*Year 12 Geography Camp  
to Lady Elliot Island*

## Student attendance profile

The following table compares the attendance data for each year group compared to the State. In 2015 Cherrybrook Technology High School students attended on average more frequently than those in other DoE schools.

School	Year	2009	2010	2011	2012	2013	2014	2015
	<b>7</b>	95.8	96.6	96.1	95.2	96.1	96.1	95.6
<b>8</b>	95.1	95.2	95.1	94.7	95.3	94.9	94.8	
<b>9</b>	94.0	94.8	94.0	94.4	95.1	94.6	93.7	
<b>10</b>	93.1	93.4	93.9	92.3	92.9	94.2	93.6	
<b>11</b>	93.3	93.2	94.9	93.8	94.1	95.8	95.5	
<b>12</b>	91.8	92.6	93.2	92.7	91.5	95.0	94.8	
<b>Total</b>	<b>93.9</b>	<b>94.2</b>	<b>94.5</b>	<b>93.8</b>	<b>94.1</b>	<b>95.1</b>	<b>94.7</b>	
State DoE	<b>7</b>	92.3	92.6	92.5	92.4	93.2	93.3	92.7
	<b>8</b>	90.0	90.5	90.1	90.1	90.9	91.1	90.6
<b>9</b>	88.8	89.1	88.8	88.7	89.4	89.7	89.3	
<b>10</b>	88.7	88.3	87.1	87.0	87.7	88.1	87.7	
<b>11</b>	89.4	89.1	87.6	87.6	88.3	88.8	88.2	
<b>12</b>	89.4	89.8	89.2	89.3	90.1	90.3	89.9	
<b>Total</b>	<b>89.7</b>	<b>89.9</b>	<b>89.2</b>	<b>89.1</b>	<b>89.9</b>	<b>90.2</b>	<b>89.7</b>	



## 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 2015, 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 2015 the school continued to use the period by period roll check as part of the SENTRAL school administration package. This has provided valuable information which enabled 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:

Destination	Percentage (%)
University	80
TAFE	10
Private colleges	6
Full time employment	3
Overseas/Unknown	1

## UAC Offers to University for 2016 – 2015 Year 12 Students

There were 286 students from the 2015 Year 12 cohort who received at least one university offer from UAC. There are other students who received direct entry placements to other non-participating tertiary institutions.

Offers were made as follows:

Institution	No. of students	Percentage
UNSW	72	25.1
Macquarie Uni + SIBT	85	29.7
Uni of Sydney	40	13.9
Uni of Western Sydney	32	11.1
Uni of Technology	29	10.1
Australian Catholic Uni	9	3.14
Uni of Newcastle	4	1.39
Charles Sturt Uni	2	0.6
Griffith Uni	0	0
Uni of New England	0	0
Uni of Canberra	3	1.04
Australian National Uni	2	0.6
Uni of Wollongong	1	0.34
Other	6	2.09
<b>Total</b>	<b>286</b>	<b>100</b>

## Year 12 students undertaking vocational or trade training

In 2015, Cherrybrook Technology High School had five school based apprentices in Electrotechnology, Metals and Engineering, Landscape Construction and Commercial Cookery.

Forty one Year 12 students studied one or more VET courses at local TAFE colleges and 7 completed VET courses from private providers such as The Whitehouse Institute of Design. Of the 41 TVET students, 27 undertook VET framework courses leading to a Certificate II and 8 received a Certificate III. The remaining students received a Statement of Attainment.

The following list shows the variety of courses that students from the 2015 cohort attended: Business Services, Beauty Retail, Children’s Services, Hairdressing, Music Industry, Screen and Media, Design Fundamentals, Hospitality Specialisation, Tourism-Events, Information Technology, Fashion Design, Community Recreation- Fitness, Automotive, Animal studies, Financial Services, and Metals and Engineering.



**Year 11 Hospitality students –  
Volunteers Luncheon**

## 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)	96.2
Head Teacher Mentor	0
Learning and Support Teacher(s)	0.9
Teacher Librarians	2
Teachers of ESL	2.6
School Counsellors	1
School Administrative & Support Staff	21.372
Careers Advisors	2
Total	151.072

### 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	32%

The Australian Education Regulation, 2014 requires schools to report on Aboriginal composition of their workforce. We currently have no staff who identify as Aboriginal at Cherrybrook Technology High School.



## Professional learning and teacher accreditation

### *Professional Learning*

Significant amounts of professional learning were undertaken by Cherrybrook Technology High School staff in 2015. This amounted to just under \$76,000 with a focus on a number of initiatives as highlighted in the School Plan and those identified by staff within their Professional Development Plans. These included:

Executive Conference	Wellbeing Conferences
Various KLA subject specific conferences and courses	Various BYOD related training courses
Aboriginal learning	STEM Conference
Whole school induction	Literacy training
The accreditation process	KLA Planning days
Resilience Doughnut training	Quicksmart reading training

Professional learning was made available to all staff on a needs basis and the average expenditure per teacher for the school was approximately \$600 (this does not include the costs of casual relief)

'Other Interest Group' sessions continued to support teachers with many OIGs including: Aboriginal Awareness, GATS, Social Justice, ANZAC Commemoration, BYOD, WHS, Multicultural Awareness, Environmental Education, Welfare Initiatives, Staff Welfare, School Production, Literacy, Moodle and Cognitive Learning. 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.

A successful executive conference was held at Newport to review progress for 2015 and set the school directions for 2016 under the 5P planning module. The conference opened with a thought provoking session presented by NSWTF President, Maurie Mulheron, on the Changes to the Education arena both in Australia and overseas. Other sessions included an introductory look at the proposed Teacher Observation and Mentoring Scheme, a review of the Resilience Doughnut data tracking student resilience, a presentation on 'Dealing with Difficult People' and the DET resources to support Executive staff with this, and a review of our progress on the School Excellence Framework. The conference finished with a presentation by Daniel Inness (DP at Dapto HS) on Instructional Practice Inventory, a model that he implemented in his time at Barrenjoey High School to monitor and collect data on student engagement in classrooms. A decision was made at a subsequent Executive meeting to not adopt this model as it did not meet with the needs of the school at this point in time.

School Development Days in 2015 focused on key strategic objectives from the school plan, including: Student/staff well-being; BYOD initiatives; Professional Development Framework introduction; Lesson Observations and Teacher Observation and Mentoring Scheme. In addition to this, time was allocated to KLA Head Teachers to apportion to needs identified within the faculty around delivery of quality teaching, learning, programming and assessment.

### *Teacher Accreditation*

In 2015 we had three beginning teachers working towards Board of Studies Teaching and Education Standards (BOSTES) accreditation at Proficient level and three staff members who had attained their proficiency and were receiving second year Beginning Teacher Support funding as they began their maintenance at this level.

Support for our beginning teachers is extensive. At the KLA level, all beginning teachers have a mentor and a buddy they can access for subject specific advice. Head Teachers for each KLA are also a point of reference for these

teachers as they settle into their KLA roles. At a whole school level, beginning teachers have access to our Head Teacher Mentor, who is a support person/mentor who can provide specific advice on matters relating to accreditation. The school has in place a whole school Induction Program for beginning teachers and they attend regular meetings throughout the year as they work through a set program and discuss issues that may arise. In 2015 we organised a group observation day where beginning teachers were relieved of their classes to observe more experienced teachers in the classroom to learn a range of cross/curricular teaching and class management strategies of relevance. An exciting initiative the school is undertaking is the Teacher Observation Mentoring Scheme (TOMS). We have already started planning for its 2016 introduction. This will see our beginning teachers regularly observe more experienced teachers in a classroom setting to learn from a range of teachers across the entire school. Just under \$34,000 of Beginning Teacher Support funding was used to send these teachers off to training in the areas of: differentiation; behaviour/classroom management; assessment and KLA specific courses. Funding was also used by the Head Teacher Student Programs for time to support these staff members in their accreditation writing and support process.

To encourage the Teacher Accreditation conversations for schools in our area we hosted the “Accreditation at our School – it’s everyone’s business course” which was well attended by staff from both Primary and Secondary schools.

We have three staff members who have indicated an interest in seeking accreditation at the Highly Accomplished and/or Lead level. They have formed a support group that meets regularly to discuss the way forward and professional development courses have been attended to upskill them in the requirements of this process.



***ANZAC Day Commemoration***

## 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	30/11/2015
<b>Income</b>	\$
Balance brought forward	1,235,688.93
Global funds	1,207,461.81
Tied funds*	1,434,869.75
School & community sources	2,061,399.46
Interest	44,161.92
Trust receipts	368,672.11
Canteen	0.00
Total income	<u>\$6,352,253.98</u>
<b>Expenditure</b>	
Teaching & learning	
Key learning areas	562,164.31
Excursions	873,519.34
Extracurricular dissections	303,441.18
Library	8,040.41
Training & development	17,317.98
Tied funds*	1,320,334.14
Casual relief teachers	295,482.22
Administration & office	445,296.92
School-operated canteen	0
Utilities	234,265.41
Maintenance	153,138.85
Trust accounts	202,914.85
Capital programs	<u>236,945.85</u>
Total expenditure	<u>\$4,652,861.46</u>
<b>Balance carried forward</b>	\$1,699,392.52

Note: \* = funds for The Ponds High School included in this amount

A full copy of the school's 2015 financial statement is tabled annually at the P&C Executive meeting. Further details concerning the statement can be obtained by contacting the school.

