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CHERRYBROOK TECHNOLOGY HIGH SCHOOL

2012 ANNUAL REPORT



Our School at a glance

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

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

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



'Achieving Together' our motto... believe it or not

this is a cake... this is Jessica Squires entry in the Year 11 May Samali Award for public education.

Messages

Principal's message

Cherrybrook Technology High School enjoyed another wonderful year in 2012. NAPLAN testing data reflected consistent student improvement whilst the Higher School Certificate results were simply outstanding. Twenty-two students gained the NSW All Rounders' award for their outstanding achievement and one hundred students earned ATARs greater than 90, while twelve students scored ATARs greater than 99. Students scored marks that placed them in the top 10 in the state in eight courses of study and 143 students gained marks that placed them in the top band awarded in one or more of their courses of study. Of particular interest was the achievement of our first accelerated Aboriginal Studies class with all students gaining band six and students attaining third, fourth and fifth in the state. Cherrybrook students also had works selected for *TexStyle and Design Tech*.

Maintaining a magnificent tradition of comprehensive education, the school's creative and artistic programs were, once again, hugely successful with students involved in all manner of school productions, community performances, ensembles and displays. Equally, in the field of sport, individually and in team events, the school enjoyed enormous success with students competing at every level from classroom to international standard with Jenny Blundell representing Australia at the World Youth Athletics championships held in Spain. The school was awarded the trophy for the most successful sporting school in the Northern Sydney Region for the third time in five years.



During 2012 the school continued to invest heavily in teacher professional learning focussing on quality teaching and learning, leadership capacity building, and further development of staff skills in using cutting edge technology. The school also continued to work at ensuring new scheme teachers were supported and given appropriate development opportunities.

Resources from the MPC maintenance fund were combined with school resources to complete a refit of the MPC storage facilities and construction of an area for students completing examinations granted disability provisions. The school has also benefitted from the extension to the piazza area, allowing additional seating to be installed and significantly improving the amenity of the school.

The further development of a biodiversity space, new shelters and the purchase of additional outdoor seating during the year also made a positive difference to the playground environment for students.

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

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

Gary Johnson,
Principal

P&C Message

It gives me great pleasure to present the P&C President's message for the Annual School Report for 2012. Firstly I would like to congratulate the Principal, Mr Johnson and the dedicated staff for the excellent academic and sporting results achieved last year. I have completed my second year as President and I appreciate the efforts of the other members of the P&C and school volunteers who freely give their time to the school.

During the year the P&C was invited to attend several school functions including the Year 12 Graduation, High Achievers' Awards, Years 8 & 9 Public Speaking Finals, Presentation Night and the Sports Awards Assembly.



It was a pleasure and an honour to be there and to present awards to our many talented students. The Year 6 into 7 Orientation Morning was a great opportunity to remind parents of the need to support the P&C and the school's main fundraising activity, school contributions. My thanks go to our two vice presidents, Janice Scott and Philippa Moran who assisted me in carrying out the duties of the P&C. Thank you also to Kathryn Ralton and her team for their commitment and generous help with catering at these various P&C functions.

While I was unable to attend the volunteers thank you lunch, I would like to acknowledge the many 'behind the scenes' volunteers who help with the library, sorting of the lost property and other duties. I would also like to thank Heather Lane, May Ng and their team at the canteen who work hard to serve the needs of the students and helped raise \$40,000.00 for the P&C. On behalf of the P&C I acknowledge the tremendous work done by the canteen staff, committee and volunteers. In 2012 the P&C approved a plan for the canteen to go online. While this has got off to a slow start we are confident that this is a move in the right direction. We believe that as students and parents learn the benefits of going online both turnover and profits will increase.

Some of the highlights from the year were the completion of the MPC extension and the PE Staffrooms at the beginning of the year. The principal, Mr Johnson gave us a presentation on the 2011 HSC results and the high

standards achieved by our students. At one of our meetings we were also fortunate to have our local MP Matthew Kean attend to enlighten us on changes to the government funding for education and the 'Local Schools / Local Decisions' policy.

The P&C continued to support many initiatives at the school as outlined in the Treasurer's report .

This year we welcomed Alyse Collins, Cassandra Collins and Mathew Collins to the P&C executive. I would like to thank them and our entire executive for their valuable support and enthusiasm throughout the year. Special thanks to members of the executive who are leaving - Kathryn Ralton who has steered the catering at P&C functions for over nine years. I would also like to thank Philippa Moran, Karen Zilm and Lesley de Gorter who have served on the P&C executive for a number of years. We truly thank them for their commitment and dedication.

As President of the P&C I have enjoyed immensely the contact with Mr Johnson and the school and the close relationship we have. Thank you to Lesley de Gorter for her help as Secretary, Liz Groves our Treasurer, Heather Lane for managing the canteen and Matthew Collins as Canteen Treasurer. Congratulations in advance to all those elected to the executive for 2013.

Thank you.
Sunil Mistry President

Student Representative Message



Seyon and Saba at the 2012 induction ceremony

In the final school assembly we reminded the whole school that the 2011-12 executive and SRC would "lead the school to a whole new level of awesomeness" with the aim of going "to infinity and beyond" with themed mufti days, Oscar winning video productions for assembly and a whole month dedicated to various causes.

Both of us have been in the SRC since Year 7 and we cannot let the occasion pass with out thanking Mrs Kletcher and Mrs Gibbs for their inspiration, support and hard work over the past six years. It was because of the wonderful team of teachers that we really were able to go to "Infinity and beyond"

Over the past year we have donated to various organisations, spread love around the school on Valentines day, made an anti-littering campaign starring the Tetchy the Turtle mascot, and ran the first ever Super- Mega-Happy-Month. In this month each week was devoted to a different theme: sustainability week, support week, sports week and last, but certainly not least, spirit week. In sustainability week we focused on making the school more environmentally friendly and held an assembly with invited guests to show the initiatives we have. We also planted over 100 trees around the school during this week.

Our sports executive ran sports week where there were many sporting competitions culminating in a teacher versus student volleyball game.

During support week we had a seminar for stage 5 and shared a presentation at assembly to support awareness for mental health. We ordered 2000 printed shoelaces in the first every anti-bullying string movement.

The busiest week was spirit week where we had a themed muftiday and all the boys of the senior executive shaved their head in the “World’s Greatest Shave’ raising \$4600. We also held an amazing talent quest in this week.

Everything we did was a team effort and we would like to acknowledge all the student exec team: Vice captains- Aaron and Nikita, Stage 5 Reps- Abhi and Steph, Stage 4 Reps- Daniel, Anupesh, Nichola and Michaela, Principal’s Reps- Rezan and Lachlan and also our Environmental Reps- Matthew and Rawha. We loved working as one team with one goal ‘*To change the school and make it a better place for everyone.*’ **SRC World’s Greatest Shave**



We loved being Cherrybrook School Captains and are really proud of all the achievements we made together.

Saba Samali and Seyon Sanchayan

Students: Student information

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

Student enrolment profile

Our school has an excellent reputation within the community and this is reflected in consistently high enrolment numbers each year and in the number of enquiries for enrolment from outside the catchment area. In 2012 the school had a total enrolment of 2045 students. Approximately 55% of students are from language backgrounds other than English.

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

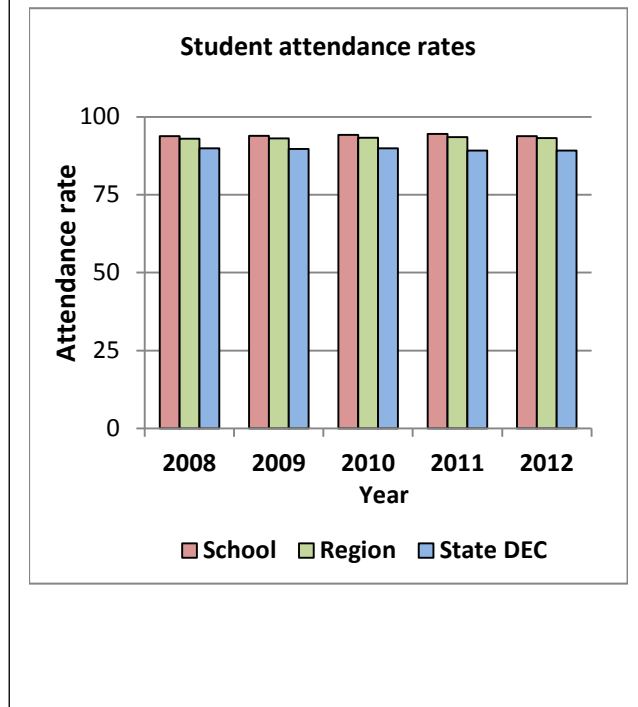
Gender	2008	2009	2010	2011	2012
Male	974	1006	1023	1067	1076
Female	906	940	978	969	969

Student attendance profile

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

	Year	2008	2009	2010	2011	2012
	School	7		95.8	96.6	96.1
8			95.1	95.2	95.1	94.7
9			94.0	94.8	94.0	94.4
10			93.1	93.4	93.9	92.3
11			93.3	93.2	94.9	93.8
12			91.8	92.6	93.2	92.7
Total			93.8	93.9	94.2	94.5
Region	7		95.4	95.3	95.6	95.3
	8		93.7	94.2	93.9	93.7
	9		92.8	93.2	93.6	93.0
	10		92.2	92.4	92.4	92.3
	11		92.5	92.7	92.7	92.5
	12		91.6	92.1	92.7	92.4
	Total		92.9	93.1	93.3	93.5
State DEC	7		92.3	92.6	92.5	92.4
	8		90.0	90.5	90.1	90.1
	9		88.8	89.1	88.8	88.7
	10		88.7	88.3	87.1	87.0
	11		89.4	89.1	87.6	87.6
	12		89.4	89.8	89.2	89.3
	Total		89.9	89.7	89.9	89.2

This graphic represents the statistics of the table



Stage 5 Market Day

Management of non-attendance

In order to maintain and restore regular school attendance, the school has established sound attendance monitoring practices and regular follow-up of unexplained absences. Parents are notified promptly on the day of their child's absence via an SMS text messaging system and are further advised in writing if an explanation for the absence has not been received. A range of school based strategies are implemented to resolve attendance difficulties that have the welfare of the student as their focus. These include: student and parent interviews via phone calls, letters or interviews, referral to the school welfare team and/or the learning support team, referral to the school counsellor or the

development of a school based attendance improvement program. If these interventions prove unsuccessful, support from the Home School Liaison Program is requested and a formal Attendance Improvement Plan may be put in place. In 2012 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.

Retention to Year 12

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

	SC07- HSC08	SC07- HSC09	SC08- HSC10	SC09- HSC11	SC10HS- C12
School	79.6	87.0	90.2	84.5	89.3
SEG	80.4	82.3	85.3	83.1	85.0
State	60.3	61.0	62.7	64.7	63.4



Students from the CTHS Big Band

Post-school destinations

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

University 83%

TAFE 10%

Private colleges 4%

Full time employment 2%

Overseas/Unknown 1%

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

In 2012, Cherrybrook Technology High School had three school based apprentices in Automotive - Light Vehicle, Automotive - Heavy Vehicle and Hairdressing and two school based trainees in Automotive - Light Vehicle and Floristry.

