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ANNUAL SCHOOL REPORT 2013

School context

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

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

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

Principal's message



The year 2013 has been a remarkably successful 21st year for this school. A year we celebrated in a variety of very positive ways including a marvellous dinner attended by over 200 people, full of good humour and fine reminiscence. This was followed by an Open Day with wonderful displays and archival photographs, allowing past students and their families to reacquaint themselves with Cherrybrook Technology High School. Other initiatives included a recently completed anniversary garden, and a special commemorative badge. This badge was designed by Thomas Choo, one of our exceptional Year 12 students, and was presented to all students and staff.

Earlier, the year began with the High Achievers' Assembly which saw 163 of our class of 2012 returning to the school to be honoured for their outstanding achievement in making the HSC honour roll. This was a remarkable achievement for a comprehensive high school

Mr Johnson with the winners of the Principal's award 2013, Thomas Choo and Cathy Tan

Sarah Hay, a young engineer and a former Principal's Representative, gave a wonderful speech which ranged over many things including the excellent education she received at our school and the support Cherrybrook Technology High School students give to one another to achieve excellence.

And excellence is what the class of 2013 achieved. There were at least 100 students who scored ATARs in excess of 90, seven students with ATARs above 99 and 146 separate students, nearly half of our 2013 cohort, who reached the top band of achievement in at least one course of study, which is truly an outstanding achievement.

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

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

- Awarded the trophy as the 2012 Sydney North Champion School for the third time in the past five years
- 2013 Ku-Ring-Gai Zone Champions
- Winning school at the Ku-Ring-Gai Zone Swimming, Cross Country and Athletic carnivals
- Girls' Open Basketball team finished forth in the State
- Girls' 15's Basketball team finished Champion School in NSW defeating Westfield Sport High School by one point in an absolute thrilling final
- The Open Boys' Medley relay and 17+ Boys' 4x50 Freestyle relay team won gold at the Combined High School Swimming Carnival

- Declan Plum won a gold medal in the 15 years High Jump at the Combined High School Carnival
- Alex Nguyen-Ha won gold medals in the 15 years Long Jump and Triple Jump at the Combined High School Carnival
- Georgia Winkcup represented Australia at the Youth 2013 Oceania Championships in Hawaii, winning a gold medal in the Girls' U18 2,000m Steeplechase
- We also had many other students who performed with Distinction at the CHS and NSW All Schools Swimming, Athletics and Cross-Country Carnivals, and in a variety of other sports.



In the area of performing arts we produced the outstanding musical *Little Shop of Horrors*, just one of many excellent performance opportunities. We also had students participating in Regional and State Drama and Dance Festivals, in eisteddfods, and at The Schools' Spectacular as dancers and musicians and where the Big Band wowed audiences. We also had our ensembles delivering wonderful performances at the Royal Easter Show and Darling Harbour Central Amphitheatre.

In the field of technology it was a year of planning as the laptop program came to an end. Disappointingly, this world-leading program will wind up at the end of this year as Government funds for the project are no longer available. 2014 will see considerable change in the way we do things as students in Year 9 move to a 'Bring Your Own Device' model. Hopefully, this will be successful for our students.

The first students through the gate of CTHS get to cut the cake at the 21st birthday celebration

We also continued to promote our International Program with a marvellous Multicultural Day and a very successful student visit to France, whilst the links with our Japanese schools continue to strengthen through our video conferencing.

Again in 2013 our student leaders did a great job and amongst other things led some very positive fund raising programs. These initiatives contributed to student morale and a sense of school community as well as assisting those in unfortunate circumstances.

Environmentally, there were some marvellous changes around the school with the construction of new gardens, additional outdoor covered seating areas and further development of our biodiversity area, with a pleasing focus on our indigenous heritage. None of this would have been possible without the help and support of students, dedicated staff and our committed P&C.

Our achievements in 2013 were certainly diverse and excellent, a reflection of a supportive parental body, a great school that sets and maintain high standards in all areas, an excellent and cohesive teaching staff committed to the values of our school and a student body that understands and believes that we can achieve excellence through our motto "Achieving Together."

Gary Johnson

Principal



Year 12 students sitting exams in the MPC

P & C message



At the volunteers' luncheon

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 Sunil Mistry who so ably assisted in carrying out the duties of the P&C. Thank you also to Lesley Llewellyn and her team for their commitment and generous help with catering on behalf of the P&C at the various school functions.

Although I didn't attend the volunteers' "thank you" lunch, I would like to acknowledge the many 'behind the scenes' volunteers who help in the canteen, 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 and the parent volunteers.

With the rollout of the new national curriculum, head teachers from the main KLAs were invited to present to parents during P&C meetings in the second half of the year. All who attended found it most helpful to hear from David Searle (HSIE) in June, Mrs Hay and Mrs Sinclair (Maths) in August, Steve Henry (English) in October and Mrs Kim Gibbs (Science) in November.

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

In 2013 we welcomed Nidhi Aggarwal, Shanthi Vijayakumar, Lawrence Murphy, Tim Spencer, Rod Cuevas and AJ Kumar 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 Matthew Collins who served as President and Canteen Treasurer until his transfer overseas in the second half of the year and to his wife, Cassandra Collins, who was a member of the executive. We truly thank them for their commitment and dedication.

As President of the P&C I have enjoyed immensely the contact with Mr Johnson who actively encourages openness in the relationship with the P&C, is generous with advice, and who provides great leadership to the school. Thank you to Nidhi Aggarwal for her help as Secretary, Liz Groves our Treasurer, Heather Lane for managing the canteen, and Rod Cuevas for all his help with mechanical and technical matters. Congratulations in advance to all those elected to the executive for 2014.

Stephen Phillips

President

It gives me great pleasure to present the P&C President's message for the Annual School Report for 2013. Firstly I would like to congratulate the Principal, Mr Johnson, and his dedicated staff for another year of excellent academic, cultural and sporting results. Although I have only held the position of President for a few months, I very much appreciate the efforts of the members of the P&C and other volunteers who so freely give their time to the school.

During the year the P&C was invited to attend a number of school functions including the school's 21st birthday celebrations, Year 10 Transition Assembly, Year 12 Graduation, High Achievers' Awards, Years 8 & 9 Public Speaking Finals, Presentation Night and the Sports Awards Assembly.



High tea decorations

Student Representative's message

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

2012 and 2013 were great years for not only the SRC, but for the school community as we all embraced the schools motto and 'achieved together'.

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

We raised money for five different charities, as well as the school (always doing it in style) as we donned our loud shirts, animal prints, and retro costumes for respective mufti days. The school's 21st birthday saw not only a vast amount of celebration, but the unveiling of a new school mascot (Techy the Teddy), a celebratory dinner for past students and staff, the release of a custom Cherrybrook badge (designed by Thomas Choo) and much more.



The annual SRC-run talent show uncovered some fresh talent, namely Crew13, highlighting the vast array of talent here at Cherrybrook.

Our sports executive also held a 'Year 12 Dodge Ball Tournament'. Blood, sweat and tears were shed, but ultimately it was the sports execs own team that was triumphant (Was that a coincidence?).