## School Performance

### NAPLAN

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

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

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)

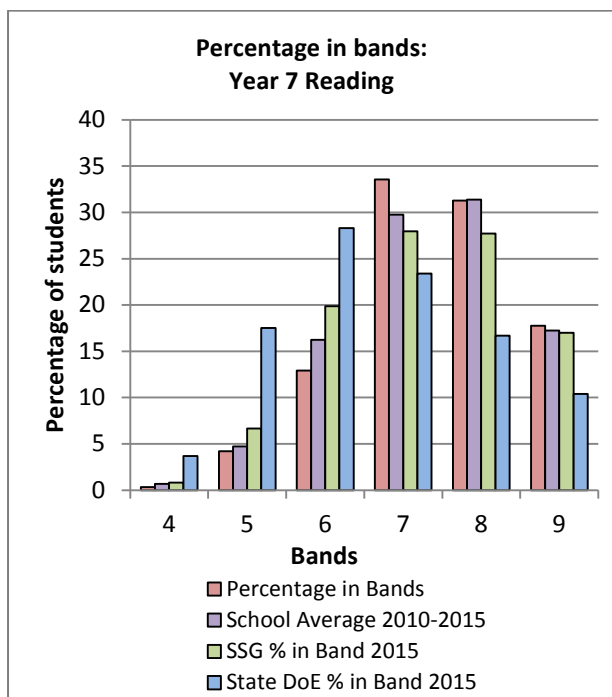
The *My School* website provides detailed information and data for national literacy and numeracy testing (NAPLAN).

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

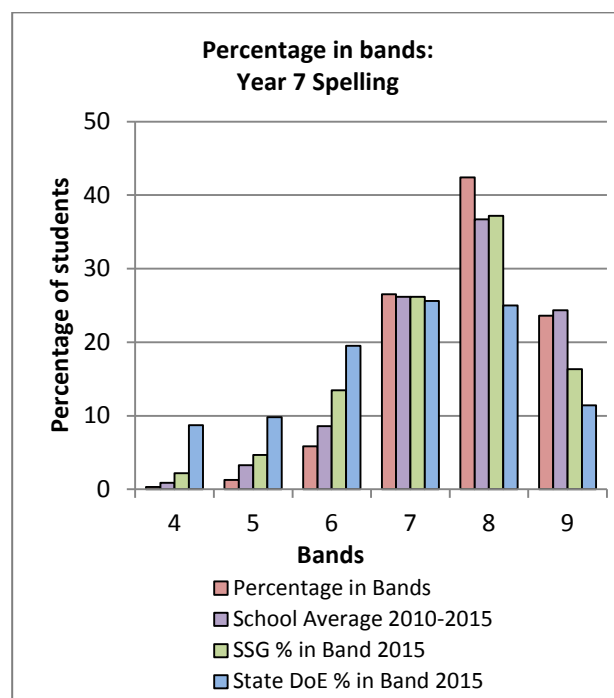
and enter the school name in the *Find a school* and select *GO* to access the school data.

## NAPLAN Year 7 - Literacy

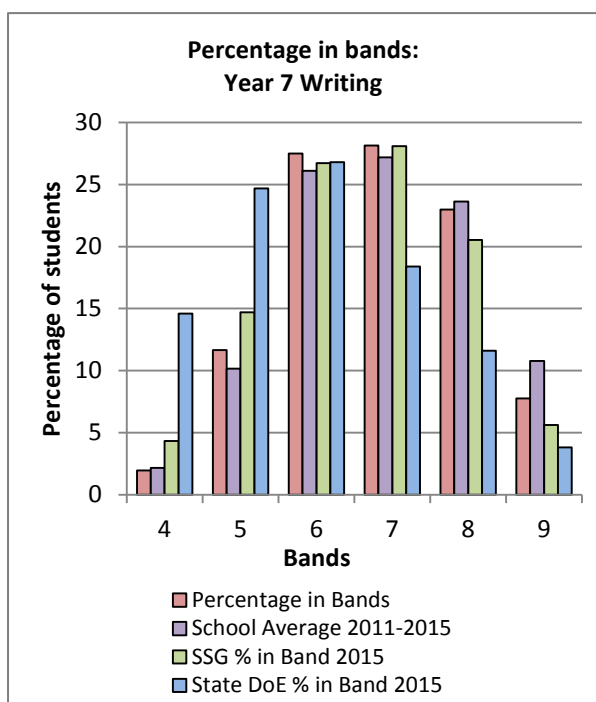
In NAPLAN Year 7 Reading, 49% of Cherrybrook Technology High School students are in the top two bands, in comparison to 27.1% in DoE schools across New South Wales



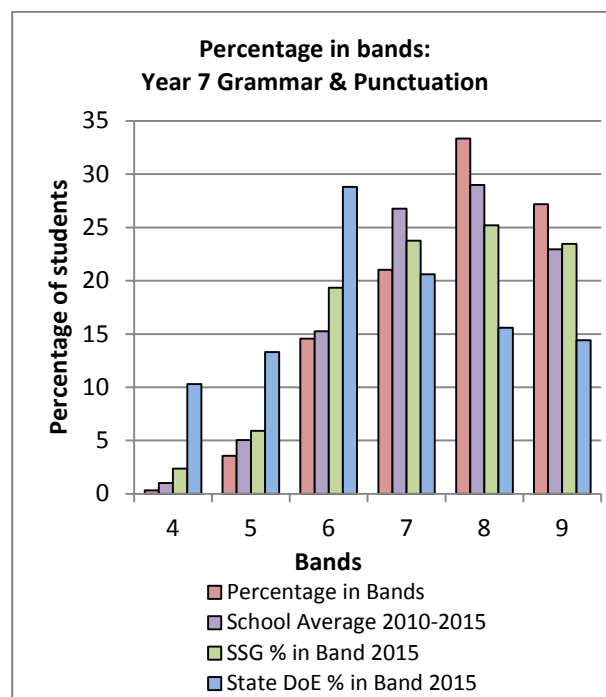
In NAPLAN Year 7 Spelling, 66% of Cherrybrook Technology High School students are in the top two bands, in comparison to 36.4% in DoE schools across New South Wales.



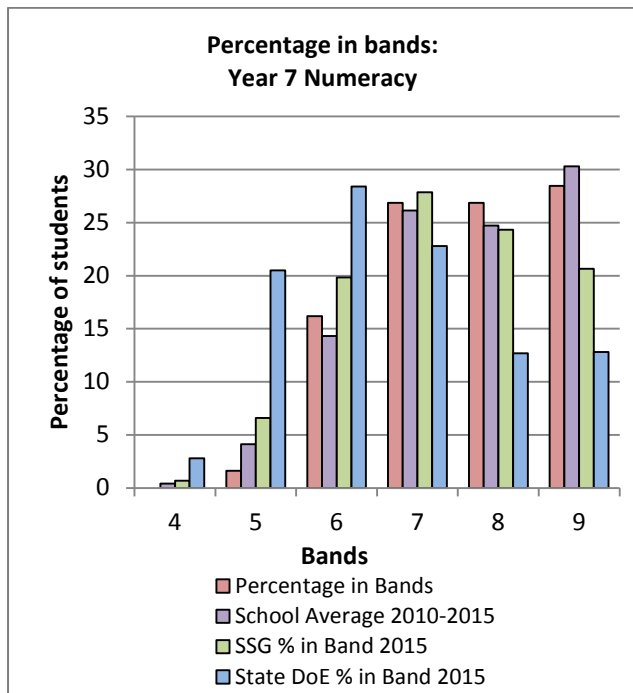
In NAPLAN Year 7 Writing, 30.8% of Cherrybrook Technology High School students are in the top two bands, in comparison to 15.4% in DoE schools across New South Wales.



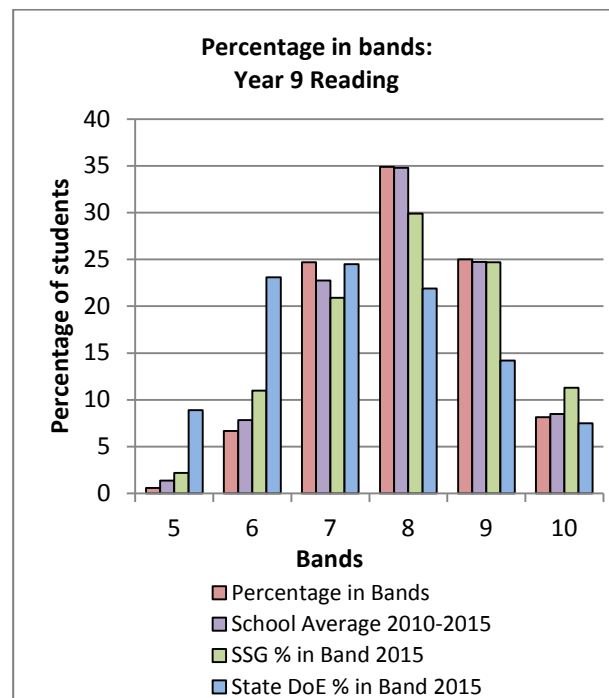
In NAPLAN Year 7 Grammar and Punctuation, 60.4% of Cherrybrook Technology High School students are in the top two bands, in comparison to 30% in DoE schools across New South Wales.



**In NAPLAN Year 7 Numeracy**, 55.4% of Cherrybrook Technology High School students are in the top two bands, in comparison to 25.5% in DoE schools across New South Wales.