Thirty three Year 12 students studied VET courses at local TAFE colleges and four completed VET courses from private providers such as The WhiteHouse Institute of Design , Taronga Zoo and Hornsby Hospital. Of the 33 TAFE students, 25 students undertook VET Framework courses leading to a Certificate II and five received a Certificate III. The remaining TAFE students received a Statement of Attainment.

The following list presents the variety of courses that students from the 2012 cohort attended: Nursing, Business Services, Construction, Accounting, Furnishing, Animal Studies, Design Fundamentals, Beauty Therapy, Hairdressing, Hospitality Specialisations, Property Services, Screen Media & Radio Broadcasting, Tourism - Events, Information Technology, Film and Radio - Screen, Electrotechnology, Fashion Design, Community Recreation - Fitness, Children's Services, Digital and Interactive Games Development, Automotive and Plumbing.

Staff Information

Staff and staff retention

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

Cherrybrook Technology High School continues to benefit from its highly motivated and professional staff. The school has an experienced staff and traditionally the turn-over rate is low. In 2012, there were 132 teaching staff with 21.4 administrative and support staff.

Retirements included Head Teacher Science Mr Glen Woodhams and Head Teacher LOTE Mr Mark Wade. Classroom teacher retirements included: Ms Robyn Thew from Languages and Mr Jeffery Hunter from Science. Mrs Ingrid Koodrin was promoted to Deputy Principal at Barrenjoey High School and Mrs Enone Melville took up a promotions position with state office.

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

Staff establishment

Staff information

Position	Number
Principal	1
Deputy Principal(s)	3
Head Teachers	20.5
Classroom Teachers	78.3
Support Teacher Learning Assistance	0.9
Teacher Librarian	2
Teacher of ESL	2.2
Counsellor	1
School Administrative & Support Staff	21.4
Careers Adviser	2
Total	132.3



Teacher qualifications

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

Qualifications	% of staff
Degree or Diploma	100
Postgraduate	12

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



7T's Egyptian feast

Financial Summary

A full copy of the school's 2012 financial statement is tabled at the annual general meetings of the School Council and/or the parent body. Further details concerning the statement can be obtained by contacting the school.

Date of financial summary	30/11/2012
Income	\$
Balance brought forward	826,262.19
Global funds	1,235,873.14
Tied funds	316,988.40
School & community sources	1,946,675.76
Interest	42,941.84
Trust receipts	286,198.53
Canteen	0.00
Total income	4,654,939.86
Expenditure	
Teaching & learning	
Key learning areas	517,161.61
Excursions	816,984.90
Extracurricular dissections	334,515.68
Library	0.00
Training & development	18,496.22
Tied funds	379,876.92
Casual relief teachers	250,246.95
Administration & office	494,365.73
School-operated canteen	0.00
Utilities	235,759.17
Maintenance	169,184.19
Trust accounts	269,069.30
Capital programs	408,719.43
Total expenditure	3,894,380.43
Balance carried forward	760,559.43



Courtney Hannigan and one of her award winning flower displays

Academic achievements in National Testing

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.

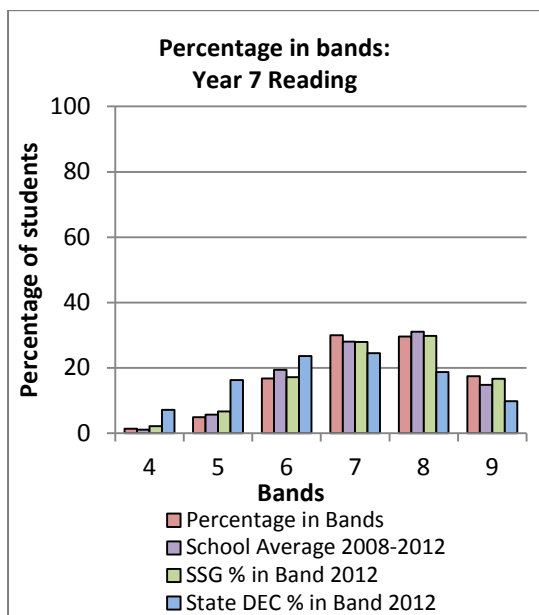
Yr 3: from Band 1 (lowest) to Band 6 (highest for Year 3)

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

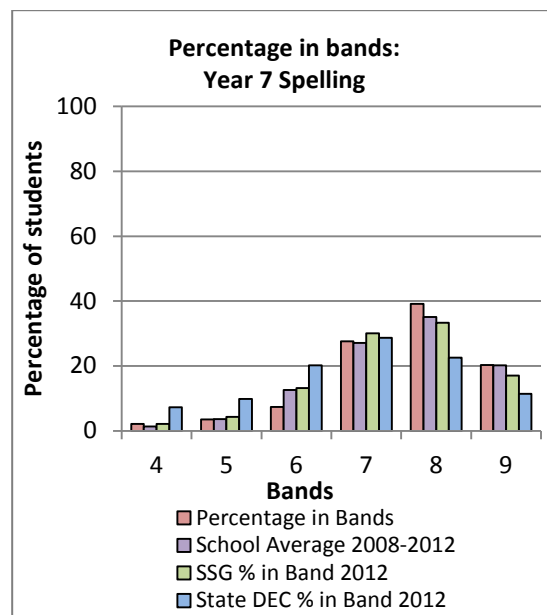
Yr 7: from Band 4 (lowest) to Band 9 (highest for Year 7)

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

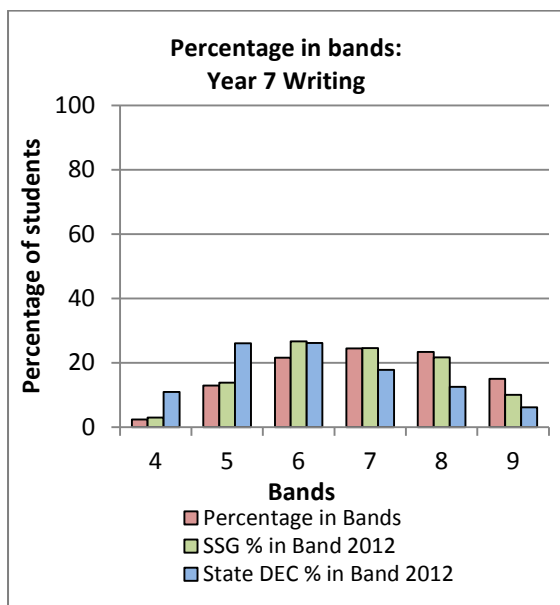
In NAPLAN Year 7 Reading, 47% of Cherrybrook Technology High School students are in the top two bands, in comparison to 29% in DEC schools across New South Wales.



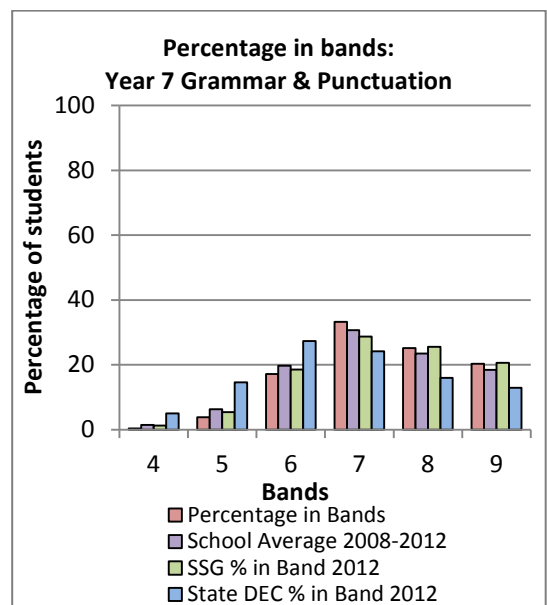
In NAPLAN Year 7 Spelling, 60% of Cherrybrook Technology High School students are in the top two bands, in comparison to 33% in DEC schools across New South Wales.



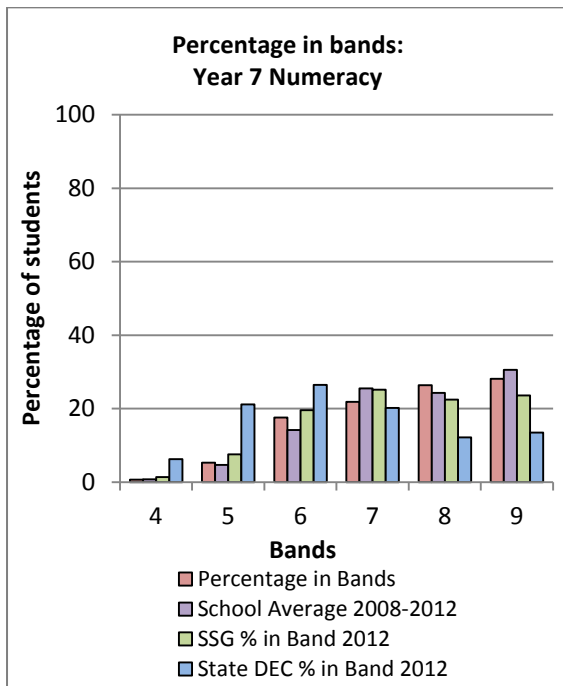
In NAPLAN Year 7 Writing, 38% of Cherrybrook Technology High School students are in the top two bands, in comparison to 19% in DEC schools across New South Wales.



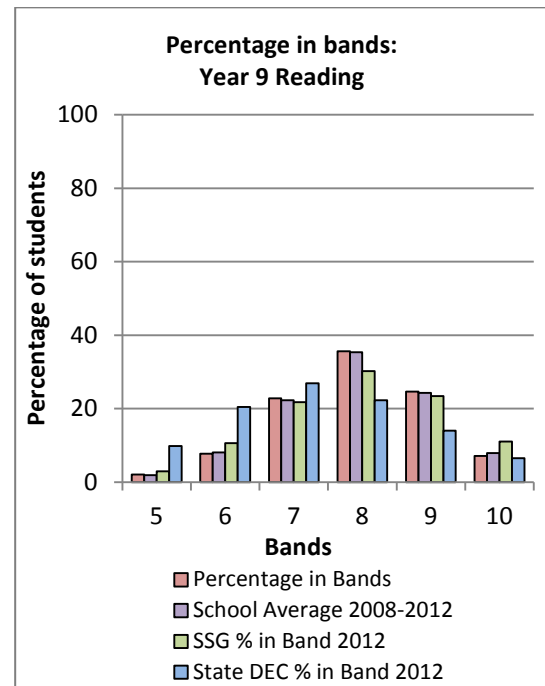
In NAPLAN Year 7 Grammar and Punctuation, 46% of Cherrybrook Technology High School students are in the top two bands, in comparison to 29% in DEC schools across New South Wales.



In NAPLAN Year 7 Numeracy, 55% of Cherrybrook Technology High School students are in the top two bands, in comparison to 26% in DEC schools across New South Wales.