Emma and Johnson, School captains 2012-13

From selling roses and lolly bags to organising open days and charity events, none of this could have happened without the effort of our Executive Team; Vice Captains: Shakti Srikanth and Longen Lan, Principal's Reps: Jessica Squires and Thomas Choo, Stage 5 Reps: Jemima Willmot and Wilfred Chan, Stage 4 Reps: Cathy Tan, Michelle Young, Dustin Chung and Zac Pluim, as well as our Environmental Reps Jessica Collins and Dong Loo, each of whom were a pleasure to work with.

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

Emma Timbrell and Johnson Liu.



The SRC wrapped Valentine's Roses for hours

Student information

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

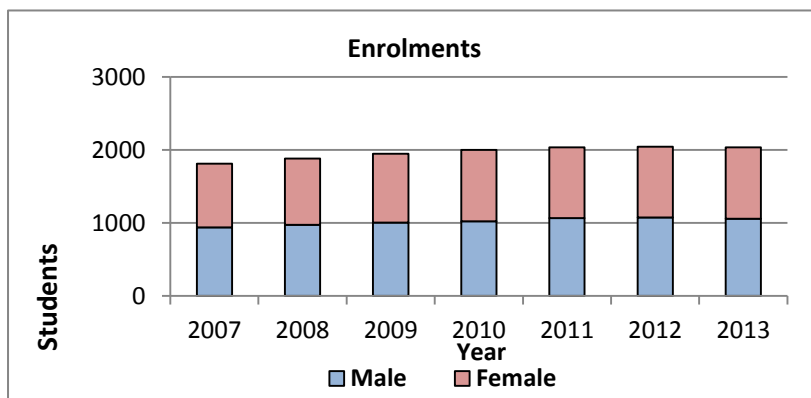
Student enrolment profile

Our school has an excellent reputation within the community and this is reflected in consistently high enrolment numbers each year and in the number of enquiries for enrolment from outside the catchment area. In 2014 the school had a total enrolment of 2035 students. Approximately 55% of students are from language backgrounds other than English.

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

Gender	2007	2008	2009	2010	2011	2012	2013
Male	937	974	1006	1023	1067	1076	1055
Female	875	906	940	978	969	969	980

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



21st Anniversary garden and memorial fascia bricks

Student attendance profile

The following table compares the attendance data for each year group compared to the Region and the State. In 2013 Cherrybrook Technology High School students attended more frequently than those in DEC schools and attendance is above those in Regional DEC schools

School	Year	2008	2009	2010	2011	2012	2013
	7		95.8	96.6	96.1	95.2	96.1
8		95.1	95.2	95.1	94.7	95.3	
9		94.0	94.8	94.0	94.4	95.1	
10		93.1	93.4	93.9	92.3	92.9	
11		93.3	93.2	94.9	93.8	94.1	
12		91.8	92.6	93.2	92.7	91.5	
Total	93.8	93.9	94.2	94.5	93.8	94.1	
Region	7		95.4	95.3	95.6	95.3	96.0
	8		93.7	94.2	93.9	93.7	94.5
	9		92.8	93.2	93.6	93.0	93.6
	10		92.2	92.4	92.4	92.3	93.1
	11		92.5	92.7	92.7	92.5	93.3
	12		91.6	92.1	92.7	92.4	93.5
	Total	92.9	93.1	93.3	93.5	93.2	94.0
State DEC	7		92.3	92.6	92.5	92.4	93.2
	8		90.0	90.5	90.1	90.1	90.9
	9		88.8	89.1	88.8	88.7	89.4
	10		88.7	88.3	87.1	87.0	87.7
	11		89.4	89.1	87.6	87.6	88.3
	12		89.4	89.8	89.2	89.3	90.1
	Total	89.9	89.7	89.9	89.2	89.1	89.9

Management of non-attendance

In order to maintain and restore regular school attendance, the school has established attendance monitoring practices and regular follow-up of unexplained absences. Parents are notified promptly on the day of their child's absence via an SMS text messaging system and are further advised in writing if an explanation for the absence has not been received. This has been extended for 2014 so parents will be able to respond via text message as to the reason for their child's absence. A range of school based strategies were implemented to resolve attendance difficulties that have the welfare of the student as the focus. These include: student and parent interviews via phone calls, letters or interviews, referral to the school welfare team and/or the learning support team, referral to the school counsellor, or the development of a school based attendance improvement program. If these interventions prove unsuccessful, support from the Home School Liaison Program is requested and a formal Attendance Improvement Plan may be put in place. In 2013, as part of our school based attendance plans, students were provided with counseling and the opportunity to participate in outside link programs including the completion of TAFE courses and Youth Connection programs in an attempt to re-engage them with school. In 2013 a team worked on the preparation for the implementation of the period by period roll check. (This is reported on later in this document.)

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



In 2013, Cherrybrook Technology High School had four school based Trainees in Information Technology, Automotive and Retail Services.

Sixty one Year 12 students studied VET courses at local TAFE colleges and five completed VET courses from private providers such as The Whitehouse Institute of Design and Hornsby Hospital. Of the sixty-one TAFE students, forty-nine undertook VET Framework courses leading to a Certificate II and ten received a Certificate III. The remaining TAFE students received a Statement of Attainment.

The following list shows the variety of courses that students from the 2013 cohort attended: Nursing, Business Services, Construction, Financial Services, Furnishing, Metals and Engineering, Design Fundamentals, Beauty Therapy, Hairdressing, Hospitality Specialisation, Financial Services Specialisation, Property Services, Screen Media & Radio Broadcasting, Tourism - Events, Information Technology, Film and Radio - Screen, Electrotechnology, Fashion Design, Community Recreation- Fitness, Childrens' Services, Digital and Interactive Games Development, Automotive.

Courtney Hannigan's floral display

Workforce information

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

Workforce Composition

Position	Number
Principal	1
Deputy Principal(s)	3
Head Teachers	21
Classroom Teacher(s)	98.6
Head Teacher Mentor	0.5
Learning and Support Teacher(s)	0.9
Teacher Librarians	2
Teachers of ESL	1.8
School Counsellors	1
School Administrative & Support Staff	21.4
Careers Advisors	2
Total	153.2

Teacher qualifications

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

Qualifications	% of staff
Degree or Diploma	100%
Postgraduate	14%
NSW Institute of Teachers Accreditation	20%

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

Financial summary

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

Date of financial summary	30/11/2013
Income	\$
Balance brought forward	760,559.43
Global funds	1,142,979.31
Tied funds	370,275.36
School & community sources	1,918,544.80
Interest	32,228.02
Trust receipts	291,327.12
Canteen	0
Total income	<u>4,515,914.04</u>
Expenditure	
Teaching & learning	
Key learning areas	604,409.92
Excursions	754,510.68
Extracurricular dissections	325,849.61
Library	5,155.65
Training & development	22,748.27
Tied funds	370,886.39
Casual relief teachers	248,591.88
Administration & office	470,668.55
School-operated canteen	0
Utilities	251,290.07
Maintenance	153,435.22
Trust accounts	256,232.03
Capital programs	183,852.69
Total expenditure	<u>3,647,630.96</u>
Balance carried forward	868,283.08

A full copy of the school's 2013 financial statement is tabled annually at the P&C Executive meeting. Further details concerning the statement can be obtained by contacting the school.