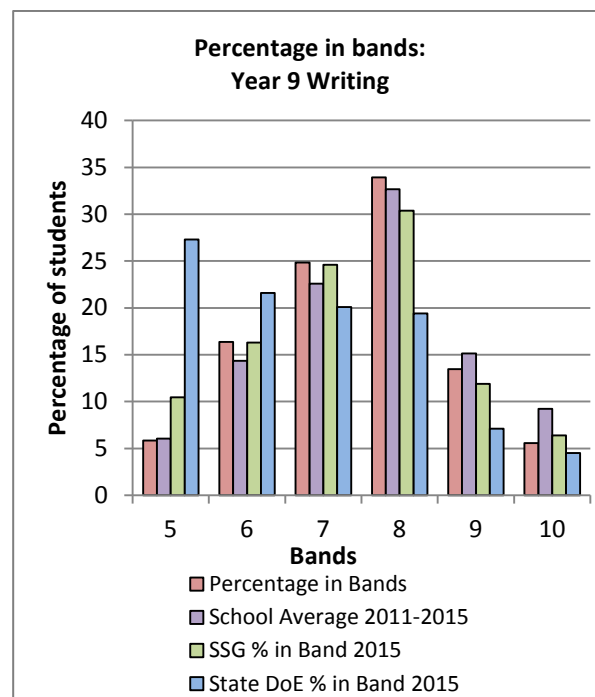


**In NAPLAN Year 9 Reading**, 33.1% of Cherrybrook Technology High School students are in the top two bands, in comparison to 21.7% in DoE schools across New South Wales.



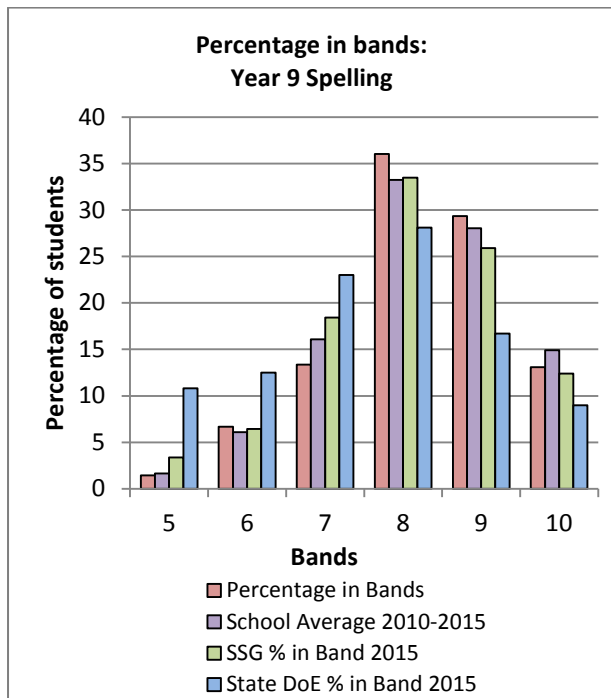
**Year 7 students demonstrating their cooking skills at Yr 6 into 7 Information night**

**In NAPLAN Year 9 Writing**, 19.1% of Cherrybrook Technology High School students are in the top two bands, in comparison to 11.6% in DoE schools across New South Wales.

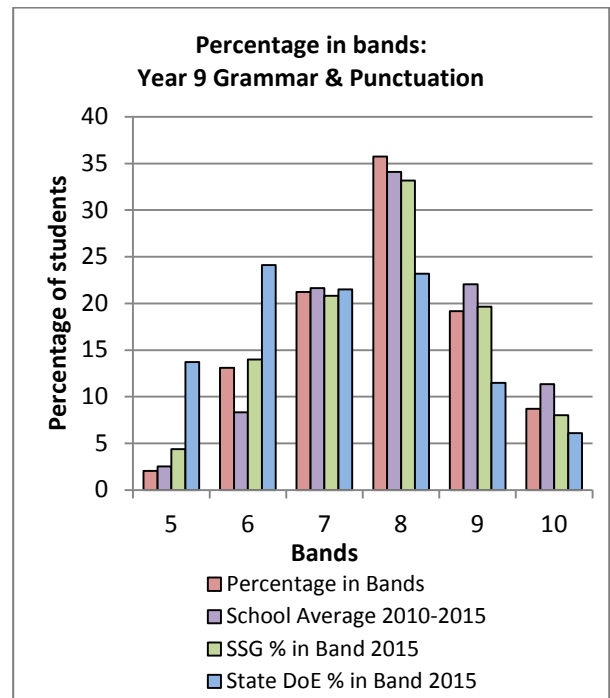




In NAPLAN Year 9 Spelling, 42.5% of Cherrybrook Technology High School students are in the top two bands, in comparison to 25.7% in DoE schools across New South Wales.

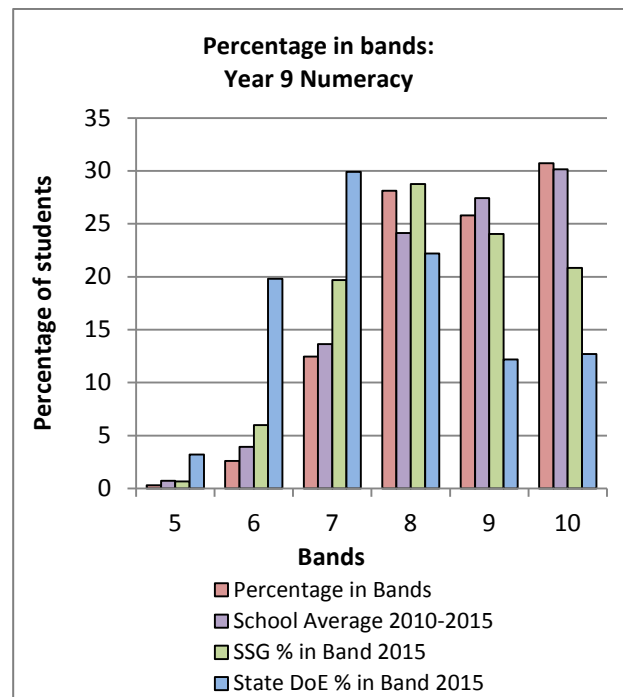


In NAPLAN Year 9 Grammar and Punctuation, 27.9% of Cherrybrook Technology High School students are in the top two bands, in comparison to 20.8% in DoE schools across New South Wales.



High ropes at Year 7 Camp

In NAPLAN Year 9 Numeracy, 56.5% of Cherrybrook Technology High School students are in the top two bands, in comparison to 24.9% in DoE 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 2015. It compares the average marks for CTHS students from 2015 to statistically similar schools, previous school average marks and the average marks in NSW.

<b>Course</b>	<b>School 2015</b>	<b>School Average 2011-2015</b>	<b>SSG 2015</b>	<b>State DoE 2015</b>
<b>Ancient History</b>	79.6	79.8	-	68.8
<b>Biology</b>	77.3	78.5	-	69.5
<b>Business Studies</b>	80.5	81.9	-	71.1
<b>Chemistry</b>	79.9	81.1	-	75.5
<b>Community and Family Studies</b>	78.0	79.2	-	70.9
<b>Design and Technology</b>	79.8	77.5	-	73.4
<b>Drama</b>	79.6	79.7	-	75.2
<b>Earth and Environmental Science</b>	75.1	79.6	-	73.4
<b>Economics</b>	81.7	81.7	-	76.0
<b>Engineering Studies</b>	81.9	77.9	-	75.2
<b>English (Standard)</b>	68.5	68.5	-	65.7
<b>English (Advanced)</b>	85.0	85.0	-	80.1
<b>English as a Second Language</b>	83.7	82.0	-	70.3
<b>English Extension 1</b>	89.4	88.2	-	84.1
<b>English Extension 2</b>	79.7	82.7	-	78.9
<b>Food Technology</b>	79.2	78.5	-	68.4
<b>Geography</b>	84.5	81.1	-	69.6
<b>Industrial Technology</b>	82.9	80.5	-	67.7
<b>Information Processes and Technology</b>	76.8	75.9	-	71.2
<b>Legal Studies</b>	82.4	83.2	-	72.3
<b>Mathematics General 2</b>	74.4	74.4	-	65.4
<b>Mathematics</b>	83.3	82.7	-	77.1
<b>Mathematics Extension 1</b>	82.2	83.9	-	82.3
<b>Mathematics Extension 2</b>	84.9	87.2	-	83.4
<b>Modern History</b>	80.0	80.7	-	72.5
<b>Music 1</b>	87.2	84.0	-	79.0
<b>Personal Development, Health and Physical Education</b>	78.0	77.9	-	71.3
<b>Physics</b>	77.7	79.0	-	72.1
<b>Senior Science</b>	86.1	84.6	-	69.2
<b>Society and Culture</b>	80.0	80.4	-	76.8
<b>Software Design and Development</b>	79.4	78.4	-	72.1
<b>Visual Arts</b>	84.5	81.8	-	77.6
<b>Hospitality Examination (Kitchen Operations and Coo</b>	80.2	80.2	-	73.6

## 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 2015.

Chief among the many excellent performers were the seventeen students who achieved results, which led to each of them being recognised in the All Rounders' awards. These students are: Sarah Collins, Veronica Giang, Michael Gunn, Stasia Hendrawan, Stella Hendrawan, Alyssa Hutchings, Michael Italiano, Madeleine Johnson, Tyler Le Roux, Katie Lim, Vidhi Nanda, Hassan Naveed, Matthew Philip, Merle Runde, Pragya Singhal, Stanton Tam, and Vanessa Xie who each scored a Band 6 (or the highest band available) in each of their courses of study.

An extremely pleasing result was the number of students who achieved a top twelve place in at least one course of study, these are: Katie Lim, Lakni Weerasinghe and Merle Runde with Katie achieving first place in English Advanced and Merle first in German Continuers. We also had three students whose works have been included in Major exhibitions by the BOSTES these are Minuri Jayasinghe in Textstyle, and Patrick Skeen and Michael Rawlins whose work will be exhibited in DesignTech at the Powerhouse Museum.

There were over 95 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 eleven students with ATARs above 99 and 146 individual students, nearly half of our 2015 cohort, who reached the top band of achievement in at least one course of study, which is truly an outstanding achievement.