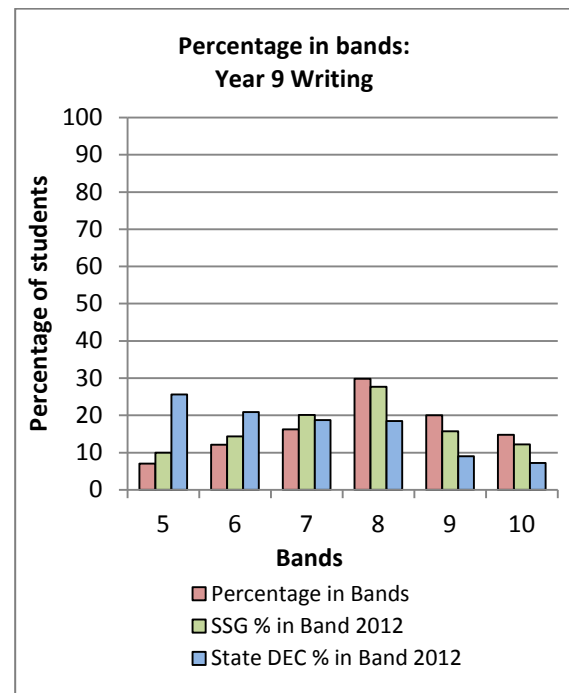
In NAPLAN Year 9 Reading, 32% of Cherrybrook Technology High School students are in the top two bands, in comparison to 20.5% in DEC schools across New South Wales.



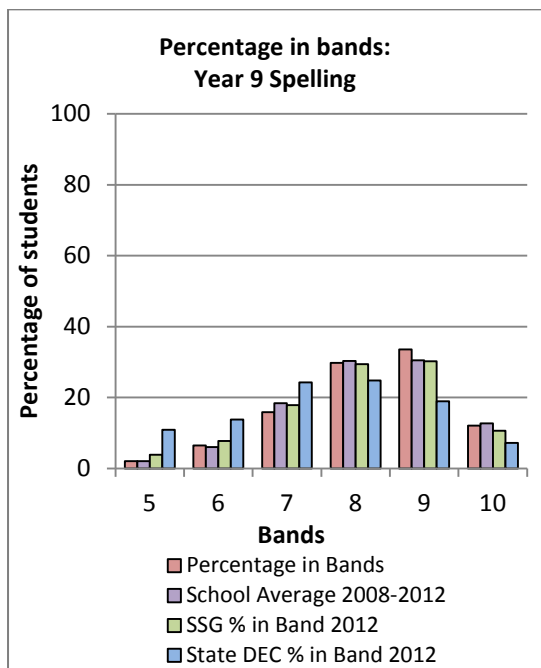
Year 11 Trade Display



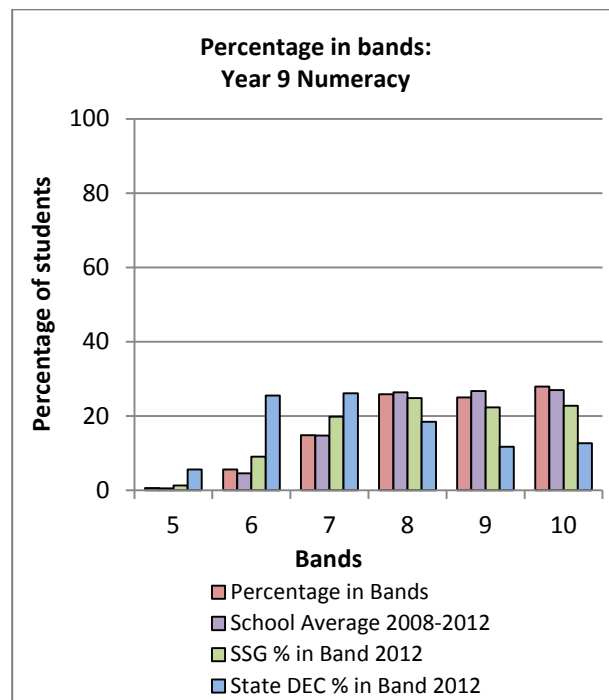
In NAPLAN Year 9 Writing, 35% of Cherrybrook Technology High School students are in the top two bands, in comparison to 16% in DEC schools across New South Wales.



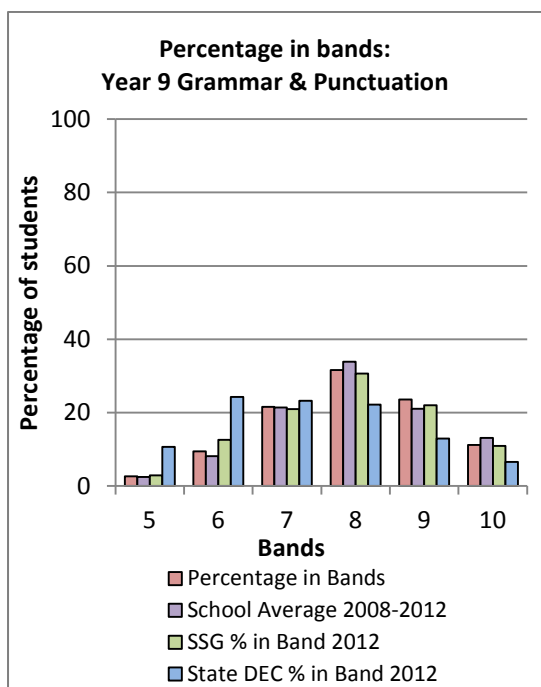
In NAPLAN Year 9 Spelling, 46% of Cherrybrook Technology High School students are in the top two bands, in comparison to 26% in DEC schools across New South Wales.



In NAPLAN Year 9 Numeracy, 53% of Cherrybrook Technology High School students are in the top two bands, in comparison to 24% in DEC schools across New South Wales.



In NAPLAN Year 9 Grammar and Punctuation, 35% of Cherrybrook Technology High School students are in the top two bands, in comparison to 19.5% in DEC schools across New South Wales



Stage 5 Electronics work

Higher School Certificate

The following table shows the mean marks in HSC courses for 2012. It also presents the combined average of the marks for the same course 2008-2012. The SSG score is the mean score for Similar School Groups in 2012. The final column is the mean for all State Department of Education and Community Schools.

HSC Course	School 2012	School Average 2008-2012	SSG 2012	State DEC 2012
Ancient History	78.7	81.1	72.9	66.6
Biology	78.4	77.7	74.4	71.0
Business Studies	82.0	82.2	76.3	71.3
Chemistry	80.2	80.2	77.3	75.0
Community and Family Studies	82.1	78.2	76.6	72.5
Design and Technology	78.4	76.8	76.1	72.8
Earth and Environmental Science	85.7	80.7	77.8	73.5
Economics	83.7	81.7	73.4	74.4
Engineering Studies	79.8	79.3	74.7	74.7
English (Advanced)	85.0	84.6	81.2	79.0
English (Standard)	71.0	69.0	71.9	66.4
English as a Second Language	81.6	81.1	75.8	71.2
English Extension 1	85.6	86.5	82.4	80.7
English Extension 2	83.4	86.1	79.5	76.6
Food Technology	81.1	78.5	76.4	71.8
General Mathematics	77.1	74.6	74.0	66.2
Hospitality Examination	78.5	79.9	77.0	73.9
Industrial Technology	82.0	81.1	76.6	69.9
Information Processes and Technology	75.2	77.3	73.7	69.4
Japanese Continuers	86.0	87.4		77.0
Legal Studies	85.8	83.8	79.9	72.2
Mathematics	83.1	82.2	79.1	76.6
Mathematics Extension 1	85.6	85.0	82.1	82.2
Mathematics Extension 2	90.8	90.9	82.3	83.4
Modern History	83.9	80.6	78.9	73.1
Music 1	83.1	83.1	82.1	78.6
Personal Development, Health and Physical Education	80.3	78.6	75.8	70.4
Physics	77.4	79.4	75.1	73.2
Senior Science	87.3	83.0	79.3	73.2
Society and Culture	81.2	76.8	81.3	75.6
Textiles and Design	79.6	77.9	80.2	75.7
Visual Arts	81.9	81.9	81.9	77.7

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

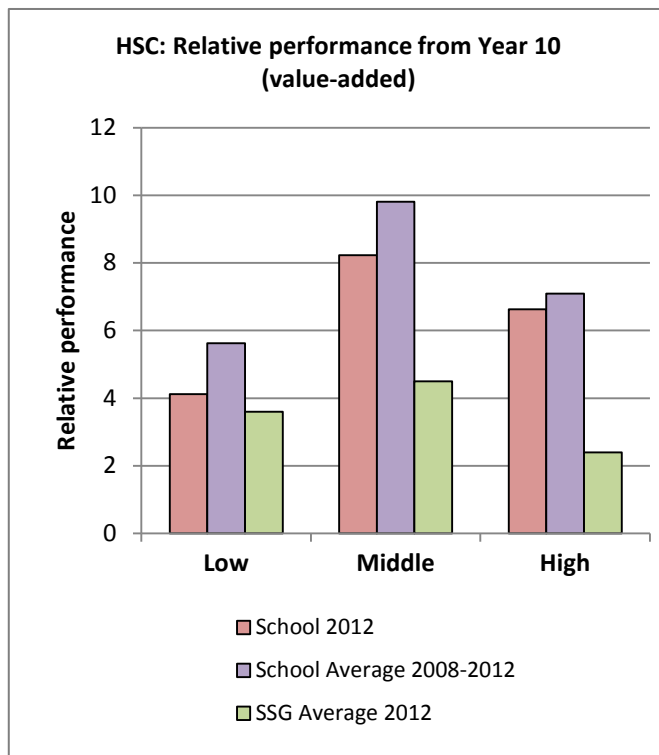
Three hundred and thirty seven students sat the HSC in 2012 and of these 12 students achieved an ATAR greater than 99. These include: Karnik Aggrawal, Nick Armstrong, Hugo Cheng, Sashika de Silva, Rebecca Jarman, Nikil

Kankarla, Megh Mankad, Stephen McFarlane, Ahmed Mirza, Bhavya Nanda, Jun Seo, Arthur Tang. One hundred students scored an ATAR greater than 90 and three students were selected for Major Exhibitions by the Board of Studies

Twelve achieved positions in the top 10 in the state in individual courses. These include:

- Lachlan Cole** Senior Science
- Sophie Feng** Food Technology
- Elizabeth Fuller** Aboriginal Studies
- Nikhil Kankarla** Business Studies
- Huai Gen Loo** Senior Science
- Myria Lypska** Ukrainian Continuers
- Megh Mankad** Business Studies
- Stephen McFarlane** Economics
- Cathy Tan** Aboriginal Studies
- Pooja Tan** Aboriginal Studies
- Sepehr Zarrin** Persian Background Speakers

The top ATAR of 99.75 was achieved by Bhavya Nanda.



Relative performance from Year 10



Yr 12 High Achievers Morning Tea

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 schools in our area. (see graph above)

NOTE: 1) The low performing band includes students in Bands 1, 2 and 3, on average in the School Certificate. The middle Band includes students in Band 4, the high Band includes students in Band 5 and 6.

2) The state average value added is 0.

English

At Cherrybrook Technology High School in 2012, 230 students sat the HSC exam in Advanced English, 88 in Standard English and 22 sat for the English as a Second Language exam, our largest ever cohort. There were 25 candidates for Extension 1 English and 10 candidates for Extension 2 English. In both Extension English courses, the school average was above the state average.

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

In Advanced English, 80% of the candidates were placed in either Band 5 or 6, compared to the state percentage of 54% in these bands. These results are an accurate reflection of both the hard work of the candidature and the expertise and guidance provided by the staff.

All the other courses were well above the state average, with the ESL English candidature scoring at an average of nearly 10 points above the state average.

Other achievements in the English KLA include the extensive public speaking and debating program which gives every student from Years 7-10 the opportunity to improve their skills. Year 7-12 students also have the opportunity of joining a school team to compete against other schools in the region. We continued with the very successful writers week which includes all students actively participating in writers workshops with visiting authors or to see incoming performances like "Shakespeare on Trial".