Academic achievements

NAPLAN

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

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

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

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

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

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

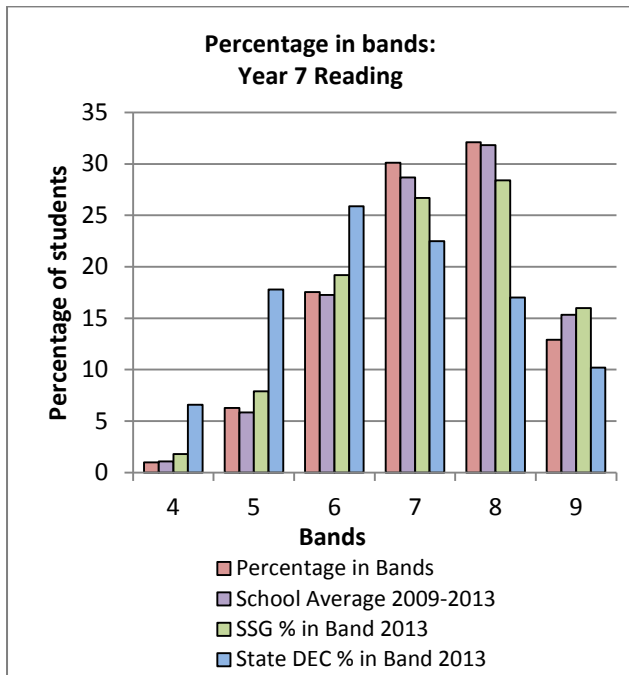
The *My School* website provides detailed information and data for national literacy and numeracy testing (NAPLAN).

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

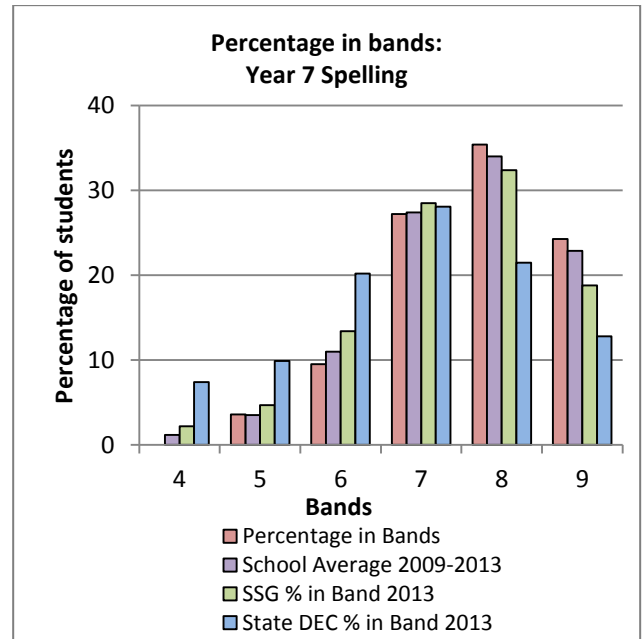
and enter the school name in the *Find a school* and select *GO* to access the school data.

NAPLAN Year 7 - Literacy

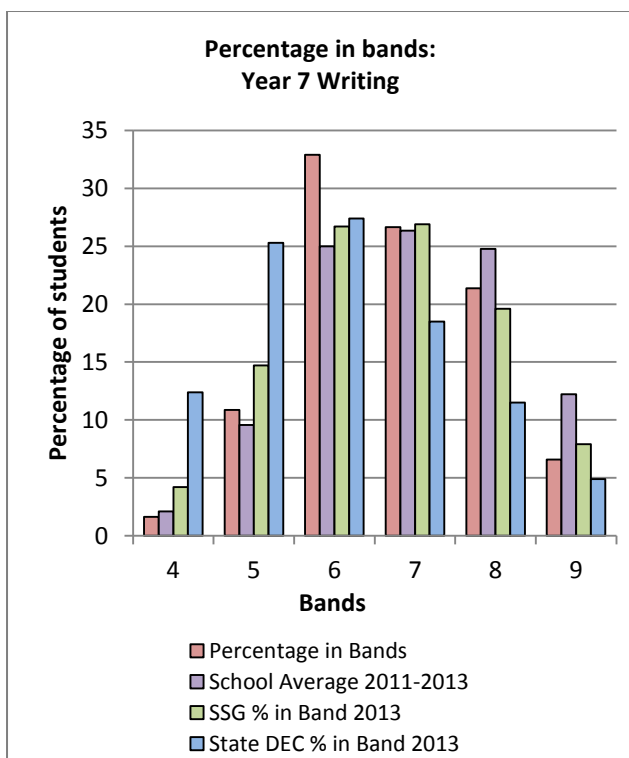
In NAPLAN Year 7 Reading, 45% of Cherrybrook Technology High School students are in the top two bands, in comparison to 27.2% in DEC schools across New South Wales



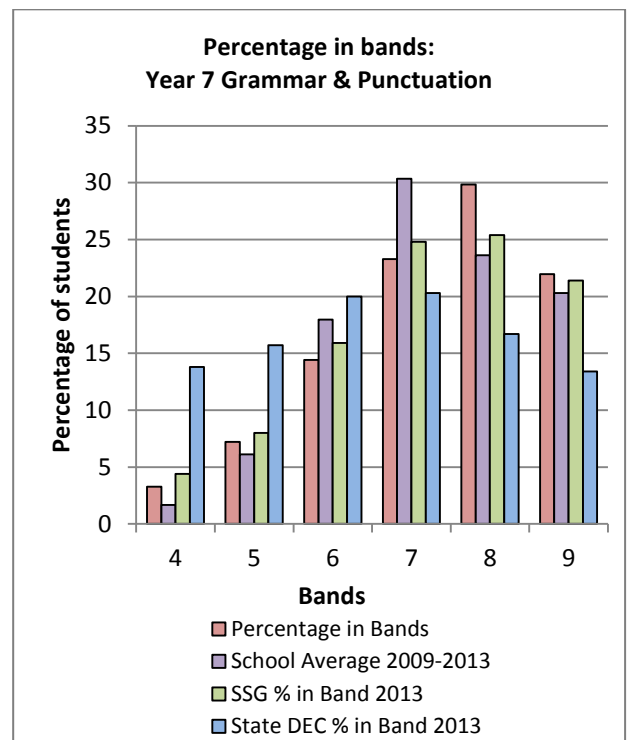
In NAPLAN Year 7 Spelling, 60% of Cherrybrook Technology High School students are in the top two bands, in comparison to 34% in DEC schools across New South Wales.