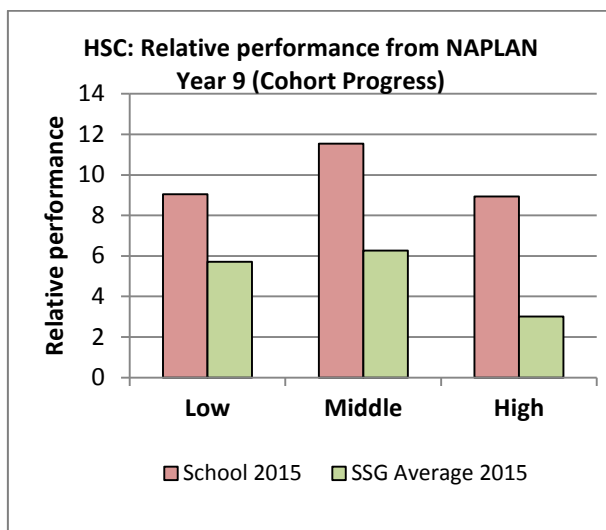
In 2016, it is planned that Mr Johnson and Mr Clements will lead an extensive analysis of the 2015 HSC results for all students and across all subjects, using the SMART and RAP packages. This will include identifying particular modules, units and questions where student performance was stronger or weaker, relative to the state and internal groups. This analysis in the past has resulted in further refinement of HSC teaching programs.



*Year 12 High Achievers' Morning Tea*

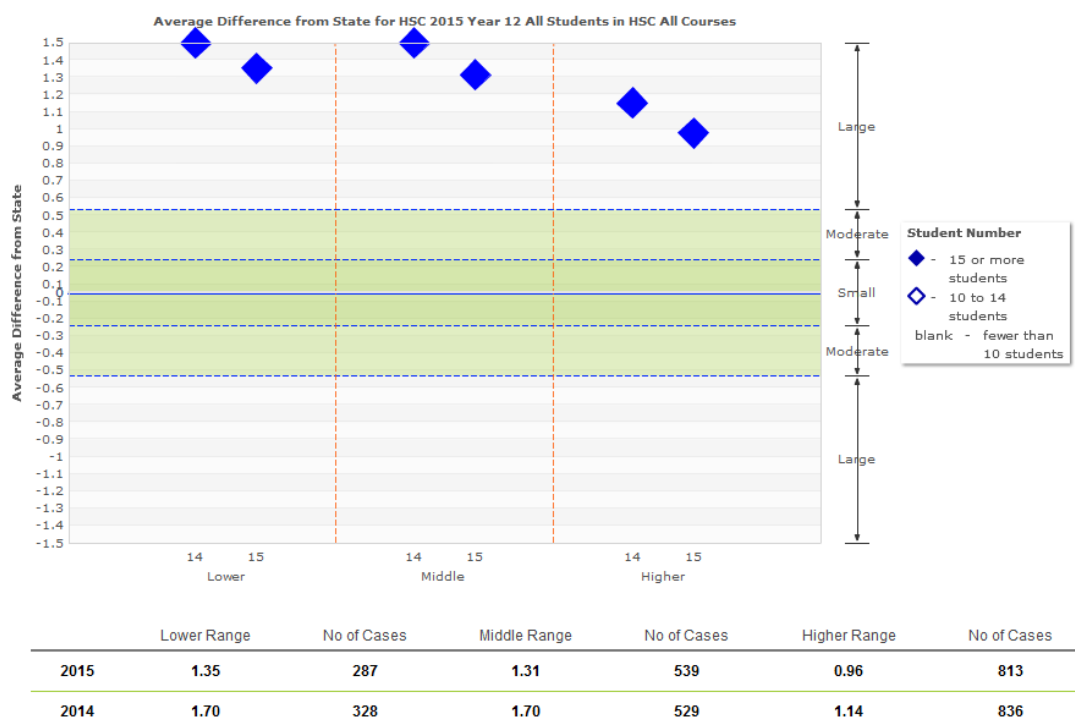
## Relative performance from Year 9

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)



## Average Difference from the State - SMART analysis package

The following table shows the average difference from the state, essentially the value added for the 2015 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.



## Parent, student, and teacher satisfaction

In 2015 the school sought the opinions of parents, students and teachers about the school primarily through their responses to the Tell Them From Me Surveys. The results are as follows:

### 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.

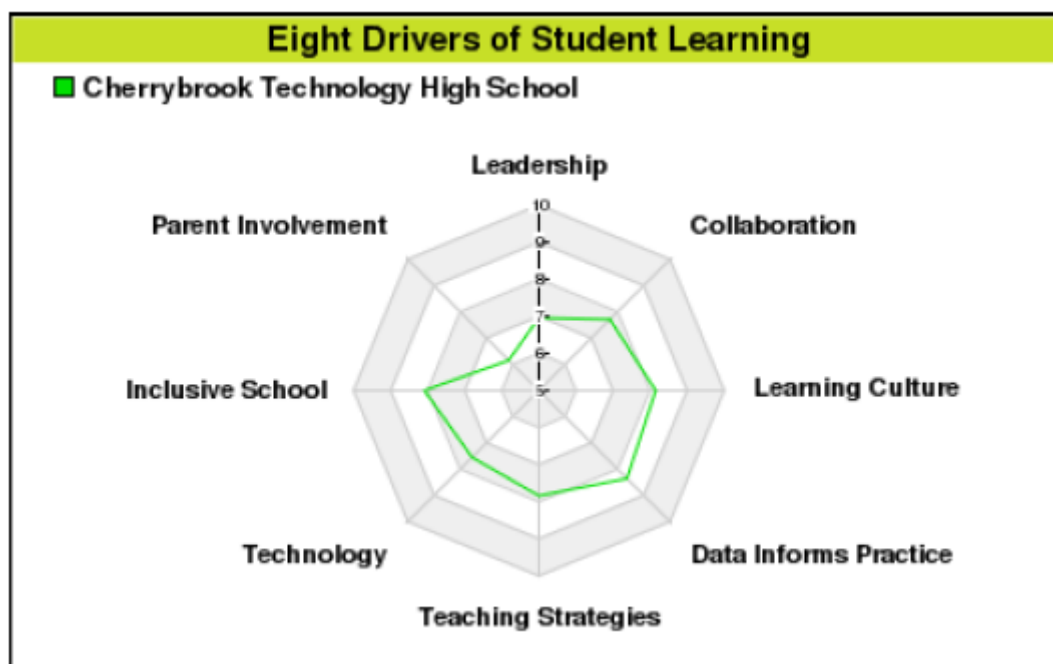
The first is 'effective schools' research which has identified the most important correlates of student outcomes. The questions in the survey are grouped to assess eight of the most important *Drivers of Student Learning*. The research on classroom and school effectiveness has consistently shown these 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 'Parent Involvement' stemmed from one question asking "if the teachers ask parents to review and comment on students work." Whilst active involvement of the parent body is always encouraged, asking them to comment on their child's work is not something we regularly do in high school.

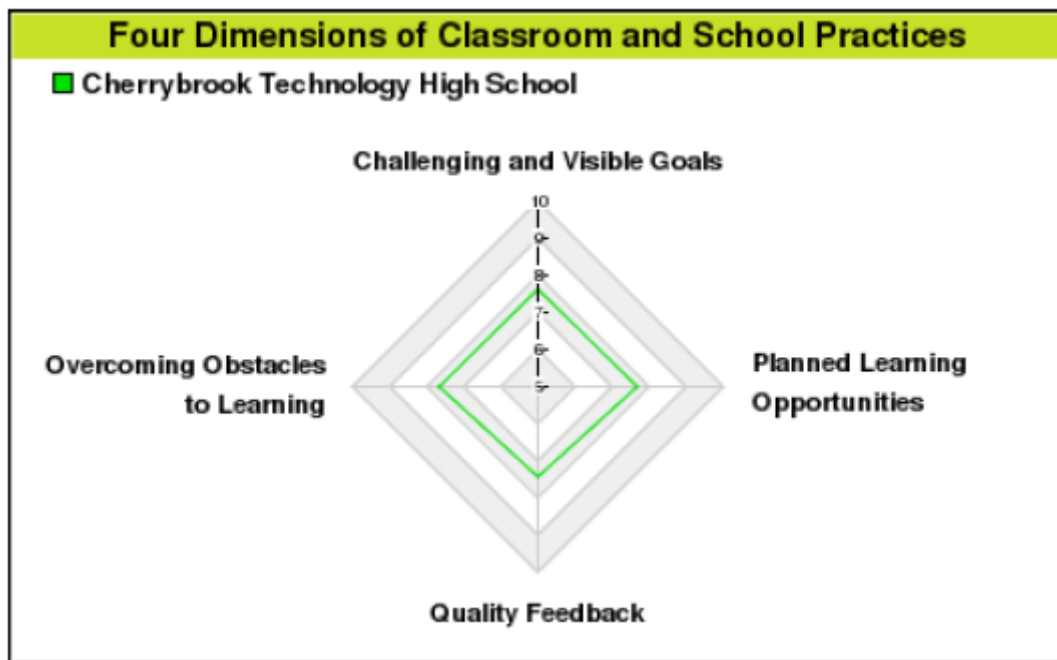
The low result for 'Parent Involvement' has confirmed for us, as a school, the need to continue to look for avenues to engage with our community groups as reflected in one of our major strategic goals for CTHS going into 2016 - 'Forging stronger links with our community groups' including parents.

### 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.

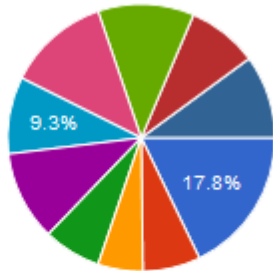


The results for CTHS speak volumes of our teachers and the types of lessons and support they are providing our students. Results in the 7-8 range indicate lessons are well planned, provide challenge and staff provide support when required and regular feedback to students. This is consistent with our teacher survey results in 2014 which is extremely pleasing to see.