Mathematics

HSC Mathematics students may sit for courses ranging from the General Mathematics course through to Extension 2. In 2012, all course results were above the state average and many students achieved Bands 5 or 6.

Extension Mathematics had 76 students presenting for Extension 1 and 15 students presenting for Extension 2. Of these students 46% were in the top band for **Extension 1** and 87% in the top band in **Extension 2**. The most outstanding results were achieved by Nicholas Armstrong, who scored 99 for Extension 1 Mathematics and Bhavya Nanda who scored 94 for Extension 2 Mathematics.

Our large cohort of 143 students performed notably in the **2 Unit Mathematics** paper. Of these students 74% were in the top 2 bands. Oliver Winkcup scored 98 and six other students scored 97, all notable achievements.

One hundred and thirty two students sat for the **General Mathematics** paper. Forty percent of these were in the top 2 bands compared to 22% statewide.

Other achievements in the Mathematics KLA include the 396 students across Years 7 to 12 who competed in the Australian Mathematics Competition. These students were awarded 8 High Distinctions, 58 Distinctions and 168 Credits. CTHS also competed in two other competitions run by the Australian Mathematics Trust attracting national



Public speaking finalists

and international competitors. Eighty-five students from CTHS competed in the Junior and Intermediate Stage of the Mathematics Challenge for Young Australians achieving 1 High Distinction, 6 Distinctions and 44 Credits. Also, 58 students competed in the Maths Enrichment Stage program and achieved 2 High Distinction, 5 Distinctions and 26 credits. Three teams of 30 students from Stage 4 competed in the Australian Problem Solving Maths Olympiad with creditable results.

Maths Clinic, a before school mathematics support group, has continued throughout 2012 and students have appreciated the individual assistance offered by the staff during these sessions.

Science

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

In Biology, 49% of students were in the top two bands, the highest result of 92 was achieved by both Kaytlyn Davis and Josephine Penfold.

In Chemistry, 113 students presented for the HSC. Of these 49% of students scored a Band 5 or 6. The highest mark of 95 was achieved by two students, Bhavya Nanda and Ahmed Mirza.

In Physics 72 students sat the HSC exam, 45% of these achieved a Band 5 or 6. Ahmed Mirza achieved the highest mark of 94.

Forty-two students presented for **Senior Science** with 83% achieving a Bands 5 or 6. Lachlan Cole achieved the highest mark of 98.

In **Earth and Environmental Science** 82 % of the candidates achieved in the top two bands with David Lau achieving 93 as the top mark.

Human Society and the Environment (HSIE)



At Cherrybrook Technology High School HSIE continues to offer a wide range of subjects. HSIE students enjoyed outstanding success in the 2012 HSC.

Aboriginal Studies, which has recently been introduced at Cherrybrook Technology High School, saw an impressive 100% of students in the top band. Elizabeth Fuller, Jessica Squires, Cathy Tan and Pooja Tandon tied for the top HSC mark of 96. Such an outstanding achievement by the cohort has resulted in Pooja Tandon gaining third place, Elizabeth Fuller achieving fourth place and Cathy Tan receiving fifth place in the state.

Business Studies continues to be a popular HSC subject with 97 candidates, 26% of the cohort received a Band 6 compared to 8% across the state, and 63% receiving a Band 5 or 6. Megh Mankad and Nikhil Kankarla tied for the top HSC mark of 97. Megh and Nikhil gained 4th and 9th place in the state respectively.

Mr Keating engages his senior Ancient History class

In **Legal Studies**, an impressive 47% of the group achieved a Band 6 compared to 11% across the state with Stephen McFarlane achieving an HSC mark of 95.

Economics candidates also achieved outstanding results with 31% of students in Band 6 and 74% in Bands 5 or 6. Stephen McFarlane achieved an outstanding HSC mark of 99 from a possible 100, a result which gained 4th place in the state.

In **Geography** 33% of students achieved a Band 6 compared to 8% statewide and 55% receiving a Band 5 or 6. Emma Cox gained an HSC mark of 94.

Society and Culture saw 28% of students achieve a Band 6 compared to 14% across the state. Sophie Mao topped the course with an HSC mark of 97 from a possible 100.

In the Histories, Cherrybrook Technology High School students performed extremely well. In **Ancient History** 51% of students achieved a Band 5 or 6. This is well above the state performance. Rebecca Jarman achieved the top HSC mark of 95 from a possible 100. In **Modern History** 27 % of students achieved a Band 6 compared to 12% statewide and 71% receiving a Band 5 or 6. Rebecca Jarman achieved the top HSC mark of 97 and gained 9th place in the state.

History Extension saw 75% of students in the top two band. Christopher Dinh and Shehani Velupillai topped the course with an HSC mark of 40 from 50 marks.

Creative and Performing Arts



Students at the circus skills workshop

Student continued to perform well in 2012 Creative and Performing Arts HSC subjects.

In **Drama**, 95% of students achieved a high Band 5 result with one student achieving a Band 6. All results were significantly above the state average. Students in Years 11 and 12 were given many opportunities to enhance their skills through a number of extra curricula activities including an excursion to *Onstage* , which showcases exceptional examples of Individual Projects, Group and Individual Performance. Additionally, our Year 12 Drama Camp in May at

Elanora Heights received enormous commendation from students who appreciated the time it affords them to work exclusively on their Group Performance.

Twenty-two students completed **Music 1** with a diverse cohort of students completing Musicology, Composition and Performance electives. Twenty-three per cent of students achieved a Band 6, with most members of the class, 68%, achieved a band 5. The student who improved the most over the two senior years was Dennis Chang with excellence in application and effort. Music recitals were held throughout the year including HSC performance nights and Showcase. Year 12 students regularly performed at major assemblies.

Music 2 students achieved sound results and again had many performance opportunities throughout the year. There were some good results in the aural sections of the paper and impressive performance work undertaken. This group was small with just five students, with Arthur Tang achieving a Band 6.

In **Visual Art**, students have been involved in a range of creative activities. Over 80 students attended the annual Art Express exhibition at The Art Gallery and Armory. Students were inspired by the high quality of artworks, and three students received 'Highly Commended' in the prestigious Hornsby Art Prize event. In The HSC, results were significantly above the state average. Within in Visual Art, approximately 43% of candidates achieved Band 5 and 11% achieved a Band 6.

Dance was not offered at CTHS in 2012.

Technology and Applied Studies (TAS)

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

Agriculture only had a small candidature of eight students. The highest result was achieved by Emma Cox, who gained a mark of 93 from the possible 100.



Graces' gold dress

Community and Family Studies had 22 candidates of which 70% received a band 5 or 6. The highest result of 93 was achieved by Courtney Cranfield.

Design and Technology had 28 candidates. Forty per cent achieved in the top two bands. Katlyn Davis' major project was selected for the Design-Tec exhibition.

Engineering Studies had 20 candidates, 55% of them achieving in the top 2 bands. The highest mark was achieved by Oliver Winkcup who received a mark of 93%.

Food Technology had 34 candidates, nine of them gaining a Band 6 and 62% of all students attaining bands 4 to 6. Sophie Feng's mark of 95% placed her 10th in the state.

Industrial Technology achieved outstanding results, particularly in Multimedia. While 2011 had 25 candidates, 2012 had 40 students complete the HSC. The highest result of 97 was achieved by Senthana Sanchayan.

Textiles and Design had 13 candidates with 46% in the top two bands. Grace Pauline's outstanding gold dress was selected for the textiles excellence exhibition

Hospitality- Vocational Education Training (VET) had 27 candidates who achieved excellent results. Many of the students achieved the maximum number of competencies and were subsequently awarded Certificate I in Hospitality Operations. Other students prepared to undertake further study at TAFE achieved Certificate II.

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

Languages Other than English (LOTE)

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

Language results continue to be excellent. In Japanese Beginners 75% of the students performed in the top three bands with Young Kyun James Kim receiving the highest mark of 96. The highest achievement in **Japanese Continuers** was Chih-Chin Cheng with a score of 92. All students in **Japanese Extension** performed in the second top band. The highest achievement in **French Continuers** was Megh Mankad with a score of 94. Mankad Megh also completed **French Extension** through OPEN High School and received 45 from a possible 50 marks. The highest in **German Continuers** was Matt Ragusa.



Students at Multicultural day

Computing Studies

Nineteen students completed **Information Processes and Technology**. Of these students the highest mark of 94 was achieved by Sepehr Zarrin.

Personal Development, Health and Physical Education

Fifty-one students sat PDHPE . Sixteen per cent of these students achieved a Band 6. The highest mark of 90 was achieved by Nicola McLean and Michaela Porter. Thirty nine per cent of students gained a Band 5.



CTHS competes at the junior athletic championships in Tasmania

Significant Programs and Initiatives

Arts

The Arts continues to be a very important part of the Cherrybrook Technology High School experience, offering programs and incentives for gifted and promising students to gain recognition. The extensive arts program showcases student's dramatic, visual, media and musical compositions, providing opportunities for performance. One look at the Cherrybrook Technology High School website reveals how CAPA students' performances are showcased for the school and general public.

It was with sadness that last year we farewelled three of our Ensemble Directors - Pam Merrigan, Alan Foley and Michaela Leisk. These people had worked very hard to lift the standard of ensembles and overall musicianship of students. We are truly grateful for their years of service. Andrew Small directed the Concert Bands, CB1 and CB2, until a permanent director was chosen. He did an excellent job and introduced several new pieces for each group to play, conducting them at Darling Harbour. In term four Jonathan Dollin was appointed as the new Band Director and Jonathan has encouraged growth in both band groups already.

A very successful Band workshop was held towards the end of 2012 with some excellent professional musicians coming in to work with our students for a day. Although we did not host a Twilight Concert in 2012, primary students were invited to participate in a separate workshops run by the Big Band who visited other primary schools and promoted the CTHS Ensembles program.



The CTHS Big Band perform at the Concourse at Chatswood

Two other events were added to the Ensembles program including performances at the Sydney Royal Easter Show and Darling Harbour Central Amphitheatre. Both concerts were very successful and included all groups, except the Guitar ensemble.

Vocal Ensemble and Choir performed at several events as well including Ryde Eisteddfod, Hornsby Bushland Festival, Schools Spectacular, Sydney Eisteddfod and 'The Lakes' Cherrybrook.

Ange Tsoltoudis ran the Guitar Ensemble throughout the year, over two days each week. He has developed many small groups and these groups played regularly at assemblies, MADD concert and Showcase. This year, some of the small groups will be performing at the Food and Wine Bar at The Royal Easter Show.

The String Ensemble completed several recording sessions and joined with the Choir in Term 3 for a stirring performance of The Corrs song "Runaway". Strings performed at several assemblies, Darling Harbour and the Royal Easter Show. Various groups performed throughout the year at various assemblies including Leaders' Induction, year assemblies, Year 12 farewell and themed assemblies eg International Women's Day and the NAIDOC Assembly.

Filming of groups was undertaken regularly by Martin Mueller and the development of an impressive Ensembles section of the school's website showcasing student talent for can be visited by school and the general public.

Making it all happen behind the scenes was Kerrie Knox. Kerrie's role is to communicate with parents via email, assist in excursion planning and organisation, organise community events such as nursing home visits, instrument service and hire and the list goes on. She has done an outstanding job and makes the administration of a very large program possible.