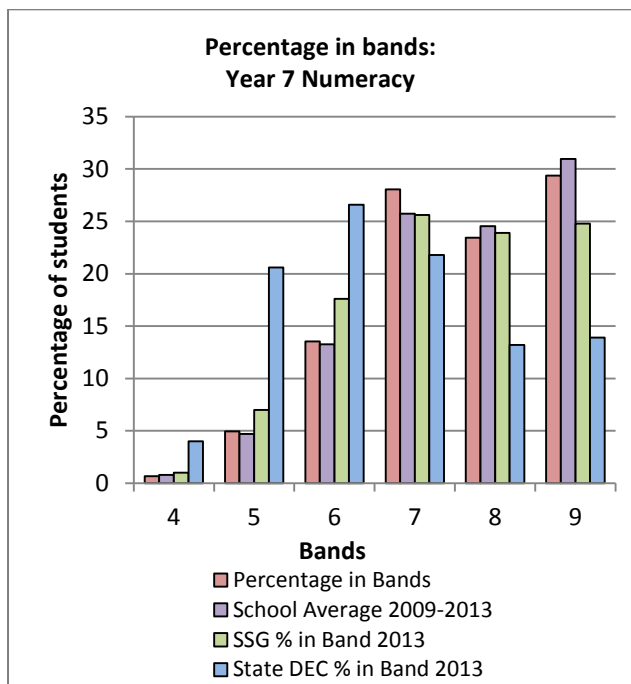
In NAPLAN Year 7 Writing, 28% of Cherrybrook Technology High School students are in the top two bands, in comparison to 16% in DEC schools across New South Wales.



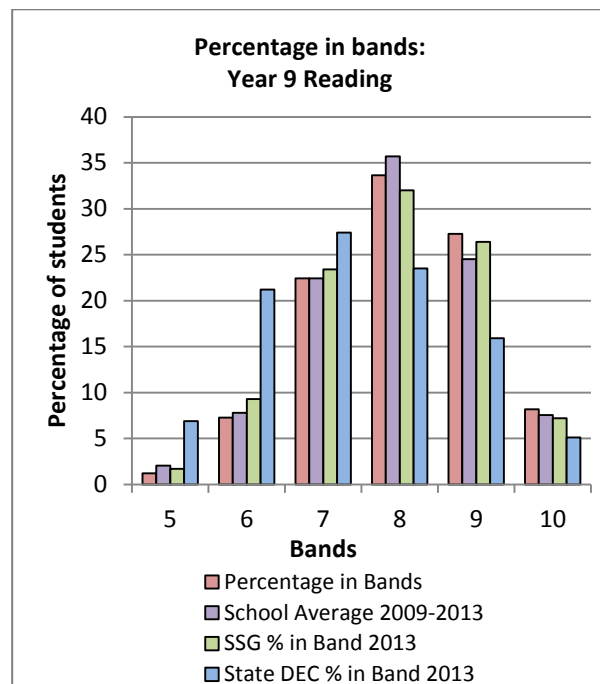
In NAPLAN Year 7 Grammar and Punctuation, 52% of Cherrybrook Technology High School students are in the top two bands, in comparison to 30% in DEC schools across New South Wales.



In NAPLAN Year 7 Numeracy, 53% of Cherrybrook Technology High School students are in the top two bands, in comparison to 27% in DEC schools across New South Wales.

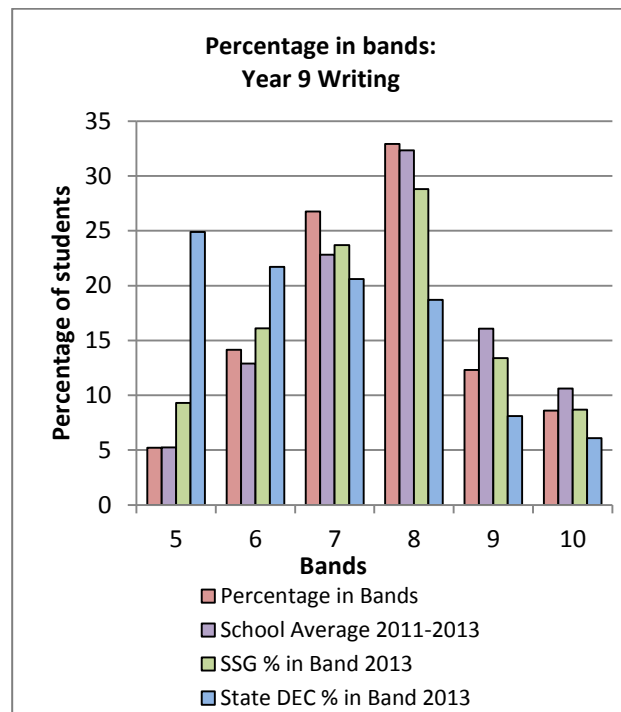


In NAPLAN Year 9 Reading, 36% of Cherrybrook Technology High School students are in the top two bands, in comparison to 21% in DEC schools across New South Wales.

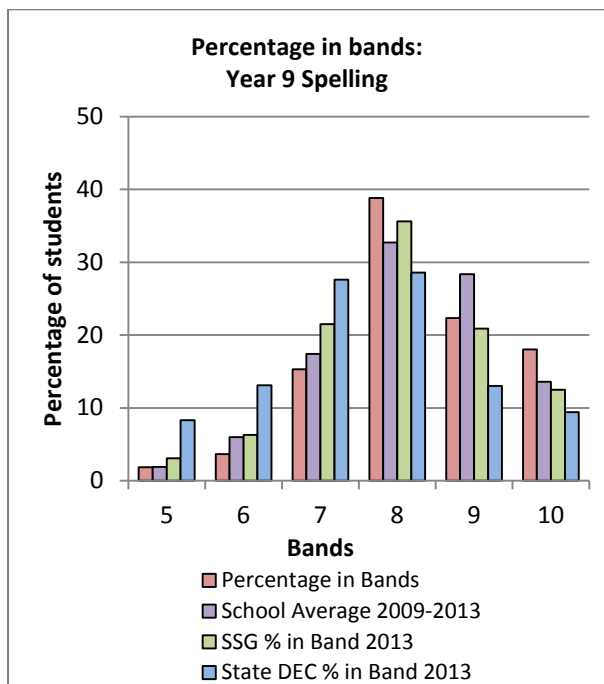


CTHS students acted as mentors for John Purchase Public School students as parts of the GATS program.

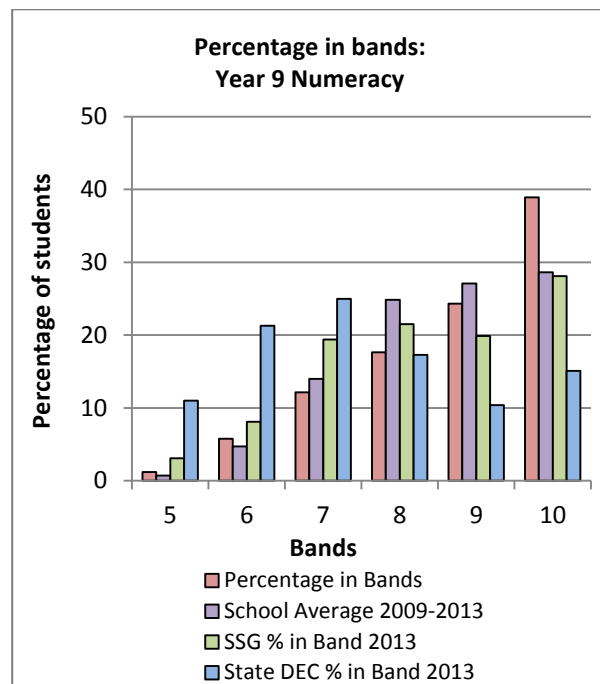
In NAPLAN Year 9 Writing, 21% of Cherrybrook Technology High School students are in the top two bands, in comparison to 14.2% in DEC schools across New South Wales.