Staff were also surveyed throughout 2015 on their preferences for professional learning in order to better plan for the Staff Development Day programs. As a result of these surveys it was obvious staff were interested in upskilling themselves in the area of technology to support the whole school move

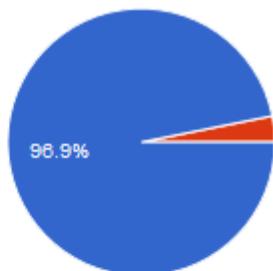
to BYOD. This year we ran a number of sessions presented by our own staff who excel in technological skills, such as: Moodle, Edmodo, Google Docs, Office 365, Quizlet, and Moviemaking just to name a few. These BYOD sessions were extremely well received as evidenced by the survey results shown below:

**What session have you just attended**



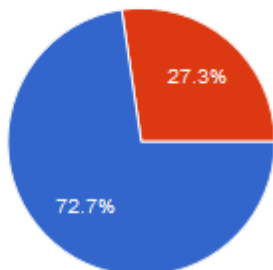
Edmodo	23	17.8%
DVC/Oliver	9	7%
Moodle	7	5.4%
Nearpod	9	7%
Socrative	14	10.9%
Kahoot	12	9.3%
Moviemaking	16	12.4%
Google docs	15	11.6%
Audacity	11	8.5%
Office 365	13	10.1%

**Did you learn something new in the session**



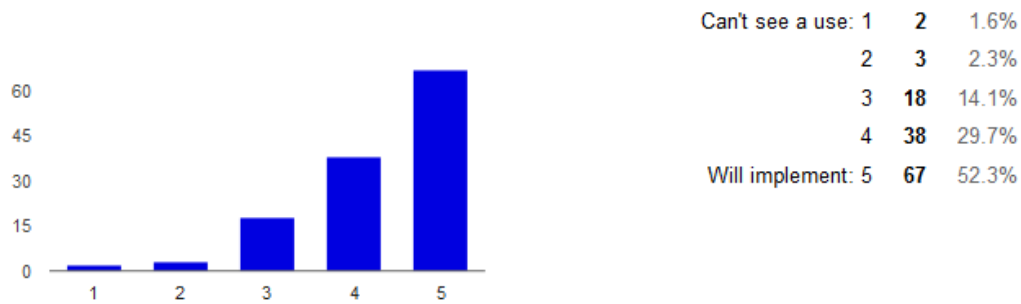
Yes	123	96.9%
No	4	3.1%

**Did you have enough time to create something you can use in your lessons**



Yes	93	72.7%
No	35	27.3%

**On a scale of 1-5 how likely are you to implement the tool you learnt about in this session**



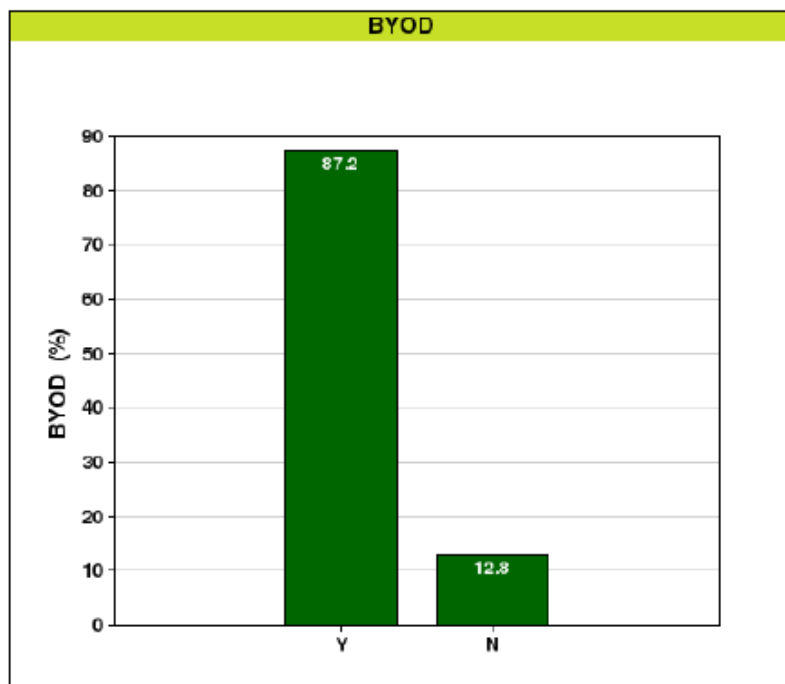
**Parent survey**

Parents were asked to respond to the Tell Them From Me “Parents as Partners in Learning’ survey towards the latter half of 2015. Despite much encouragement and frequent reminders only forty five parents responded to the survey. Anecdotal evidence would suggest this is by no means a reflection of apathy on behalf of our parent body but more a case of quiet confidence in the role the school is doing in educating their children.

Of particular interest to us as a school was the following response to our school wide BYOD implementation:

**"Do you believe the BYOD environment is assisting with your child's learning?"**

- Yes (Y)
- No (N)



The uptake of parents purchasing a BYOD laptop or tablet for their child has been nothing short of extraordinary and we thank parents for this. Parents are extremely happy with the use of these devices in the classroom and the opportunities they provide for learning.

**Student survey**

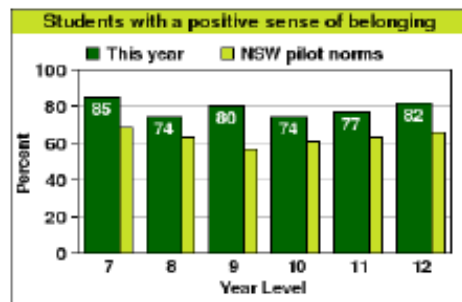
The student Tell Them From Me survey results indicate the student body has a positive sense of belonging, they value the schooling outcomes they achieve from their time here and they find school work at CTHS is relevant with an appropriate amount of rigour. All of the measures that are

investigated within this survey compare very favourably against NSW norms. This can be seen in the following survey results:

#### Students with a positive sense of belonging

Students feel accepted and valued by their peers and by others at their school.

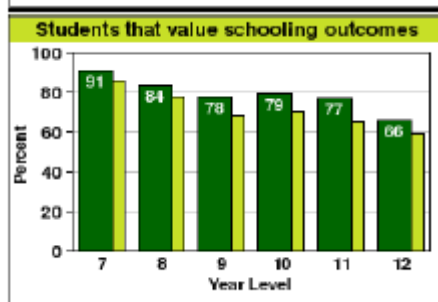
- 78% of students in this school had a high sense of belonging; the NSW pilot norm for these years is 63%.
- 74% of the girls and 81% of the boys in this school had a high sense of belonging. The NSW pilot norm for girls is 58% and for boys is 68%.



#### Students that value schooling outcomes

Students believe that education will benefit them personally and economically, and will have a strong bearing on their future.

- 81% of students in this school valued School Outcomes; the NSW pilot norm for these years is 71%.
- 78% of the girls and 84% of the boys in this school valued School Outcomes. The NSW pilot norm for girls is 70% and for boys is 72%.



#### Expectations for Success

The school staff emphasises academic skills and hold high expectations for all students to succeed.

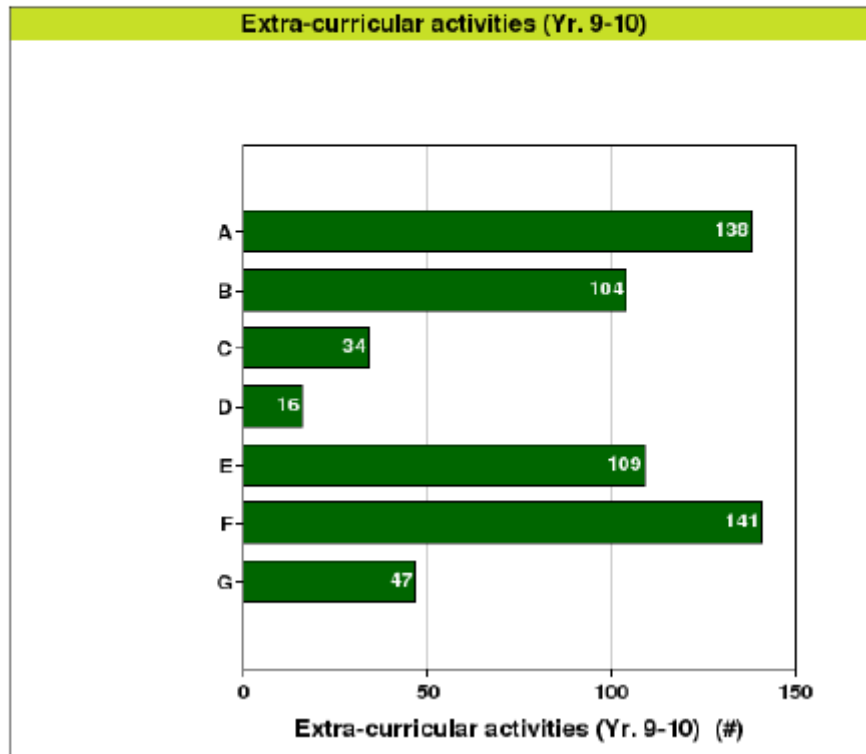
- In this school, students rated Teachers' Expectations for Academic Success 7.8 out of 10; the NSW pilot norm for these years is 7.
- In this school, Teachers' Expectations for Academic Success were rated 7.8 out of 10 by girls and 7.8 out of 10 by boys. The NSW pilot norm for girls is 7.1 and for boys is 6.9.



One of the strengths of CTHS is the access and opportunities that students have to get involved in extra-curricular activities.