Enthusiastic Drama students at Cherrybrook have continued to improve their skills and make new friendships by participating in any number of exciting arenas.

Our Year 7 and Year 8 Drama and Stage 5 Drama ensembles continued to produce a wonderful array of original theatre pieces. All of these groups performed at the MADD concert at the end of the year. Additionally, our Year 8 Drama ensembles and Stage 5 Drama ensemble auditioned successfully for the Arts North Drama Festival which is held at NIDA in August.

Four of our Stage 6 Drama students had the opportunity to attend the fantastic Year 11 State Drama Camp which are organised through the NSW Arts Unit and held at Eleanora Heights Conference Centre in late June. Students meet other peers from around both the greater metropolitan area and country NSW and enjoy the tutelage of experienced professional performers and Drama educators.

Our Year 12 Drama students attended our annual CTHS Drama Camp held at Eleanora Heights Conference Centre in May. Their work was then presented at our Year 12 performance night held in August each year.

Our Year 10 Performance Night took place in Week 10 of Term 3 and provided an excellent opportunity for our Stage 5 students to consolidate their skills. Their work was polished and the highly appreciative audience made the performers feel very special indeed.

Year 11 also had a chance to show off their talent at their Drama Retrospective Night held at the beginning of Term 4 which is a showcase of selected works from the Preliminary course.



Amelia Smillie succeeded in being selected for the Year 7 Drama Ensembles run by the NSW Public Schools Arts Unit in Lewisham. She showed enormous commitment by attending weekly sessions in Lewisham which culminated in performances presented at the NSW Public Schools State Drama Festival held in November at the Seymour Centre in Chippendale.

'Take 3' cast of Gabriella rhymes with Fella

Our 'Take 3' school production saw three short plays staged in the MPC. Gabriella Rhymes with Fella, The Miracle and Talking Shop gave students from across all year levels a chance to come together to present these highly entertaining pieces. The cast worked tirelessly alongside staff to see this exciting project through to opening night, to the delight of eager and generous audiences.

Dance also enjoyed success at Regional level with the junior and Senior Dance Ensemble. These groups worked very hard throughout the year to achieve an excellent standard. Dance performances on major assemblies and at the MADD concert were well received by audiences

The annual MADD concert and HSC showcases also promoted the excellence and array of talent at Cherrybrook Technology High School.

Sport

The Junior and Senior Sportspeople of 2012 were awarded their trophies at the Annual Sports assembly in December. They are as follows

Senior Sportsman of 2012 - Damian Yabsley
Senior Sportswoman of 2012 - Jenny Blundell
Junior Sportsman of 2012 - Clayton Anstee
Junior Sportswoman of 2012 - Courtney Cattell



Sports men and women of 2012

2012 started off with the Year 7 swimming carnival held at Macquarie University with only Year 7 and their peer support leaders. This was an excellent day and many records were broken by enthusiastic swimmers. The female 13 Years 50m butterfly record was broken. The old record was set by S. Roxburgh in 1995 with a time of 34.07. It was broken by Jessica Panetta with a time of 33.21. The female 13 Years 200m freestyle record was also broken. The old record was set by Anita Roditis in 2003 with a time of 2:29.04. This was also broken by, Jessica Panetta with a time of 2:28.74.



At the Year 7 carnival

Students competed at all levels of swimming throughout the year right through to **Combined High Schools, CHS**. Outstanding results from the meet include:

Boys open 4 x 50m medley relay team - 1st place and received a gold medal
Boys 17+ Years 4 x 50m relay team - 2nd place
Boys 16 Years 4 x 50m freestyle relay - 1st place
Damien Yabsley: boys 17+ 100m breaststroke - 3rd place boys 17+ 100m backstroke - 3rd place
Jenna Liimatainen: girls 17+ freestyle - 1st place plus a CHS record
Alicia Van Arkel: girls 16 years 200m freestyle - 3rd place; girls 15-16 years 200m individual medley; 3rd place girls 15-16 years 400m freestyle - 1st place

CTHS Cross Country Carnival was held on 9 May with Fagan Park at Galston the venue. Students competed against their own year group and resulting times were collated to select age champions and the zone team.

The results were as follows

Boys

12 Years - first: Dash Ratnam; second: Ryan Frank; third: Ryan Gunn
13 Years - first: Jack Dickinson; second: Cameron Hall; third: Damian Giovinazzo
14 Years - first: Owen Guichelaar; second: Clayton Anstee; third: Daniel Bounpraseuth

15 Years - first: Marcus Haglund; second: Jack Patten; third: Jeffrey Bounpraseuth

16 Years - first: Thomas Choo; second: James Lott; third: Roham Nasrieh

17 Years - first: Brett Gooderham; second: Jordan Robertson; third: Zachary Sokol

18 Years - first: Mitchell Yabsley; second: Damien Yabsley; third: David Lau

Girls

12 Years - first: Eliza Woollett; second: Amelia Norris; third: Ashley Prasad

13 Years - first: Courtney Cattell; second: Catalina Martinez; third: Brittany Ross

14 Years first: Laura Stockwell; second: Emily Jones; third: Samantha Choo

15 Years - first: Georgia Winkcup; second: Rebecca Yabsley; third: Sophia Finch

16 Years - first: Erin Blundell; second: Alicia Van Arkel; third: Katie Ragusa

17 Years - first: Julia Macerola; second: Nicole Loveridge; third: Sheree Cheung

18+ Years - first: Jenny Blundell; second: Mikaela Mahony; third: Steff Semler



CTHS Athletics- Zone Athletics

In June Cherrybrook Technology High School was represented at the Ku-Ring-Gai Zone Athletics Carnival where a large number of students participated in various events. The final results were outstanding with Cherrybrook Technology High School achieving third place overall.

12 Years

Eliza Woollett - Gold Medal in 800m; Silver Medal in Long Jump

13 Years

Courtney Cattell - Gold Medal in 100m, 200m, 800m, 1,500m, Long Jump, Triple Jump

Claudia Kucharzewski - Silver Medal in Shot Put

14 Years

Clayton Anstee - Gold Medal in Discus and Javelin

Owen Guichelaar - Gold Medal in 1,500m

Matthew Nelson - Gold Medal in 100m Hurdles

Alex Nguyen-Ha - Gold Medal in Long Jump and Triple Jump

Deane Piek - Gold Medal in Shot Put

Declan Plum - Gold Medal in High Jump; Silver Medal in Long Jump and Triple Jump

15 Years

Roux Bekker - Gold Medal in Javelin

Nathan Cooper - Gold Medal in High Jump

Sophia Finch - Gold Medal in Long Jump

Jaco Van Antwerpen - Gold Medal in Shot Put

Georgia Winkcup - Silver Medal in 3,000m; Gold Medal in 800m and 1,500m

Rebecca Yabsley - Silver Medal in 400m

CTHS Girls 4 x 100m Relay - Silver Medal

16 Years

Erin Blundell - Silver Medal in 400m, Long Jump; Gold Medal in 800m, Triple Jump Thomas Choo - Silver Medal in 800m

Celeste de Freitas - Silver Medal in Shot Put; Gold Medal in Javelin

Nicolette de Freitas - Gold Medal in Shot Put; Silver Medal in Javelin

Roham Nasrieh - Gold Medal in 100m; Silver Medal in 200m

17 Years

Christiaan de Freitas - Gold Medal in Shot Put



Cherrybrook Technology High School athletes enjoyed many successes including some exceptional performances at the Combined high Schools Athletics. Results include

Erin Blundell (16 yrs) - Fifth 800mts
 Georgia Wincup (15 yrs) - Sixth 1500mts
 Owen Guichelaar (14 yrs) - Finalist 1500mts
 Matthew Nelson (14 yrs) - Gold Medal in 100mts Hurdles
 Declan Plum (14yrs) - Gold Medal in High Jump
 Deane Piek (14 yrs) - Gold Medal in Shot Put
 Jaco Van Antwerpen (15 yrs) - Fifth in Shot Put
 Christiaan De Freitas (17 yrs) - Fourth Shot Put
 Clayton Anstee (14 yrs) - Fourth in Discus and Javelin
 Jenny Blundell (17+yrs) - Gold in 800m (New Record) and 1500 mts
 Jenny was also a member of the Sydney North 4x400 relay team which achieved Gold.



Under 15's Knockout Basketball team

Other significant sporting achievements include:

- The girls' Under 15's knockout basketball team who came third in the State Competition
- Competitors at Junior Boys Knockout Athletics in Launceston
- All Schools Championship entrants including Georgia Wincup, 6th in the 2 000m Steeple chase
- Grade teams that made semis and finals

Other programs

Gifted and Talented Education

In 2012 once again the Gifted and Talented classes participated in a cross curricula project that encouraged higher order thinking and creativity. The project culminated in a presentation to parents in Year 7 and to fellow students in Year 8.

The whole school professional learning focus of curriculum differentiation resulted in a range of teaching practices, grouping strategies and acceleration that supported the needs of all gifted and talented students. The completion of the HSC Aboriginal Studies course in Year 11 is an example of the identification of gifted and talented students and their accelerated progression. (see Aboriginal Education)

Aboriginal Awareness and Aboriginal programs at Cherrybrook Technology High School

Cherrybrook Technology High School has a staff Aboriginal Awareness interest group that has actively raised awareness of Aboriginal Education, Community and Culture throughout 2012. Indigenous & non-indigenous students have participated in a range of activities that have contributed to improved understanding, reconciliation and mutual respect.

Four students from Cherrybrook Technology High School identify as indigenous and as part of the Aboriginal Education Policy a Personalised Learning Plan was devised for each student in collaboration with teachers, parents, careers adviser and regional Aboriginal Liaison officer, Michele Senior. Students reflected on their school progress and identified goals, and these will be revisited and renewed next year.

Initiatives at whole school assemblies include recognition of the anniversary of the Prime Minister's 2008 National Apology, the celebration of NAIDOC week and the Social Justice Committee selling NAIDOC week Reconciliation stationery and wristband packs further raising awareness. Acknowledgement of country is now a regular component of school assemblies and at the Year 10 Transition Assembly Paige Carroll of Year 10 performed our first Welcome to Country.

The Sculpture Pole Project Phase was successfully concluded with a wonderful Opening Ceremony of the Biodiversity area and recognition of the achievements of the many students involved. So impressive has been the result of this project that Phase II was also completed in 2012.

Aboriginal Awareness and Gifted and Talented combine

The Cherrybrook Technology High School inaugural accelerated Aboriginal Studies class completed their HSC on 19 October and were all justifiably relieved and proud to have completed their first HSC exam. This class have truly exemplified the Cherrybrook Technology High School motto of 'Achieving Together', and have contributed in so many ways to the understanding throughout our school community of the richness and diversity of Aboriginal cultures we are fortunate to have in Australia. Our congratulations go to all students in this class. All students received a Band 6 and 3 students placed third, fourth and fifth in the state, specific details are found in the HSIE HSC results section. Their teacher, Mrs F Cross, is to be recognised early in 2013 for the outstanding contribution to Aboriginal awareness.



Ms Sally Casey accompanied three of CTHS's Aboriginal students to TAFE on 31 October to participate in an event organised by the Northern Sydney Region Aboriginal Education Team. The day provided an opportunity for our students to meet and socialise with other Aboriginal students from the region and to investigate some of the post-school options available.

In 2013 the second accelerated Aboriginal Studies class will begin and the biodiversity area will be expanded to include a bush-tucker garden.