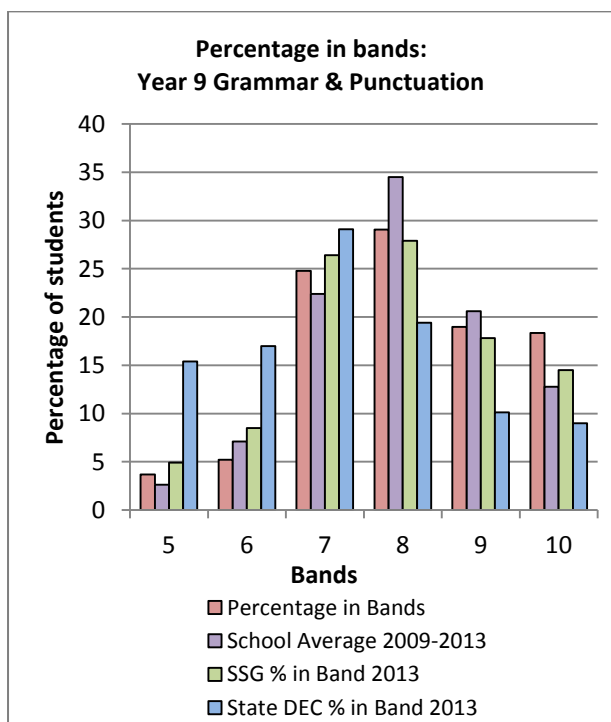
In NAPLAN Year 9 Spelling, 40% of Cherrybrook Technology High School students are in the top two bands, in comparison to 22% in DEC schools across New South Wales.



In NAPLAN Year 9 Numeracy, 63% 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 Grammar and Punctuation, 37% of Cherrybrook Technology High School students are in the top two bands, in comparison to 19% in DEC schools across New South Wales.



Students at Medieval Day

Higher School Certificate. The following table lists courses with a candidature greater than 10 students at CTHS who presented for the HSC in 2013. It compares the average marks for CTHS student from 2013 to statistically similar schools, previous school average marks and the average marks in NSW.

Course	School average mark 2013	School Average mark 2009-2013	SSG average mark 2013	State DEC average mark 2013
Ancient History	78.7	80.6	77.0	69.3
Biology	81.5	78.4	76.8	72.8
Business Studies	83.2	82.5	76.0	71.2
Chemistry	82.2	80.7	78.2	75.4
Community and Family Studies	78.8	77.9	77.0	71.9
Design and Technology	77.4	78.0	76.8	73.3
Drama	79.0	81.4	79.2	75.8
Earth and Environmental Science	77.3	81.0	74.5	73.3
Economics	81.1	81.1	74.5	73.8
Engineering Studies	75.0	79.0	76.3	73.5
English (Standard)	65.1	68.2	68.8	63.8
English (Advanced)	84.3	84.5	81.0	78.5
English as a Second Language	85.0	82.6	73.2	69.7
English Extension 1	87.4	86.2	81.3	81.3
English Extension 2	81.3	84.8	78.8	76.9
Food Technology	76.1	77.8	75.6	68.9
Geography	82.8	80.8		67.6
Industrial Technology	77.5	80.5	75.3	69.9
Information Processes and Technology	77.9	77.1	78.4	72.6
Legal Studies	80.9	83.0	80.4	72.8
General Mathematics	72.0	74.6	72.6	64.0
Mathematics	81.6	81.8	78.1	76.3
Mathematics Extension 1	84.1	85.1	81.4	81.4
Mathematics Extension 2	87.0	90.1	82.4	83.2
Modern History	81.2	81.2	78.9	73.5
Music 1	84.5	83.1	81.7	78.7
Personal Development, Health and Physical Education	79.1	78.7	73.1	68.8
Physics	80.2	79.8	75.8	73.3
Senior Science	82.4	83.0	75.8	71.9
Society and Culture	85.9	78.6	81.0	77.4
Software Design and Development	79.3	79.3	76.2	72.9
Textiles and Design	78.1	77.6	77.0	72.4
Visual Arts	83.2	82.4	81.8	77.5
French Continuers	77.7	79.0		81.1
Japanese Continuers	86.9	87.7	80.2	79.7
Hospitality Examination	79.0	79.6	76.0	74.0

Overall HSC Academic Excellence



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

Below is a snapshot of the best academic results for 2013.

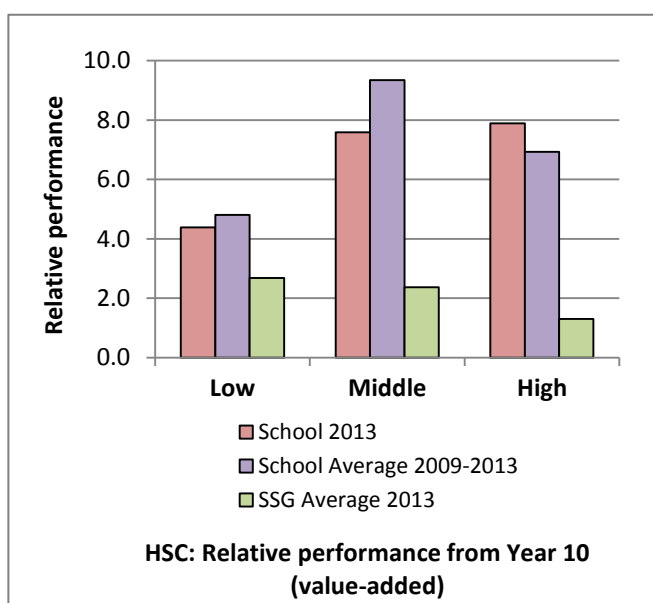
Year 12 High Achievers' Morning Tea

Chief among the many excellent performers were the fifteen students who achieved results, which led to each of them being recognised in the All-Rounders awards. These students included: Chloe Chan, Thomas Choo, Elizabeth Fuller, Aaron Harichandra, Daniel Koleth, Longen Lan, Grant Lian, Harry Lim, Jiamei Liu, Haleem Abdul, Christa Pang, Zac Pluim, Nivedita Rattan, Jessica Squires and Cathy Tan who each scored a Band 6 (or the highest band available) in each of their courses of study.

Six students also achieved a top ten place in at least one course of study, these were: Ryan Burger, Chloe Chan, Daniel Koleth, Harry Lim, Rachel Tsao and Aaron Harichandra. Four students also had their HSC works selected and included in Major exhibitions by the Board of Studies: Ryan Burger in designTECH, Elizabeth Fuller in TexStyle, and Joy Li and Jiamei Liu in Artexpress.