Students were asked: "At school, have you participated in... (Tick all that apply)"

- Band, orchestra, choir (A)
- School play, drama or musical (B)
- Student council (C)
- School newspaper or magazine (D)
- Community and support work at school (e.g. peer support, fundraising) (E)
- Club / society (e.g. chess, debating, computing, environment) (F)
- Photography / Art / craft group (G)

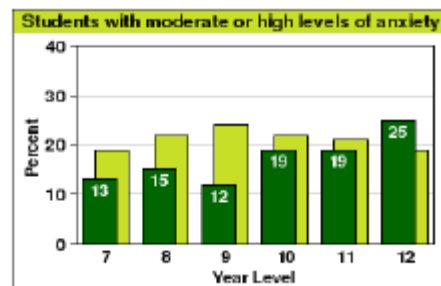


The student responses to the question relating to their levels of anxiety and well-being reinforce the actions we are continuing to take towards addressing these issues as part of the school plan.

#### Students with moderate or high levels of anxiety

Students have intense feelings of fear, intense anxiety, or worry about particular events or social situations.

- 16% of students in this school had moderate to high levels of Anxiety; the NSW pilot norm for these years is 21%.
- 21% of the girls and 11% of the boys in this school had moderate to high levels of Anxiety. The NSW pilot norm for girls is 28% and for boys is 15%.



The responses from all of these surveys were shared with staff throughout the year to keep them informed of opinions and the level of satisfaction that exists amongst the major stakeholders within our school.



## Policy requirements

### Aboriginal Education

Cherrybrook Technology High School is proud to celebrate the strength and vibrancy of Aboriginal and Torres Strait Island peoples' cultures and remains committed to Aboriginal education as core business for all staff. This philosophy is inherent in our whole school efforts to increase the knowledge and understanding of the histories, cultures and experiences of the First Peoples of Australia. The school actively supports Aboriginal cultural education for all staff, promotes education about Aboriginal peoples and cultures for all students, and provides targeted assistance to Aboriginal and Torres Strait Islander students to ensure they achieve their potential in every aspect of their education. Cherrybrook Technology High School continued this whole school focus in 2015 in a variety of important ways.

NAIDOC Week was celebrated with a student-directed assembly attended by all years celebrating the theme that 'We all stand on Sacred Ground'. The school community also acknowledged National Close the Gap Day, drawing attention to the challenges experienced in key areas such as health and education for Aboriginal and Torres Strait Islander peoples in Australia. Acknowledgement of these significant dates and celebrations contributes significantly to understanding and reconciliation and form an essential part of our commitment to cultural understanding.



*The vocal Ensemble perform at the NAIDOC Assembly*

Norta Norta funding continued to be allocated to targeted students. This funding provides tuition and support to Aboriginal and Torres Strait Islander students in key areas of literacy and numeracy. Personalised Learning Plans were also completed for our Aboriginal and Torres Strait Islander students, ensuring a holistic approach to their achievement of identified learning outcomes through particular focus on Key Learning Areas.

Cherrybrook Technology High School student successes in Aboriginal Studies in the HSC continued in 2015 and the whole school commitment to Aboriginal education has resulted in our Stage 6 course continuing to go from strength to strength, offering important academic research experience and cultural education to an increasing number of students in our popular accelerated model which enables flexibility in study patterns toward the HSC. Again, we enter 2016 with both a Preliminary and HSC class in Aboriginal Studies.

Our teachers remain indebted to the ongoing support of our local Aboriginal Education Consultative Group, the Macquarie Park Schools Network Aboriginal Education team, the Aboriginal Studies Association and the community members whose generosity in contributing to the education of all of our students is unparalleled.

### **Multicultural education and anti-racism education**

Multicultural Education initiatives continued in 2015. A magnificent celebration was enjoyed by all on Tuesday 25<sup>th</sup> August with the inclement weather allowing the school community to enjoy the festivities. The day started with an assembly which celebrated our multicultural backgrounds chaired by the new Multicultural Leaders, Bertin Huynh and Sapna Mistry. Several colourful dances from Japan, India and Sri Lanka, musical performances in Korean and Japanese and even a beautiful harp instrumental were presented. Furthermore, this year CTHS also hosted an International Day Evening Show for the friends and family of our community. This assembly took place at 7pm on International Day.

Following the assemblies, students enjoyed a delicious international food fair with a wide range of culinary delights. The stalls included a Calligraphy stand lead by our local Chinese community member, Mr Chan who is a professional calligrapher. As well as the Henna stall many students decorated their hands with beautiful patterns.

It was fantastic to see so many students embrace traditional costumes or adopting a costume to represent the diversity of our community. The involvement of teachers and parents and students has made this annual event once again a very memorable day on the CTHS calendar.

### **International Day**



***International Day activities***



*International Day activities*



In March we received Japanese students from Nagoya City Japan for a week of intensive English immersion while staying with our students who study Japanese.

In August YuYao high school from China undertook a one day visitation to our school.

In September 2015 Mr Wade and Miss Corbett led a successful 3 week student study tour to Germany. The comprehensive study tour consisted of travelling to our German sister school Wanzleber Gymnasiasten. Students experienced homestay life with families in Germany for a cultural and language exchange.

Also in September 2015 Miss La and Mr Robinson completed a 3 week student study tour to France. The trip included homestay, intensive French study at "Institut de Touraine" in Tours and sightseeing of Tours as well as activities in Paris.

***2015 Study Tour of France***





***Visiting delegation from Luwan Senior High School in Shanghai***

There were also many visitors from overseas schools who came to see the excellent education model this school offers. In Term Four we hosted four delegations from high schools in China. Among them was Mrs Chen, the Deputy Principal of Luwan Senior High School in Shanghai, who is keen to establish a sister school relationship with our school. As a result, 2016 will see teachers from CTHS visit Luwan Senior High School for an official signing of a sister school agreement and future study trip discussion.

The Anti-Racism Contact Officer (ARCO) and the Social Justice group ran themed assemblies during the year to build understanding of cultural diversity and anti-racism initiatives in the school community.

## Other school programs

### Music Ensembles

The Music Ensembles Program has continued to grow from strength to strength, furthered by the addition of two new directors. At the end of 2014 we farewelled Jonathan Dollin and Lisa Gardner but, at the same time welcomed Steve O' Brien and Felicity Tsoitoudis. 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 massive orientation program.

Mrs Tsoitoudis 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.

In addition to the numerous performances the CTHS ensembles perform at key school functions, it is the extensive work of the CTHS Ensembles in the local community that truly highlights the dedication of the Ensembles program 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 chipped in with their contribution to the Inala Fair and Chinese Lantern Festival.



***Concert Band 1 – Oakhill  
Primary Public School  
Fete***

***Vocal Ensemble***





## 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
- Schools 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
- 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.)



***UNSW 'Build a Bridge' Engineering competition***

While many of our GAT projects are long standing and offer great opportunities for a variety of students, there is an ongoing project that deserves special mention:

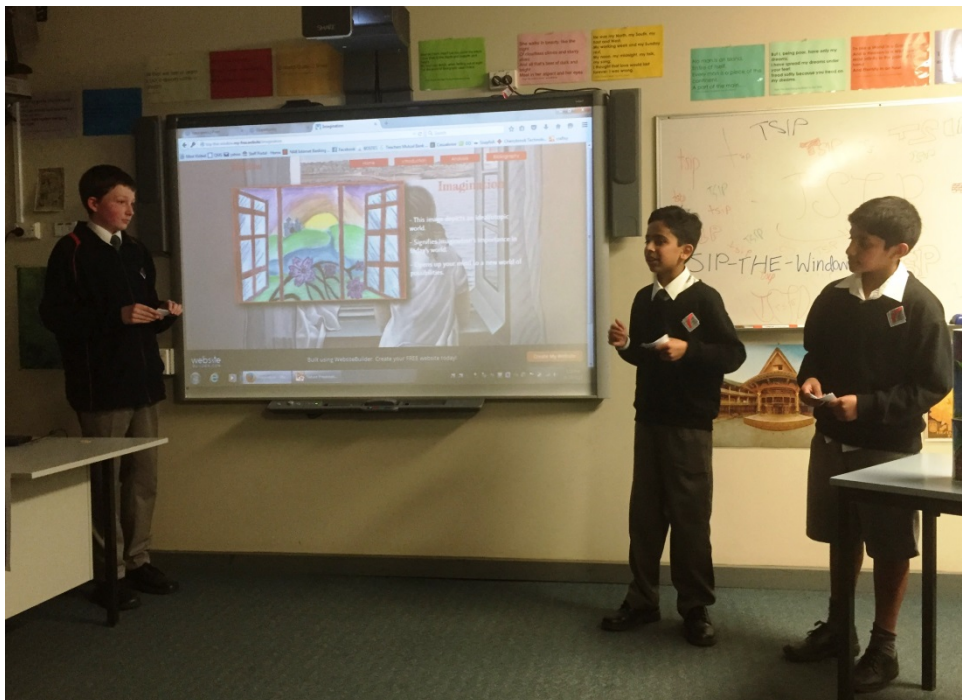
**The Independent Research project undertaken by the Years 7 and 8 GAT's classes, 7T and 8T.**

This cross-KLA project involved students developing a presentation based around conceptual content and data from at least three different KLA's. The Year 7 topic for the 2015 project was 'The Window' and students considered the different ways this could be considered and applied. The topic for the Year 8 program was 'Technologies That Have Shaped, and Will Shape the World'. In this project students considered current problems in today's society and developed a product that could help solve this problem in the near future.

Students worked in groups to research current ground breaking technologies and then developed their own product, and developed a marketing campaign to sell their product. Students worked in small groups and were given class time to develop their idea to include rich and conceptual questions. The 5 minute presentations took place in Week 5, Term 3 for Year 7 and Week 9, Term 3 and students were encouraged to present their information in a range of formats.

The result of the presentations was the development of a wide variety of ideas and presentation formats such as a website, short movies, Prezi's and dramatic performances. The audiences were comprised of class members, their parents and teachers, Deputy Principal's and Mr Johnson. The winning teams were awarded stage certificates and attended a Principal's morning tea.