Multicultural Education

The school continues to reflect the cultural and linguistic diversity of Australia with over 50% of our students having a language background other than English. Whilst the majority of our non-English-speaking background (NESB) students are either born or have grown up in Australia, the more recently arrived ESL students comprise approximately 8% of the school population and receive support from two specialist teachers across all KLA areas.

Cherrybrook Technology High School also continues to be a national leader in international relations, especially in the successful pioneering of implementing video conferencing with our sister school- Nagoya Commercial High School in Japan and email exchange projects with both French and Japanese sister schools.

Cherrybrook Technology High School also hosted international visiting schools including visitors from Hong Kong and Japan.



*Our
Hong
Kong
Visitors
and CTHS
visits
Japan*



International and Multicultural Education initiatives continued in 2012. An especially successful International Day assembly coupled with variety of ethnic food stalls was held for all students celebrating our diversity.

The school also hosted a visit by 77 students and staff from the Japanese school Koufuku Junior High School which is located on the outskirts of Tokyo. Our visitors spent a fruitful day attending a wide variety of lessons where they were exposed to Australian education techniques in all subject areas.

In September 2012 Mrs Hay and Mr Townsend led a successful 3 week student study tour to Germany which included an intensive language program and homestays with German families. They were joined by 10 students from Asquith Girls High School, in their three week international exchange program hosted by Börde Gymnasium, of Wanzleben Germany. The students enjoyed learning about German culture, improving their language skills and establishing strong friendships with German students and families. All 22 Australian students were excellent ambassadors for both their country and respective schools. Representatives from both schools demonstrated their excellent language skills by presenting speeches in German at various formal engagements. The entire group performed "Waltzing Matilda" at the farewell assembly. The Australian students will host their German partners for the second half of the exchange program in Australia in February 2013.



The German Exchange group

English as a Second Language

The ESL survey data collected in July 2012 showed the number of all students with a language background other than English and the time they had been enrolled in an Australian school. The following general statistics are presented in the table below.

Years Enrolled in Aust. School	Boys	Girls	Total Years 7-12
Less than 1 year	16	12	28
Between 1 & 3 years	47	32	79
Between 3 & 7 years	119	92	211
More than 7 years	470	397	867
Total	652	533	1185

ESL students are supported through elective and targeted class placement, individual support programs. Staff are supported through the 2 ESL teachers and with ongoing professional learning, such as the TELL program and Band6.org program development.

Promoting Geography: Lady Elliot Island Excursion

2012 was an exciting year for our Year 12 Geography class. To complement the case study of the Great Barrier Reef in the topic “Ecosystems at Risk” a four day trip was organised in the April school holidays. Ten students and two



staff members (Mr Clements and Ms Tager) ventured to Lady Elliot Island, a protected coral cay located 80km northeast of Bundaberg or a short 35 minute flight from Hervey Bay. The island is the southernmost coral cay on the Great Barrier Reef. Its location in a highly protected Marine National Park zone helps to protect the myriad of sea creatures that can be seen on and around the island – a great example of why biodiversity is important to protect.

In addition, the Lady Elliot Island Eco Resort forms the basis of our local enterprise study for the “Economic Activity” topic, where we look behind the scenes at the operation of a working tourist facility.

A fantastic trip was had by all as we witnessed firsthand the wonders of baby turtles making their first dash to the sea; snorkelled with the majestic manta rays as they gracefully skimmed the ocean for food and discovered the wonders of the reef and its multitude of creatures big and small as we snorkelled the lagoon and trekked the outer rim at low tide. The information

gathered from our own experiences and information passed on by knowledgeable staff, including marine biologists, helped to deepen our understanding of the Great Barrier Reef – an ecosystem at risk

Environmental Education for Sustainability

Cherrybrook Technology High School believes in improving the physical learning environment, promoting environmental awareness and establishing strong links with the curriculum. The year 2012 continued to be a progressive one in the area of Environmental Education.

Physical improvement to the external environment in 2012 included:

- Removal of the unsightly shipping storage containers in front of the MPC,

- The extension of the paved Piazza area in front of the MPC by another 50 metres squared, including new lighting, photinia hedge plantings and soon to follow additional seating for students,
- Installation of Retaining walls around this area providing additional seating options,
- Construction of a purpose built delivery dock in the Technology car park,
- Construction of a large COLA in the Year 7 area with table settings to enable use at recess and lunch for students and as a bookable Outdoor Classroom for delivery of lessons during class time,
- The addition of a purpose built Science demountable (G2.31),
- Ongoing maintenance of the native Sydney Ironbark Turpentine forest,
- Selective tree plantings in the top playground,
- An additional 100 shrubs planted into the Outdoor Biodiversity Learning area and ongoing maintenance and beautification of this area with further totem poles and murals to follow.

The Piazza extension



Physical improvement to the internal environment in 2012 included:

- The relocation of the PDHPE KLA to their new staffroom allowed refurbishment of their old staffroom to better enable storage of exam tables and chairs within the MPC block,
- New carpet in a range of classrooms across the school,
- Painting of classrooms including the Careers room,
- Upgrade of the Emergency Evacuation siren system,
- New locks installed in all demountable buildings and top of D Block to streamline key issues,
- Ongoing replacement of damaged tables and chairs with new ones across the school,
- Air conditioning installed into server rooms to safeguard IT equipment.

Environmental Initiatives

- Students involved in Clean Up Australia Day,
- Environmental Warriors student group continues to assist with environmental initiatives, including classroom and staffroom recycling programs,
- Introduction of more covered bins to discourage birds,
- SRC Environmental leaders, in conjunction with 'Other Interest Group', presented a themed assembly on "Sustainability" with guest speakers. This was followed up through with a week of Environmental activities in the playgrounds including mass plantings,
- Further links to curriculum with Visual Arts and continuation of totem and mural projects for Outdoor Biodiversity Learning area,
- Ongoing work related to the School Environmental Management Plan for 2012-2014.

Technology: Young ICT Explorers

Young ICT Explorers is a competition founded by SAP to encourage school students to create their best Information and Communication Technology (ICT) related projects. Cherrybrook Technology High School was fortunate enough to have 8 teams of students selected to display their work at the state final.

University of Wollongong Senior Design & Technology Competition



Each year Wollongong University holds a series of high school competitions. This year Claire Mitchell and Nicholas Justin's Year 11 Minor Design Projects were entered into the competition and both received major awards. Claire's project of 'The Hanger On' received Placement at the Honeywell Engineering Summer School. Claire was also the Products Award winning student and the Year 11 Design & Technology Competition overall winning student. Nicholas Justin's project of the Lego docking station received the Product Runners-Up Award. As a result of this combined effort Cherrybrook Technology High School was named the winning school for the Year 11 Design & Technology Competition.

Wood Show Challenge Year 9

Cherrybrook Technology High School participated in the IIATE Year 9 Wood Show Challenge for the first time. The competition started with a school heat consisting of 12 Year 9 students from various Industrial Technology Timber classes all competing for a position on the regional team. The regional team was selected consisting of Dominic Giles, Daniel Remaili, Daniel Romeo and James Denyer. For the regional heat the boys competed at Pennant Hills High School and were victorious over Pennant Hills High School & Carlingford High School. The boys then proceeded to the state competition held at the Sydney Timber & Working With Wood Show. It was a tough battle against eager wood workers from across the state. However, with the support from Miss Wilson the boys managed to win 3rd in the state.



Respect and Responsibility

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



Team building activities at the year 7 Camp

Anti-bullying and cyber-bullying strategies are clearly communicated to all students to ensure that the school is a safe environment. Performances by outside presenters such as Class Act Theatre's Bully Busters and Bamboo Theatre's Cyber Shorts highlight a number of issues that are relevant to defining bullying and its impact on individuals. An Anti-Bullying 'Other Interest Group' has continued to assess and extend the process of communicating strategies for dealing with bullying to students and teachers. Cyber safety is now communicated to our students as part of these programs and Cyber Shorts will be implemented in Year 8 in 2013.

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

Our trainee Peer Support Leaders are undergoing additional exposure to our new Rock and Water initiative in 2013. Designed to promote resilience, our leaders are taught to lead by example and to support our trained Rock and Water staff during the Term 2 2013 Resilience Program.

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

The continuation of the 'Havubean Cafe' for targeted Year 10 students has resulted in students including some at-risk students successfully gaining part-time employment as they gain confidence and experience in making coffee and dealing with people. Forty eight students are trained annually and receive a certificate of training from Ryde TAFE as well as life experience as baristas. This program has been a great success in developing confidence and autonomy in many of our baristas.

The Cherrybrook Technology High School welfare system continues to be evaluated and strengthened with weekly meetings for the Welfare team members and ongoing monitoring of the students identified by the team. Our counsellors continue to play an important role in the mental health and well-being of our students.

A key responsibility of the Welfare and Learning Support teams is to provide support for our funded students and to manage integration programs for our students with disabilities. With the changes to support funding, CTHS is maintaining the support of previously funded students, including two with physical disabilities 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 (LaST) and School Learning Support Officers (SLSOs) via the Literacy Workshop classes, classroom mentoring, lunchtime and after school workshops as well as the differentiation of curriculum in consultation with the LaST.



Think global, act local: Social Justice Team Report 2012

Social Justice revived and reorganised in 2012. A small core group initially focused on planning the year's activities and developing a "brand" (logo and motto) to raise the profile of the team and its aims. These included awareness-raising for International Women's Day at a special Assembly, fundraising for the *Smiling Hearts Association for Children (SHAC)* school in Siem Reap, Cambodia, through the International Day stall, support of National Aborigines and Islanders Day Observance Committee (*NAIDOC*) by the sale of wrist bands and highlighters, participating in the Salvation Army's *Red Shield Appeal* and World Vision's *Forty Hour Famine* and galvanising the community to donate gifts to the Christmas appeal, also for the Salvation Army. The greatest focus for the year, however, arose from the initiative of Mark Wade, Head Teacher LOTE, to support *SHAC* and the team's sponsoring of five *SHAC* students. A sub-committee



Mr Wade delivers uniforms for students in Cambodia ->

was formed to manage fund-raising for the proposed 5 year duration of the project. From the small core group at the beginning of the year, student participation in Social Justice increased and students had gained confidence in taking

This *SHAC* initiative complements the traditional International Week activities at the school, which include food and cultural activities, school assembly events and community input. Efforts by the International Week team, teachers, students and the SRC in 2011 helped raise \$2,000 and these funds have been used to assist the educational needs of students (Years 1 - 4) in a school in Siem Reap, Cambodia. There are different facets to this initiative, reflecting the different priorities that stakeholders will have. Students, via the Social Justice Team, are playing a role in developing ways to support the direct learning needs of students. In Cambodia, for example, many students are not allowed to go to school because their families cannot afford a uniform; similarly school equipment packs enable enrolled students to have access to the necessary books, pens, pencils etc.

HSC Plus

Students completing the HSC PLUS have the opportunity to gain a Higher School Certificate whilst accumulating highly valued practical skills both at school and in a workplace setting. Students must complete a 70 hour work placement component each year for their Industry Curriculum Framework and Work Studies courses.

Students who study the HSC PLUS will gain the following benefits:

- A NSW Higher School Certificate,
- Priority into TAFEVET courses whilst still at school,
- A nationally recognised TAFE Credential – up to Certificate II qualification in their respective VET subject,
- Enhanced chances of gaining entry into high demand TAFE courses after school due to their skills and experiences,
- Credit transfer from HSC subjects towards TAFE courses,
- Extensive experience in the workplace,
- No/limited HSC exams.