There were at least 100 students who scored ATARs in excess of 90, including seven students with ATARs above 99 and 146 separate students, nearly half of our 2013 cohort, who reached the top band of achievement in at least one course of study, which is truly an outstanding achievement.

In 2014, Mr Johnson lead an extensive analysis of the 2013 HSC results for all students and across all subjects, using the SMART and RAP packages. This included identifying particular modules, units and questions where student performance was stronger or weaker, relative to the state and internal groups. This analysis has resulted in further refinement of HSC teaching programs.



Relative performance from Year 10

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)

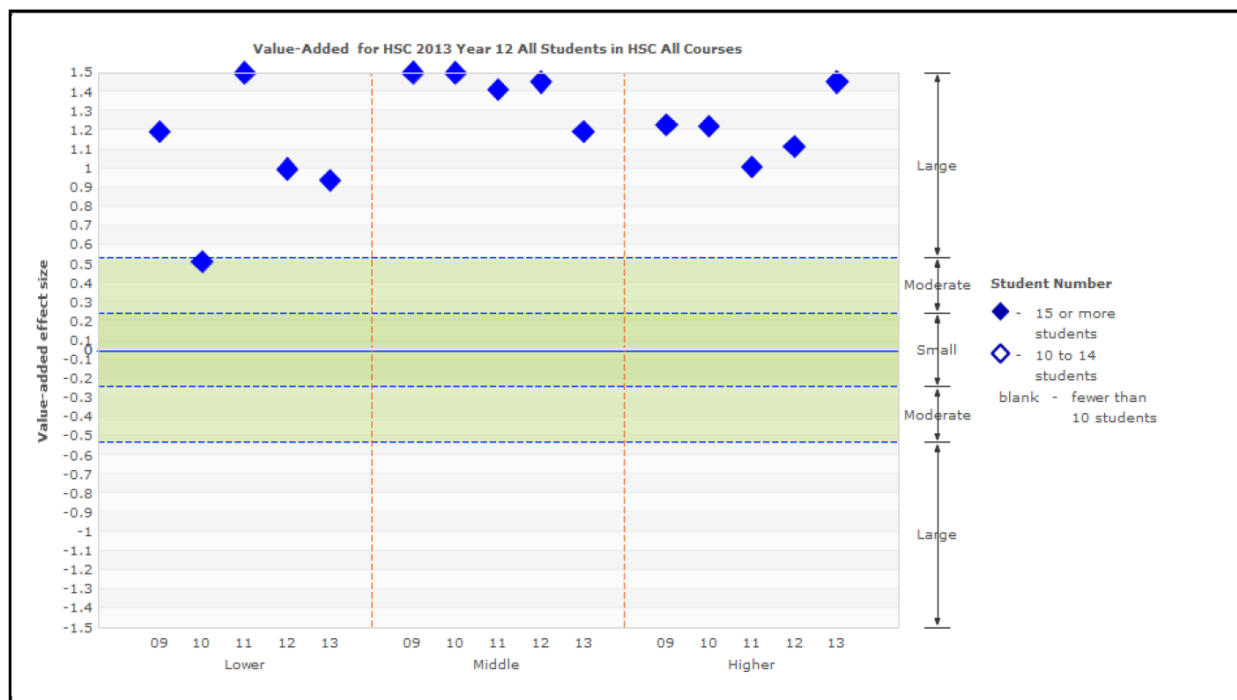
NOTE: 1) The low performing band includes students in Bands 1, 2 and 3, on average in the School Certificate. The middle Band includes students in Band 4, the high Band includes students in Band 5 and 6.

2) The state average value added is 0.

Value added data from SMART analysis package

The following table tracks the value added data from 2009 to 2013 in all three bands, the highest achieving students, the middle group of students and the lower performing students. One of the true strengths of Cherrybrook Technology High School is the ability of the school community to work together to consistently allow students to improve by Year 12, regardless of their initial ability.

All HSC Courses - Value Added Analysis



Subject performance

English

At Cherrybrook Technology High School in 2013, 251 students sat the HSC exam in Advanced English, 93 in Standard English and 11 sat for the English as a Second Language exam, our largest ever cohort. There were 27 candidates for Extension 1 English and 12 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 one of the top comprehensive High Schools in the state ranking ahead of many other elite schools. In Advanced English, 80% of the candidates were placed in either Band 5 or 6, compared to the state percentage of 52%. Sixty-one students received a Band 6. 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 having 82% of candidates in the top 2 bands as opposed to 23% in the state cohort.

Highest HSC results went to:

Advanced English - Elizabeth Fuller who scored an HSC result of 96

Standard English - Jessica Jenneke and Jacob Parnel who both scored an HSC result of 88

English as a Second Language - Zi Zai Lim who scored an HSC result of 94

English Extension 1 - Elizabeth Fuller and Christa Pang - who both scored an HSC result of 48/50

English Extension 2 – Kimberely Bezuidenhout who scored an HSC result of 46/50

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 debating 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'.



Students from the Year 10 Public Speaking final

Mathematics

HSC Mathematics students may sit for courses ranging from the General Mathematics course through to Extension 2. In 2013, all course results were above the state average and many students achieved Bands 5 or 6.

In 2013, 84 students presented for **Extension 1** and 17 students for **Extension 2**. Of these students 39% were in the top band for Extension 1 and 52% in the top band in Extension 2. The most outstanding results were achieved by Guan Lian, who scored 99 for Extension 1 Mathematics and Longen Lan who scored 98 for Extension 2 Mathematics.

Our large cohort of 165 students performed notably in the **2 Unit Mathematics** paper. Of these students 61% were in the top 2 bands. Chloe Chan scored 98. She was placed 6th in the state out of 16,536 students.

One hundred and thirty eight students sat for the **General Mathematics** paper. Twenty eight percent of these were in the top 2 bands compared to 21% statewide.

Other achievements in the Mathematics KLA include the 528 students across Years 7 to 12 who competed in the Australian Mathematics Competition. These students were awarded 3 High Distinctions, 62 Distinctions and 223 Credits. Aaron Kan from Year 9 received the Prudence award for having the highest number of consecutive correct questions at CTHS. To be awarded a Prudence

award, a student must have at least the first 10 questions correct and there must be at least 50 candidates entered in the competition from the school.

Mathematics students also competed in two other competitions run by the Australian Mathematics Trust attracting national and international competitors. One hundred and eight students from CTHS competed in the Junior and Intermediate Stage of the Mathematics Challenge for Young Australians achieving 3 High Distinctions, 10 Distinctions and 27 Credits. Also, 63 students competed in the Maths Enrichment Stage program and achieved 2 High Distinctions, 7 Distinctions and 25 Credits. Three teams of 60 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 2013 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, 92 students presented for the HSC. Of these, 63% of students scored a Band 5 or 6. The highest result of 94 was scored by Christa Pang.

In Chemistry, 112 students presented for the HSC. Of these, 63% of students scored a Band 5 or 6. The highest mark of 94 was achieved by two students, Longen Lan and Zi Zai Lim.

In Physics, 79 students sat the HSC exam. Of these, 61% students achieved a Band 5 or 6. The highest result of 93 was scored by Longen Lan.