The successful team of students from Year 7 included Alexander Briggs, Prakul Sahai and William Stringer who developed a website and an interactive game exploring how different ways of thinking shape how people see themselves and their world. The Year 8 winners were Daniel Monterio, Jayan Pascoe and He Chaun Tee who created a technological advance in medicine named 'The Lazarus Brace' which aimed to give new movement capability to people suffering from paralysis. The presentation included a model and a video presentation outlining the technology, its marketing and value to society.



***7T Independent Research Project  
presentation***

## Respect and responsibility

Cherrybrook Technology High School continues to promote a culture of independent and responsible students who achieve their potential within a collaborative environment. We have continued to promote inclusion, respect and responsibility through existing programs such as Acceptance Day for Year 8, a gender specific program for Year 9, Rock and Water and Peer Support Resilience Programs for Year 7 and Youth and Road Trauma and Crossroads for Year 10. Leadership skills are developed in Year 11 students who participate as Peer Support Leaders for our junior students.

The Study Skills program was also maintained for Year 11 students to develop their preparation for their future assessments and exams and a Sleep Forum was added to this program to allow students to understand the importance of physical and mental health as a component of academic achievement and overall wellbeing. 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.

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 Busters' 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. In assessing the effectiveness of these programs, the Welfare Other Interest Group has recommended that the anti-bullying Peer Support Program discuss the issues before the Year 7 Camp and that a further stage production that identifies bullying and exclusion be incorporated into the camp activities. The Welfare Initiatives group also assessed the issue of resilience and has



suggested that in 2016 an Other Interest Group should look at examining the ways in which the Rock and Water roll calls can be used to better develop and sustain resilience in students. The Rock and Water team continues to implement their resilience and respect activities and teaching into the junior school and has incorporated the 'Resilience Donut' into its lessons. Year 7 and 8 classes now participate in Rock and Water as part of our commitment to fostering resilience. In 2015 all Year 7 students participated in the self-testing 'Resilience Report' in order to assess their personal strengths as a basis for developing and maintaining resilience.

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.

### ***Abseiling at Yr 7 Camp***



Our Peer Support Leaders were trained to work with younger students and to ease them into the new culture of high school. Peer Support and Rock and Water will work together under the guidance of Mr Peter Hartman and Miss Kimberley Hampe at the 2016 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. In 2016, two to three new teachers will undergo new full training in Rock and Water and will then proceed to train additional staff.

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 of Stage Head Teachers, Head Teacher Student Programs, Head Teacher Welfare, Year Advisers, Careers Advisers, Learning Support Teachers and Counsellors. 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.

### **Learning Support Team**

In 2015 the Learning Support Team provided: extensive in-class support, were responsible for implementing a range of targeted programs, ran lunch time and after school clubs and continued to gather and distribute information so that staff could best support all students in their classrooms.

The Learning Support Team offers whole class support to a range of classes. In 2015 SLSOs and the LSTs supported over 90 different classes per semester across all subject areas. Students in these classes received regular support, with the SLSOs, LSTs and teachers working together to support the learning of all students in the classroom. The assistance provided by SLSO's in the classroom enables students with additional learning needs to access support without feeling singled out or targeted. All students benefit from having two staff members in the classroom to assist them with the understanding of concepts and the completion of tasks.

Literacy Workshop continued to run on the elective lines for Stage 5 students. In 2015 two classes ran each semester with over 50 students per semester benefiting from their placement in Literacy

Workshop. The class focused on assisting students with work from their other subjects but also incorporated a range of goal setting exercises and links with the Vocational Education teachers to assist students with pathways and post-school options.

2015 saw the implementation of the QuickSmart reading program. This was a targeted reading program which ran before school and involved a number of year 8 students. The CTHS P&C generously donated the money for the program which produced promising results in its initial year. Many students made significant gains in their reading speed and accuracy. We also saw the confidence of students improve.

Another initiative in 2015 was the *Here Hidden Head* comprehension program which was introduced to Year 7 students. This is a program which provided strategies to students for finding information in a text. The information was either right in front of them (Here), in more than one place (Hidden) or something they had to think about (Head). The Literacy OIG was instrumental in this program and a big thank you needs to go to all members for their outstanding contributions.

A range of targeted programs were introduced in 2015. These programs include: Social Skills, Expressive Language and Behaviour Mentoring. Students for these targeted programs are identified by the Learning Support Team and attend one lesson per fortnight with the Learning Support Teachers. All programs are written by the LST's to target the specific needs of students within CTHS.

In 2015 the lunch time clubs expanded to run every lunch time. Card and Game club continued to be popular with tournaments such as snap, memory and chess. Chill out Club was a popular club where students watched movies, chatted to friends and a range of parties were held including Easter, Carnival, Halloween and Christmas. Students prepared for the parties in the Thursday lunch time clubs making DoEorations, piñatas and a range of food items. The-Halloween Party saw the creation of the Dungeon of Doom where students had to pass through cobwebs, spiders, and skeletons to make their way into the party. For the Christmas Party students created ice sculptures and a giant M&M Christmas tree.



***Lunch Club Christmas Party***



Homework club ran every Wednesday during lunchtime and provided support for Stage 4 and 5 students with homework and assessment tasks. Senior Homework Club continued to run Thursday afternoons from 2.30pm and was very popular. All senior students are welcomed in D1.3 to work on their own or gain assistance. Printing is also available. Homework club is staffed by people with knowledge of a range of HSC subjects.

The National Consistent Collection of data on school students became compulsory for all schools from 2015. CTHS had participated in 2014 and in 2015 were able to gather data on all students and provide this to the government under this initiative. An important component of the data collection is to provide information to staff on how to best assist students with additional needs in the classroom. This process was streamlined in 2015 so staff received necessary information in order to enable them to best support each student so they can reach their educational potential. The collection of this data also assisted in creating targeted classes which were then provided with additional support.

In 2015 a range of funding applications were completed by the Learning Support team. This allowed more students to receive in-class support . The Learning Support Team remains dedicated to assisting all students in reaching their educational potential.

### **Vocational Education program:**

#### **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. Fifty students attended a Study/Time Management seminar during Literacy Workshop and then the Careers Advisers helped fifteen students to create a Transition Plan. At a SWOT interview, these students explained to the interview panel (Careers Adviser, Community Representative and School Executive or Head Teacher) how they hoped to implement this Transition Plan in the years ahead. It was identified that assisting students to analyse their strengths and areas of concern and then to make the best possible curriculum choices was important. Engaging them in the learning process and increasing their post-school options and employment potential was a positive outcome from the SWOT program.

### **Library**

2015 saw a number of changes in library operations.

The library website <http://cthslibrary.weebly.com/>, launched in 2014, was further developed. Students and staff can access other libraries, teaching and learning resources and links to assist with research and assignments.

The library continued with preparations for a major refurbishment. The projected timeline for the renovations was over the 2015-16 Christmas Holidays. The renovations were unavoidably delayed so the updated timeline for the refurbishment is mid-2016.

A major change to library operations occurred in May when the DOS based OASIS system was replaced by Oliver, a new Library Management System (LMS). The teacher-librarians were successful in their application to Curriculum Support for CTHS to be a Lighthouse school for the School Library System Project.

Oliver is a powerful LMS with a user-friendly interface and many functions. It allows for wide and flexible searching of library resources. Interest groups, subject resources, saved searches, federated searches and reading lists are easily generated to suit students, classes and teachers.

CTHS library began the process of changing its fiction collection from an alphabetical system to a genre system. Ten genres have been carefully selected. Each genre will be identified by a coloured label on the book spine and a code in the LMS. Once the entire collection has been converted, the books will be shelved alphabetically within genre categories. It is expected that the new genre system will be completed in Term 1 of 2016.

The rationale behind the decision to change the way in which fiction is displayed was based on visits to other school and public libraries and discussions with other teacher librarians. Placing books into genre categories will make reading more accessible to students. It also opens up opportunities for conversations around books and genres. We anticipate that this change will also equate to an increase in borrowing.

The new LMS has opened opportunities to the library to investigate the implementation of e-books at CTHS. As students have moved to a BYOD model, it makes sense to examine the resources available, always ensuring teacher and student needs are addressed.

In 2015 the library continued its subscription to World Book Online. We also undertook a trial of GALE Cengage databases with 2 senior classes. The minimal feedback received did not warrant the purchase of a subscription.

The library remains committed to developing its electronic resources to support teachers and students.

Mrs Sorensen and Mrs Casey worked with teachers across the English and HSIE faculties to embed information literacy skills for students in the curriculum.

The 2015 theme for Book Week was “Books Light Up Our World”. It was celebrated in the library during August with much fanfare. The students enjoyed using the reading cave. Two competitions, Bookface and Whoseface, were a huge success. There were 30 entries in Bookface with 152 students voting on their favourite. 21 staff and 34 students participated in the Whoseface competition.



#### 2016 focus areas

In 2016 the library will focus on four areas:

- The refurbishment process
- Collection development
- Literacy
- Collaborating with teachers

## 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.

We continued to cultivate our relationship with our sister school in Siem Riep, Cambodia with a very successful trivia night, raising over \$1000. 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. Solidifying our link with the school, a group of five outgoing year 12 students, volunteered at the school by teaching English as part of a three week trip of Vietnam and Cambodia. We are hoping to extend this opportunity to other students who are also interested in an alternate, more socially aware and responsible schoolies experience.



*Outgoing Year 12 students visit our partner school, SHAK, in Siem Riep, Cambodia*

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 a record \$28,186 and were awarded the highest level of commendation from World Vision for being the third highest Fundraising School in NSW. The money raised will assist World Vision in fighting global hunger.

New bonds were formed with Médecins San Frontières. 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.