Mr Joy's orchids in the foyer

The first group of students in this pattern of study have commenced in 2013, and their progress will be closely monitored.

Library Report 2012

CTHS library aims to provide a safe physical and social environment in which students are able to extend their learning and in which a diverse range of activities are encouraged. While good management of the library's wide collection of print and digital resources supports and enriches the curriculum and activities of the school community, the library also aims to communicate with the school community, to inform and engage them, to promote initiatives.

In 2012 (National Year of Reading), CTHS library continued its focus on the promotion and resourcing a wide selection of fiction for students and staff, with eye-catching displays and special promotions (e.g. Valentine's Day, Harmony Day, International Day etc.) and the general support and encouragement of Wide Reading in all its forms. Library-based programs, such as the *Premier's Reading Challenge* and the *Reading Game* for year 7 in term 1, encourage reading, especially for reluctant readers. This supports the Wide Reading component of the English

curriculum and offers an opportunity for the library to assist students to engage and interact with resources often resulting in an increased interest or passion, for reading.

Delivery of library services improved with teachers being able to book all library spaces via the online booking system, *ischool*. The ability of students and staff to print, photocopy and scan information reliably improved with the introduction of the ID card “swipe” system, which also contributed positively to the environment by eliminating previously vast amounts of wasted paper.

Professional development activities in 2012 mainly consisted of the Northern Region Teacher-Librarians Annual Conference in May and Hornsby District professional network meetings once a term. These offer opportunities to be updated on new resources, skills, ideas and methods and to be addressed by professionals from our wider profession e.g. authors, book suppliers (e.g. Paul McDonald from The Children’s Bookshop, Beecroft), Colleen Foley from SCIS.

Castle Hill Show Team

Cherrybrook Technology High School again continued their participation and success at the Castle Hill Show. Mr Annetts and his team of students and staff manned the display all weekend. Some highlights included Ben Albers who was appointed as a junior cattle judge, Harmony Kuk who achieved first place in the junior Textiles section and Georgia Webb, who won first prize in the Textiles 18 Years and under section at the Show. (picture below)



Progress on 2012 targets and evaluation processes

Target One: Organisational Effectiveness and Communication

Introduce a new Reporting system (Team to investigate this began in 2011 ready for 2012 implementation)

Strategies to achieve this target include:

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

Success will be measured by:

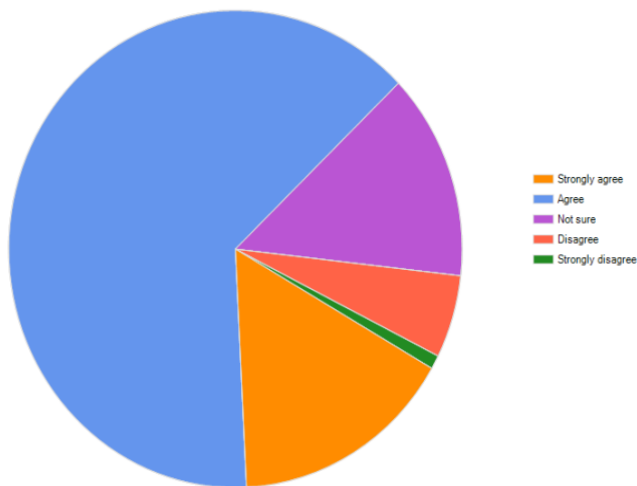
- Positive evaluations by staff as to the usability and effectiveness of the student report program,
- Positive evaluation by parents as to the quality of the new student reports.

Evaluation: The Cherrybrook Report evaluation team 'OIG' investigated a variety of reporting packages and finally decided to purchase the commercial package 'CENTRAL' reports.

To implement this program smoothly, a team of teachers were upskilled on how to implement and run the Sentral program. The team leader prepared video tutorials that were presented at staff meetings and stored on the common drive to encourage staff to interact with all aspects of the new reporting package. This also meant that staff who could not recall the implementation process could easily access the step-by-step instruction for how to access and use the package.

At the same time parents were educated via the school newsletter as to the features of the new system and the technological preparations made to email reports to Year 7 parents.

CTHS reports convey meaningful information about my child's learning.



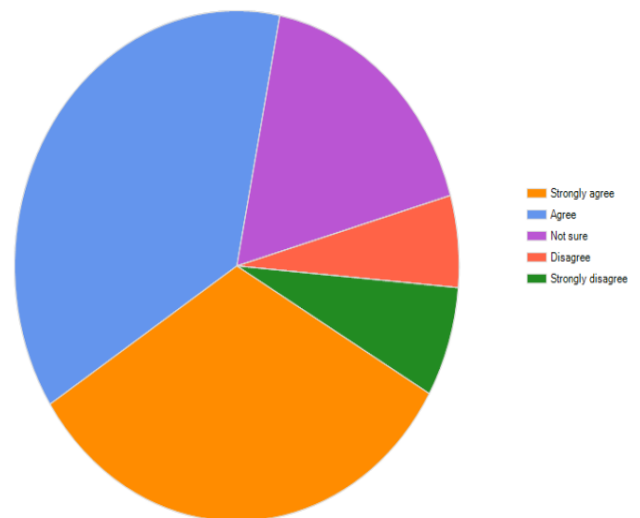
Parents were surveyed as to the effectiveness of the new package. Although a small number of parents, 250, replied to the survey there was a variety of responses and comments that gave a detailed overview of the effectiveness of the new reporting system. General questions were asked about the quality of the booklet style reports. Eighty percent of parents responded with "Highly agree" or "Agree" that they thought the new reporting system gave meaningful information about their child's learning. Just 0.9 percent strongly disagreed that they the reports had meaningful information. Parents responded with a similar pattern in response to questions like: I found the teacher's comments helpful, the reports allowed me to gauge where my child was at in relation to the cohort and the reports contain useful information for how my child can improve his/her performance.

As this was a change from the one page reporting system to a booklet style we were interested in gauging the support for the move to this system. The results are reflected in the pie chart below where 70% preferred the new style, 17% were unsure and 12% preferred the single page report.

Parents were also invited to add additional comments. Some of these comments include:

- The reports are too detailed and hard to follow,
- More comments on how to improve would be appreciated,
- I would prefer a paper, not an email copy
- There needs to be more uniformity between subjects,
- All subjects should have grading,
- One person did not receive their report and they were very upset that this was not followed through effectively,
- The class and year average should be consistent across all subjects,
- Four comments acknowledged that they would like a mark for junior English not only grades,

For parents of students in Years 8-12.1 prefer the 2012 CTHS booklet-style reports rather than the single page reports received in 2011.



These comments have been passed on to the reporting team for 2013 modification where deemed appropriate.

Target Two – Literacy (ESL support has dropped to 2.2 at CTHS for 2012)

Schools have explicit Literacy and Numeracy targets especially in relation to improving proficiency levels and ESL proficiency

Strategies include:

- Inservice staff on the ESL developed website generated by the CTHS ESL project in 2011,
- Identify ESL students and the phases they are in for classroom teacher via Student confidential,
- Identify ESL students who were low performing in NAPLAN 2011,
- KLA activities on teaching ESL students delivered by staff who completed TELL in 2011).

Success will be measured by:

- NAPLAN data analysis of ESL students in 2013 in order to track students,
- Survey of ESL students on learning needs.

Evaluation: In 2011-2012 one of our ESL teachers, Ms Sacco, ran the Teaching English Language Learners (TELL) course. Approximately 50 staff participated in the full day of learning and 25 people completed all TELL modules. Eight teachers also completed the Prioritising Grammar course. The ESL teachers designed an interactive web site aimed at improving students' ability to write in a more complex style. The web site can be found at <http://www.band6.org/>.

The existing 2012 target redirected from being specific to ESL students. The redirected target expanded on the ESL focus moving to an in depth understanding of curriculum differentiation. To ensure that all teachers engaged with catering to different learning styles it was made the focus of the TARS process. This involved teachers completing a self-reflective survey with 20 questions on aspects of curriculum differentiation.

Here are five key questions that allowed the professional learning team to target specific learning activities and workshops for teacher. The aim of professional learning was to improve understanding and encourage different approaches to differentiated curriculum.

	Strongly Agree	Agree	Not Sure	Disagree	Strongly Disagree	NA
<i>I use i-School to access information about the students I teach</i>	12	28	5	5	-	1
<i>I use personalised learning plans for students with individualised learning needs</i>	6	31	5	9	3	2
<i>I use other data eg NAPLAN to access specific information about student learning</i>	5	15	9	19	6	1
<i>I am familiar with GATS models such as Williams and Maker</i>	6	12	14	9	6	2
<i>I feel confident that I understand the needs of ESL students</i>	13	27	4	4	2	-

From the survey teachers were asked to select and design two goals in order to improve their ability to effectively differentiate the curriculum. Professional readings and sharing sessions at KLA level and whole staff level assisted the achievement of this. Teachers were also offered the opportunity for leadership in the area of curriculum differentiation to support their colleagues reach their goals. The natural accession to this is the move to Assessment for Learning as the TARS focus for 2013.



Target Three – Environmental Improvement

Build and maintain connections with Aboriginal communities

Strategies include:

- Continue the beautification of the frog pond area,
- Hang Aboriginal murals and plant totems created in 2011,
- Have official opening with invited guests including Dave Lardner and Jimmy (Aboriginal artist who worked with students in 2011),
- Have a photography competition to celebrate the opening of this aboriginal inspired opening.
- Celebrate success of student involvement during NAIDOC Assembly and in the school newsletter 'Network'.

Success will be measured by:

- Popularity of the student participation in the projects ie painting/ totems and photography,
- Completion of the area and student use of the area as a learning tool.

Evaluation: In NAIDOC recognition week we held an official opening to the Biodiversity area for students, involved teachers and invited guests from the DEC Aboriginal Directorate and Hornsby Shire Council. Students involved included the Environmental Warriors team, the students in the Poles project, and the Stage 5 Mural painting class. This event included a sharing assembly that filmed the progress and intent of the area and concluded with a morning tea celebration. Each student was given the film journey as a gift and celebration of their involvement. In 2012 phase 2 of the sculpture poles project was also completed and further clearing and planting of native plants for the bush tucker garden was also undertaken. This project aligned with the other Aboriginal initiatives of the accelerated Aboriginal studies class, recognition of NAIDOC week and Sorry Week as well as sending staff to the Caring for Country professional learning experience.

School evaluation

School evaluation informs the development of the three year School Plan. As well, it is used to monitor and appraise the extent to which the strategies of the plan are contributing to the achievement of targets and outcomes of the plan.

NSW public schools conduct evaluation to support the effective implementation of the School Plan.

In 2012 Cherrybrook Technology High School carried out evaluation in Educational and Management practice, reviving and changing the existing reporting system. The Curriculum Review included the inclusion of an all boys', Year 8 core class.

1) Educational and Management Practice evaluation: Reporting

Background

In 2011 the review and evaluation of Educational and Management practice centred on the investigation and implementation of a timetable package for 2012. The Annual School report of 2011 reviewed this process. The need to find new systems originated because the initial software, written by the foundation Deputy Principal Mr Wilson, was proving unreliable and unsustainable. It was hoped that the promised LMBR package the Department of Education and Communities (DEC) was developing would support the school and systems necessary to make a school of our size work. Unfortunately, this was not the case and the school had to investigate and implement new practices to support learning and systems at our school. In particular a new reporting package was needed for 2012.