In Senior Science, 38 students presented for the HSC. Of these, 71% achieved a Band 5 or 6. The highest result of 97 was scored by Naomi Smith.

In Earth and Environmental Science, 67 % of these students achieved a Band 5 or 6. The highest result of 93 was scored by Shakti Srikanth.

Other achievements in the Science KLA. In order to test their scientific skills many students chose to sit for competitions. Over 200 students participated in the ICAS Science competition. Three students achieved High Distinctions and 104 candidates achieved Distinctions and Credits. Other competitions CTHS students competed in include the Australian National Chemistry Quiz in which over 50% of the candidates achieved excellent results and received awards.

Year 11 participated in the Chemistry and Physics Olympiads, a National competition that can lead to the International Olympiad. Students sat for a two hour exam with three students achieving Distinctions and six students being awarded Credits.

Many out of school activities were held to complement and assist classroom learning. Whole grade excursions were held for Year 7 who visited the Zoo and Year 8 who viewed an astronomy film at IMAX and did classification activities at the Aquarium. Senior Biology and Earth and Environmental Science students also did major field trips to provide additional curriculum practical activities.

Human Society and the Environment



Year 12 Geographers at Lady Elliot Island

At Cherrybrook Technology High School HSIE continues to offer a wide range of subjects. HSIE students enjoyed outstanding success in the 2013 HSC.

Aboriginal Studies. Students from the 2013 cohort sat the Aboriginal Studies HSC exam in 2012 as accelerated students. This is a reminder of their success with 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 92 candidates, 29% of the cohort received a Band 6 compared to 8% across the state, and 66% receiving a Band 5 or 6. The highest result of 97 was scored by Daniel Koleth.

Legal Studies presented with 46 students for the HSC, 61% of the cohort achieved a Band 5 or 6. The highest result of 95 was scored by Alena Ieroianni.

Economics presented with 39 students for the HSC, 46% of the cohort achieved a Band 5 or 6. The highest result of 94 was scored by Daniel Koleth.

Geography presented with a small cohort of 13, 84% achieved a Band 5 or 6. The highest result of 92 was scored by Jessica Squires.

Society and Culture also presented with a small cohort of 12, 83% achieved a Band 5 or 6. The highest result of 96 was scored by Jessica Squires.

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

Ancient History presented a cohort of 63 students, 51% of students achieved a Band 5 or 6. The highest result of 93 was scored by Usman Naveed.

Modern History presented a cohort of 51 students, 60 % of students achieved a Band 5 or 6. The highest result of 93 was scored by Elizabeth Fuller.

History Extension presented with seven students, all of whom were placed in the top two bands E3 and E4. The highest result of 47/50 was scored by Usman Naveed.

Creative and Performing Arts (CAPA)

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

Max Lim, from Year 11, performs



Music 1 presented a cohort of 15 students, 92% of students achieved a Band 5 or 6. The highest result of 93 was scored by Edwin Lai. This group had a diverse cohort of students completing Musicology, Composition and Performance electives.

Music 2 presented a cohort of 15 students, 71% of students achieved a Band 5 or 6. The highest result of 93 was scored by Michelle Young.

Music Extension presented 5 students, 60% of students placed in the top 2 bands, E3 and E4. The highest result of 47/50 was scored by Rachel Hartanto.

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

Visual Art presented a cohort of 32 students, 72% of students achieved a Band 5 or 6. Two student were successfully included in the ARTEXPRESS Exhibition for outstanding major works.

These included Joy Li and Jiamei Liu. The highest result of 98 was scored by Joy Li.



One of Joy Li's art work selected in ARTEXPRESS

Dance presented a small but successful cohort of 6 students, 83% of students placed in the top 2 bands. Five of the 6 students were shortlisted for Callback, evidence of the exceptional quality of their performance work. The highest result of 90 was scored by Alena Ieroianni.

Drama presented a cohort of 21 students, 61% of students achieved a Band 5 or 6. The highest result of 89 was scored by Gemma Dart.

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.

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, 71% of students achieved a Band 4 or 5. The highest result of 80 was scored by Mitchell Gilbertson.

Community and Family Studies presented a cohort of 25 students, 56% of students achieved a Band 5 or 6. The highest result of 92 was scored by both Ashleigh Cranfield and Jacqueline Mikulasev.

Design and Technology presented a cohort of 24 students, 54% of students achieved a Band 5 or 6. The highest result of 92 was scored by Thomas Choo.

Engineering Studies presented a cohort of 14 students, 21% of students achieved a Band 6. The highest result of 93 was scored by Darren Tran.

Food Technology presented a cohort of 42 students, 50 % of students achieved a Band 5 or 6. The highest result of 93 was scored by both Amanda Eldridge and Davida Ryan.

Industrial Technology presented 33 students, two classes of multimedia technology and one class of timber technology. Forty-two per cent of students achieved a Band 5 or 6.



Textiles and Design presented a small cohort of 10 students, 40 % of students achieved a Band 5 or 6. The highest result of 93 was scored by Elizabeth Fuller. Her Kombi bus work as selected for the very prestigious TexStyle exhibition which shows the top 25 works from NSW.

Kens Teh's HSC major work

Hospitality- Vocational Education Training (VET) had 27 students 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 Vocational Education Training presented a small cohort of 8 candidates, the highest result of 76 was scored by Liam Sainsbury

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.

Japanese Continuers presented a cohort of 12 students, all of who, achieved a Band 5 or 6. The highest result of 96 was scored by Rachel Tsao.

Japanese Extension presented a cohort of 5 students, 4 of these students scored a E4, the highest Band and the final student a high Band 3. The highest result of 48/50 was scored by Jasmine Lo.

French Continuers presented a cohort of 13 students, 47% of students achieved a Band 5 or 6. The highest result of 92 was scored by Caitlyn Murray-Howard

French Extension presented a small cohort of 5 students. The highest result of 46/50 was scored by Emma Green.

German Continuers presented a small cohort of only 2 students. The marks of both girls were pleasing with the highest result of 93 scored by Michelle Young.

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

Computing Studies

Information Processes and Technology presented a cohort of 14 students, 57% of students achieved a Band 5 or 6. The highest result of 91 was scored by Tao Quinn.

Software Design and Development presented a cohort of 12 students, 50% of students achieved a Band 5 or 6. The highest result of 91 was scored by both Hui-Dong Loo and Aman Singh.

Other achievements in the IT KLA include a Computing Club which is run one afternoon a week by Mrs Hearne and a dedicated group of senior student leaders for junior students. Student leaders have given presentations and instruction on a range of computer topics from animation skills to Python programming. Eight junior students have participated in this during 2013.

In 2013 students from Cherrybrook Technology High School competed in the Python Challenge. Python programming is a particular language challenge and 10 students took part, competing against a number of other schools on different programming projects. One of our students did exceptionally well gaining a High Distinction in this program and two others achieved Distinctions.



Personal Development, Health and Physical Education (PDHPE)

PDHPE presented a cohort of 69 students, 68% of students achieved a Band 5 or 6. The highest result of 96 was scored by Amanda Eldridge.