The Social Justice Club remains focused not only on charity but also raising awareness, planning a series of themed assemblies, such as International Women's Day and World Refugee Day. Hoping to

grow the profile of International Women's Day, we hosted a morning tea and invited a journalist from Mamamia, Kate Leaver, to address the student body about her personal experiences and the plight of women in the media industry. We look forward to planning many more assemblies that highlight pertinent issues and raise the profile of our club in the school.

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.

## **STEM**

Since its inception, CTHS has had a strong connection with Science, Technology, Engineering and Mathematics (STEM). This places us in the great tradition of Australian innovators who were responsible for designing the black box flight recorder, cochlear implants, polymer banknotes, wi-fi networks and many more. This is why it was with great excitement that in 2015 we embarked on a project funded and supported by the Australian Curriculum, Assessment and Reporting Authority (ACARA) and the Australian Association of Mathematics Teachers (AAMT) designed to see STEM implemented in an integrated way into the Stage 5 curriculum.

STEM focuses on authentic applications of rigorous subject knowledge, integrating the disciplines of Science, Engineering and Mathematics in the context of Technology Education in order to solve real world problems. For this reason it seemed fitting to the STEM teacher team - George An, Yetsum Yang and Eddie Woo, coordinated by team leader Alesha Bleakley - to tackle a problem that students faced on a daily basis: the degradation of the top playground area due to the high amount of pedestrian traffic between lessons and during break times. This was part of the design brief provided to students:

*Our project addresses the increasing urbanisation of our local community, as visible within our school grounds through the degradation of our common spaces and topsoil erosion. There are other significant effects that are not as tangible, such as congestion within the school between lessons as students move from one class to another, as well as children not being able to remain physically active due to the lack of available space during recess and lunch.*



*In groups, students will investigate the effect of overpopulation within our school environment, identify issues to be addressed using scientific and mathematical tools, then devise a potential solution to improve the targeted aspect of the school environment.*

**Top Playground**

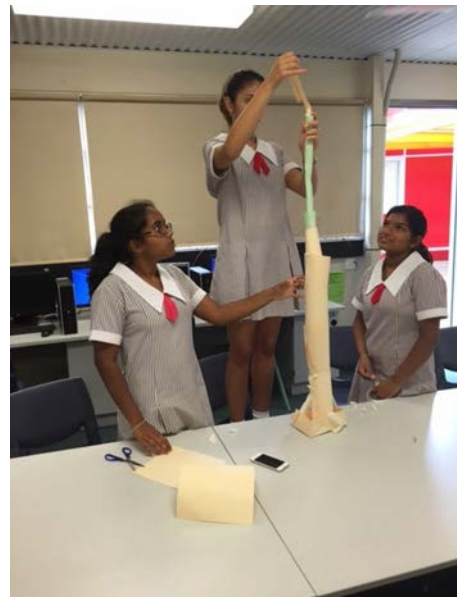


For a whole semester, the Stage 5 class was driven by this simple yet surprisingly profound pair of questions: what was causing the top playground to be in such poor condition, and what solutions could be devised to ameliorate the situation?

By combining scientific inquiry, mathematical problem solving and design thinking, the teams of students from years 9-10 each came up with their own designs for adapting and augmenting the top playground to make more well-suited to the unique factors of the CTHS environment. A broad range of complex concepts and skills were developed by the students in each of the disciplines, including:

- Calculation of irregular areas through composite figures and approximation algorithms such as Simpson's Rule
- How satellites orbiting hundreds of kilometres above the earth's surface use trilateration to pinpoint locations within less than 10 metres
- The economics of determining an optimum price point for making maximum revenue
- Understanding soil pH levels and its effects on various plant species
- Determining the relationships between abiotic and biotic factors in an ecosystem

Every lesson was built on the foundation of critical and creative problem solving skills that come from the design process. The problem of the top playground is one that resonated with all of the staff and students involved. As a class we used the design process and its various steps to tackle the issues associated with the space, and as with any good design problem there is rarely a definitive end point or a single correct answer. While this initially caused discomfort for many groups, it was a crucial step in the learning experience for both teachers and students to interact with a problem that demanded a realistic and flexible approach.



***Stage 5 STEM class students***

The Stage 5 STEM project concluded with a Showcase Evening where students, parents, teachers, representatives from bodies such as ACARA, BOSTES, AAMT, the DoE Learning and Teaching Directorate, universities and members of the community were given an opportunity to explore the different solutions that had been proposed and interact with the students who had designed them. It was an incredibly successful night that set the precedent for integrated STEM learning at CTHS, a trend that we are already continuing in the curriculum design for Stages 4 and 5 from 2016 onward.



## **Achievement in the Arts and Sport Arts**

The 2015 school production of Carlo Goldini's play, *The Servant of Two Masters* was selected to mark the occasion of Mr Jim Taylor's retirement as it had long been a long standing aspiration of his to see the work staged at CTHS. Directed by Ms Julianne Cannon, this delightful comedy of errors entertained audiences over the course of the show's run.

The dedicated cast, drawn from all year groups, made this popular comedy a blaze of "sound and fury" to coin a phrase from the Bard. The depth of acting talent to be found on CTHS campus is always a wonderful tribute to the intelligence and creativity of our students who brought both dedication and good humour to bear upon this endeavour.



***The Servant of Two Masters***

Our annual school productions serve to remind us all of the serious business of having fun, and to remember that an important element to collaboration is the notion of play. We know that kids work better in the classroom when they work collaboratively, no matter what age they are or what level of ability. Collaborative learning outside the classroom also provides an optimum platform to ensure we support young people's social and emotional development in every area of life.

There was a great camaraderie amongst the cast and crew. A special thanks is extended to all who supported the show through their attendance over the course of the play's run.

In 2015, there were three Drama Ensembles offered to students. These ensembles run annually and take place either before or after school. Our Year 7 Drama Ensemble and the Stage 5 Drama Ensembles, respectively, completed successful auditions and were invited to perform in the Arts Fresh Drama Festival at NIDA. Our Year 8 Drama Ensemble members were keen participants in their afternoon drama activities. All three Drama Ensembles presented original pieces of devised theatre which presented at the annual MADD concert.

Many of our drama students were involved in performing for parents and community on many occasions during 2015. These events included the Year 6 into 7 Information Night, the Stage 5 Performance Night and Year 11 Retrospective, the Anzac Day commemoration ceremony, HSC Performance\_Nights as well as the Year 12 Graduation and Presentation Nights.

Eduard Geyl (Year 11) was the lead actor in a short film entitled 'Markers'. This film was included for screening at the 2015 Sydney Film Festival. A represents a significant flag in the mountain of an acting career for Eduard which continues to take shape and develop.

## Sport

The most outstanding sporting achievements of 2015 were indicated in the Principal's Message earlier in this report. These included:

- Winning the Zone Athletics and being Champion school in the Kuring-gai Zone for 2015
- Gaining second place at the Sydney North Athletics Carnival
- Katie Devitt - gold medal at CHS Athletics
- Charles Marais - gold medal at CHS Swimming
- Brendan Weal - gold medal at CHS Trampoline
- And our Year 7 and 8 Girls were the winners of the Wanderers Cup for the 2nd year in a row

## Swimming

The annual swimming carnival was held in Term 4 at the Parramatta Swimming Centre.

Year 7 students also have the opportunity to participate in Term 1 where they attend a carnival with their peer support leaders at Hornsby Aquatic Centre. In 2015, participation rates were very good.

The age champions for swimming are show below.

	GIRLS	BOYS
12 Yrs	<i>Kelly Chapman</i>	<i>Andrew Koh</i>
13 Yrs	<i>Laura Bolt</i>	<i>Charles Marais</i>
14 Yrs	<i>Millie Lott</i>	<i>Anjana Kodithuwakku</i>
15 Yrs	<i>Elske van Rooyen</i>	<i>Bradley Stockwell</i>
16 Yrs	<i>Emma Fisher</i>	<i>William Lott</i>
17+ Yrs	<i>Rebecca Yabsley</i>	<i>Joe Stone</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>Sophie Nelson</i>	<i>William Mills</i>
13 Yrs	<i>Sophie Poole</i>	<i>Nikolas Kalimeris</i>
14 Yrs	<i>Brooke Steinwede</i>	<i>Anjana Kodithuwakku</i>
15 Yrs	<i>Emma Searle</i>	<i>Mitchell Baker</i>
16 Yrs	<i>Natalie Wong</i>	<i>Jack Dickinson</i>
17 Yrs	<i>Emily Jones</i>	<i>Clayton Anstee</i>
18+Yrs	<i>Emily Jarred</i>	<i>Jack Patten</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>Kelly Chapman</i>	<i>Alex Durheim</i>
13 Yrs	<i>Laura Woollett</i>	<i>Charles Marais</i>
14 Yrs	<i>Kate Collett</i>	<i>Harish Abimanju</i>
15 Yrs	<i>Aurora Henke</i>	<i>Mitchell Baker</i>
16 Yrs	<i>Courtney Cattell</i>	<i>Beau Ingram</i>
17+Yrs	<i>Emily Jones</i>	<i>Benjamin Woollett</i>



*Students participating at the CTHS Athletics Carnival*

### **Combined High Schools (CHS) Representatives**

The following students went on to represent at a CHS level

- Paris Roditis in Basketball

### **School Blues Awards**

The following students were awarded a prestigious School Blue for their sporting efforts and achievements:

- Paris Roditis in Basketball
- Katie Devitt in Athletics
- Charles Marais in Swimming

### **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
- Ski trip
- First aid training
- Many knock out teams



*Sports Awards recipients at the annual Sports Assembly,*

*Stage 5 - Kate Collett, Stage 6 – Brendan Weal and Emily Jones*

## **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.

Gary Johnson, Principal  
Brett Clements, Deputy Principal  
All Executive staff  
Rosemary Edwards, SAM2  
Liz Groves and Stephen Phillips, CTHS P&C

## **School contact information**

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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](http://www.schools.nsw.edu.au/asr)