Findings and conclusions

An 'Other Interest Group' was established in 2011 to investigate commercial packages and their potential to meet the needs of all staff to deliver quality reports to parents. The group investigated several packages and visited local high schools to assess the capabilities of the systems. They finally selected SENTRAL reports.

The parent response to the SENTRAL reporting system is **documented in the Targets section of this Annual School Report**. It includes statistics of the parent responses and suggestions for improvement.

Staff were extensively prepared for the new reporting system. This included: up-skilling the reporting team, negotiating outcomes for the new reports, designing the appearance of the new reports and implementing professional learning for all staff. This was conducted in Terms 3 and 4 where, first executive staff, then classroom teachers learned to navigate the SENTRAL package. Then comment banks suitable for specific outcomes and specific subjects were written. The reports were then ready for implementation in 2012. The Relieving Head Teacher Computing Studies designed on-line links and on-line videos that guided teachers step-by-step through the process of entering data for the reports

The first trial of the new SENTRAL reporting system was the Interim Reports for Year 7 and Year 11 in 2012. This simplified the reporting process and gave staff confidence to complete the more extensive half yearly and yearly reports.

The first trial of emailing reports to Year 7 parents encountered many problems with incorrect emails, bounced email addresses and the problem that Hotmail accounts blocked the DEC. It required many phone calls by the Stage Head Teacher and office staff to try and ensure that a report was received by all families.

The other problem identified was in the location of late errors resulting in the Stage Head Teachers undergoing a time consuming process of correcting mistakes.

This was refined by the yearly reports by pre-testing parental emails. In Term 1, 2013 when the interim Year 7 reports were sent only 9 reports were not successfully received. Eight of these were quickly corrected by follow up phone calls and updated email addresses.

Future directions

The integration phase of this administrative and management practice is complete. Future directions involve:

- a) Ensuring the current report outcomes are suitable for new national Curriculum Syllabi in 2014, including year 7 and 9 English, Mathematics, History and Science,
- b) Continuing this administrative update: 2011 - Timetable implementation, 2012 - report implementation, 2013 - roll marking investigation, 2014 - new roll marking system introduced.

Curriculum evaluation: Year 8 boys core class

Background

Cherrybrook Technology High School has successfully run and evaluated specific curriculum initiatives and welfare programs for Boys since 1994; including single sex classes in English, PHDPE, literacy initiatives, mentoring programs, and welfare programs aimed at boys. NAPLAN data for 2011 revealed that in Year 7 the results of boys and girls were close but by Year 9 the gap had widened, especially in the area of writing.

Students sit Year 12 exams



	BOYS score	GIRLS score
Reading Yr 7	500	574
Reading Yr 9	599	610
Writing Yr 7	560	578
Writing Yr 9	570	610
Numeracy Yr7	614	582
Numeracy Yr 9	651	636

This table shows the scores of boys and girls in NAPLAN in Reading, Writing and Numeracy from 2011.

Findings and conclusions

Combined with the increased suspensions of year 8 boys in 2011, it was decided to trial a core class of boys. The teachers would be targeted and the staff asked to join a professional learning team to increase awareness of Boys' Education strategies.

The DEC Boys and Girls Education strategy

(<http://www.sydneyr.det.nsw.edu.au/equity/documents/BandGEEd/BAGESupportDoc-web.pdf>) states "An awareness of gender issues can lead to teachers and schools identifying strategies that will develop the potential of all learners. When members of the school community are conscious of the ways that understandings about gender can impact on the learning and social outcomes of boys and girls, they can begin to work together to adopt a gender inclusive culture within the school. Schools can ensure their curriculum is gender inclusive by addressing four key areas:

- teaching content,
- teaching practices,
- assessment,
- the learning environment."

With these in mind parents and teachers were asked to elect boys that may benefit from content, teaching practices, assessment practices and a learning environment tailored to boys. Using the Boys and Girls Education strategy document teachers worked together to develop each of the elements: supportive learning environments, home school partnerships and teaching and learning practices.



Cast of The Miracle

happening in the class. Most telling was that 92% of parents reported that they would like their son to be in a single sex class in Year 9. The remaining 8% didn't mind either way whether they were in a single sex class or not.

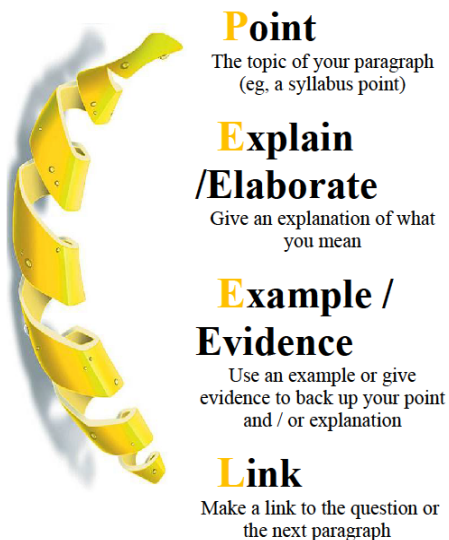
At the end of 2012 the program was evaluated. Teacher enjoyed working in cross KLA groups and discussing the specific needs of particular students, devising and sharing teaching practices suitable for boys. Anecdotally they thought that the boys had benefitted from being in the class. Parents were also asked to comment on the learning experiences of their sons. Sixteen from 29 parents replied. All responders had elected for their sons to be in this class. Ninety two percent of responders felt that the class had been educationally beneficial for their son. Ninety two percent of responders also thought that the class had been socially beneficial for their sons. Seventy eight percent of responders evaluated an

The class was also evaluated successfully as there were 45 applications for the 2013 Boys year 8 core class as opposed to 23 applications in 2012.

Future directions

Led by Mr Fitzgerald, a whole school literacy initiative P.E.E.L (see below) was devised in 2012 to be implemented in 2013. The P.E.E.L system provides a cross-school method for structuring ideas in a paragraph to support literacy, specifically boys ability to work within structures that are reinforced. In 2012 staff have conducted workshops on P.E.E.L and will be asked to get all students to use this method of structuring extended responses.

Are you peeling ?



Parent, student, and teacher satisfaction

In 2012 the school sought the opinions of parents, students and teachers about the school on a number of aspects including: reporting, the food and running of the school canteen and specific educational initiatives (see key evaluations). Parents were also asked via Survey monkey on their satisfaction of the DER Laptops as the program will be concluded at the end of 2013 and succession planning must take place for 2014.

Teachers were asked to evaluate individual professional learning plans as a way to direct support to be included in the School Management plan 2012-14. Findings of this survey will shape professional learning plans and be further evaluated and reported on in the 2013 Annual School Report.

Previously only the HSIE and English conducted a regular professional learning day to focus on one aspect of learning. In 2011 this was expanded to LOTE, Music and Science.

In 2012 this continued and the TAS KLA who took advantage of professional learning by working in small teams on specific programs. All teachers involved in these days felt highly satisfied that they had increased their professional knowledge and been supported in teaching and learning practice.

Professional learning

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

focus for 2013. (Assessment for Learning- 2013). The TARS focus for the year is decided by staff in a consultative process and is directly aligned to the school management plan.

'Other Interest Group' sessions continued to support teachers with many OIGs including: Aboriginal Awareness, GATS, The Amazing Race, Social Justice, Learning Styles, Boys' Education, Anti Bullying, Student Retention, the Reporting Group, Policy Revision, the 21st Birthday Preparations, Multicultural, The Amazing Race, Environmental Education, Peer Support and Moodle Assistance.

These groups offer leadership opportunities for staff who lead the group as they work with or guide their peers. They also provide enough variety for teachers to find an area where they can contribute to programs and initiatives across the school.

Staff development days and professional learning included mandatory training in: the Code of Conduct, Anaphylaxis Training, and Child Protection updates. (Compulsory e-care was completed in December 2011 and January 2013.)

Staff development time was also allocated to ensure teachers were given updates on the National Curriculum and they were encouraged to remain up to date with national timelines for implementation.

A successful executive conference was held at Newport to review progress for 2012 and set the school directions for 2013. The sessions examined attitudes towards leadership and what makes a great school including sessions from Chris Bonnor and two sessions from the SPC conference session by Pasi Sahlberg and Baroness Susan Greenfield

Also in line with school and planning initiatives many staff were inserviced on welfare issue in light of the growing number of students with anxiety, depression and a range of other mental health issues. The amount of expenditure on professional learning with a welfare basis doubled from 2011. The staff development day in Term 2 was dedicated solely to student mental health and visiting counsellors and Grant McKell from the Sydney North Suspension Centre presented sessions to share good teaching practices for students with a range of difficult behaviours. Staff overwhelmingly evaluated this day highly. This was followed up with two sessions in Term 4 on the latest brain research and the impact this has on student learning.

Mrs Bonnor continued in the relieving Head Teacher Mentor role. She used afternoon meetings and many supportive structures for New Scheme Teachers to gain their accreditation with the Institute of Teachers. In 2012 Mrs Bonnor expanded her support meetings to include staff new to Cherrybrook Technology High School. This was taken up by some new staff members. In 2012 five new scheme teachers completed the accreditation. There are many more working towards their accreditation in 2013. The maintenance list currently has 35 teachers on it.

The average expenditure per teacher on professional learning at Cherrybrook Technology High School was \$625.

School Planning 2012-14,

Targets 2013

School priority 1: Curriculum

Outcome for 2013 To develop effective teaching and learning programs in Year 7 and 9 English, Mathematics, Science and History ready for implementation of the new syllabi in 2014.

Strategies to achieve this include:

- Staff professional learning time to provide opportunities for familiarisation with the syllabus content and for planning teaching and learning activities,
- KLA time allocated to sharing resources,
- Professional learning time given to support teacher networking with other schools,
- Continue links with feeder primary school to support scope and sequence of new programs,



Our Stage 4 representatives at the Year 7 camp

School Priority 2: Assessment

Outcome for 2013 To increase understanding and use of effective assessment for learning activities.

Strategies to achieve this include:

- To use National Curriculum assessment guide as a starting point for teachers,
- To make Assessment for Learning the TARS focus for 2013 therefore highlighting it as a priority,
- Survey students about forms and value of assessment,
- Collect and share examples of effective assessment for learning tasks at staff meetings,
- Include assessment for learning activities in curriculum planning for priority number 1.

School Priority 3: Organisational Effectiveness

Outcome for 2013 To review and increase the effectiveness of the current Cherrybrook Technology High School attendance system

Strategies to achieve this include:

- Evaluate the success and limitations of the current i-school system,
- Have an OIG (Other Interest Group) investigate alternate models for attendance,
- OIG to provide recommendations for 2014.

School Priority 4: Environment

Outcome for 2013 Continue to upgrade the physical environment for staff and students

Strategies to achieve this include:

- Completion of the outdoor learning classroom including extra seating for student use,
- Completion of the Piazza extension , including extra seating for student use,
- Complete next stage of the outdoor biodiversity area.

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

Jenny Weal, Deputy Principal

All Head Teachers KLA.

Rosemary Edwards, SAM2

Brett Clements, Head Teacher Administration

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Parents can find out more information about Annual School Reports, how to interpret information in the reports and have the opportunity to provide feedback about these reports at: <http://www.schools.nsw.edu.au/au>



Our dancers at School Spectacular