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

Students at Year 7 Gala Day

Other achievements

Significant programs and initiatives

Aboriginal education

The Aboriginal Awareness Group is pleased to report continued growth of awareness of issues of Aboriginal education and culture at Cherrybrook Technology High School throughout 2013. This is demonstrated by the range of activities undertaken in the school this year.

In 2013 Cherrybrook Technology High School successfully applied for funding for individual tuition for a number of our students who identify as Aboriginal or Torres Strait Islander. This funding was allocated through the Norta Norta Program. It provides targeted tuition to support student achievement by providing assistance to students in the key areas of numeracy and literacy. The school also applied for and received a financial scholarship from the North Sydney Region to support a senior student with a range of needs, thus assisting the student to successfully complete the HSC course this year.

Mr Caccamo, Mr Searle and Mrs Ferguson, Careers Advisor, have completed Individual Learning Programs for the five Aboriginal students who attend Cherrybrook Technology High School. These plans are critical to ensuring a holistic approach to the education of these students by providing detailed analysis of key learning areas and achievement with a focus on improving student outcomes. Ms Ferguson also plays an ongoing role in supporting students and coordinating career and training opportunities for them. One of our departing Year 12 students, Brooke Ashcroft, was accepted into the University of Sydney to study Visual Arts in 2014 through the opportunities identified by this process.

National Sorry Day and NAIDOC week were each celebrated at assemblies this year, contributing to the acknowledgement and understanding of key events in the experience of Australia's first peoples. These events were student-led and provided informative and thought provoking presentations about key issues in the contemporary experience of Aboriginal and Torres Strait Island peoples in Australia.

Ms Jones and Mr Clements initiated the next phase of the Biodiversity/Poles Project this year with the first part of the Cherrybrook Technology High School Bush Resource Garden commenced. Students from the Poles Project, Environmental Warriors and Aboriginal Studies class worked with Uncle Les McLeod to identify, describe and plant many native species. This will be an ongoing project and provides a valuable resource for our Aboriginal Studies, Geography, Food Technology and Visual Arts courses while also beautifying our surroundings.

Cherrybrook Technology High School has actively participated in community relationships and cultural appreciation this year. We were proud to host a meeting of the Aboriginal Studies Association Northern Sydney Network in August, further cementing our community connections and fostering increased understanding and reconciliation. Select staff members have been fortunate to attend Cultural Awareness experience at Muogomurra.



Mrs Cross is recognised as an outstanding Aboriginal Studies teacher.

Finally, our second cohort of Aboriginal Studies students have completed the Preliminary course this year and more than half have chosen to continue to complete their HSC in the course in 2014. For the first time in 2014, Cherrybrook Technology High School will have both a Preliminary and HSC Aboriginal Studies course running in the same year. The invaluable support of the Sydney North Aboriginal Liaison team and, in particular, Mr Dave Lardner, ensures that students at Cherrybrook Technology High School have the opportunity to complete this rigorous and challenging course.

Multicultural education



The flag ceremony on Multicultural day

Cherrybrook Technology High School continue to celebrate the cultural and linguistic diversity of Australia with over 50% of our students with a language background other than English.

Education initiatives continued in 2013. At this year's International Assembly students attended one of two assemblies where they witnessed a wonderful flag parade representing the over 80 national backgrounds of our students and some beautiful performances by students from a range of different cultural background.

The assemblies were also addressed by a guest from the United Nations Refugee Agency, Mrs Animata Conteh-Biger, a woman who was kidnapped from her home in Sierra Leone and then subjected to some terrible times before being released and making her way to neighbouring Guinea where she joined hundreds of thousands of other refugees in a UNHCR camp.

Her message about appreciating what we have really struck a chord with our students. Following the assemblies, students enjoyed a fabulous food fair with a diverse range of culinary delights.



Our Captains, Emma & Johnson, and Lizzy get into the Multicultural Day spirit

Creative and performing Arts

Visual Art

This has been a very exciting year for Art within the school. The performance of our Year 12 students was exceptional under the expert tutelage of Ms Jones and Ms Jaeger, with two student's works being selected for the prestigious ARTEXPRESS exhibition which showcases the top 200 works in the state. The exhibition is at the NSW Art Gallery and at the Armoury gallery at Newington. Some aspects of this exhibition will also tour the country. The successful students were Joy Li and Jiamei Liu.



Jiamei Liu's major work displayed at the NSW Art Gallery

These and the other outstanding HSC works were displayed at the annual HSC Art Exhibition in August. This exhibition attracted over a thousand people on the night making it one of the most successful exhibitions ever.

The excellence of the Stage 4 and 5 students was showcased at the MADD concert and exhibition held in November highlighting the up and coming talent of these junior students.

The Visual Art faculty is currently engaged in the production of ceramic sculpture poles with the current Year 7 group. This project will be completed next year and complements the existing sculpture poles and murals project from 2012 that adorn the 'Frog Pond' area.

Excursions were run for Stage 6 Visual Arts students to ARTEXPRESS in February to assist with inspiration for their own HSC works, and again in October to 'Sculpture By The Sea' at Bondi. This excursion provided all students with an exhibition of international renown that they could utilise for critical writing and evaluation assessment tasks.

Dance

Dedicated dance students at Cherrybrook have succeeded in developing skills and some major achievements throughout the year.

Students from Years 7-10 were auditioned and selected to be a part of the Sydney North Regional Dance Festival. Junior and senior ensembles were formed and the students performed several performances at the prestigious Glenn St Theatre.

Thirteen Dance students were auditioned and selected to be a part of The Schools Spectacular. Two students from Year 9 Dance were selected to be a part of a team of 50 students from schools around the state that



The CTHS Senior Dance Ensemble performs

opened the event at the Sydney Entertainment Centre.

Students from Year 9 and 10 Dance attended a performance of 'Grease The Musical' at the Sydney Lyric Theatre as part of their study in Musical Theatre. As part of this area of study students had the opportunity to learn a piece of choreography from the show and perform it at the MAAD performance night.

MADD performance night included six dance items ranging in styles from Jazz, Musical Theatre and Contemporary Dance and featured male and female performers ranging from Years 7–10.

Six HSC dance students worked hard to achieve some exemplary Band 6 results receiving an amazing six Call Back nominations for a combination of Core performance and Major Study performance.

School Musical



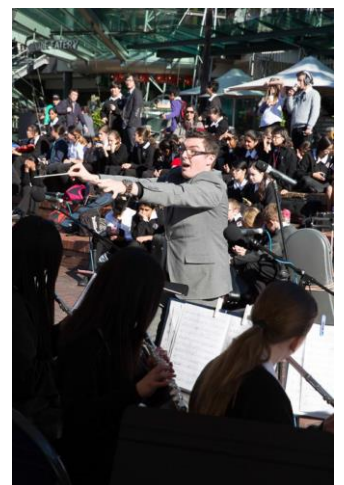
Once again the CAPA KLA combined forces with expertise from other faculties to present the highly popular musical "Little Shop Of Horrors" Directed by Miss Holt (CAPA) and Mr Jones (ESL). Exceptionally funny and bright this production drew large audiences for all performances and was widely acclaimed as the best performance staged at CTHS so far. This has inspired the directors to stage another musical, 'The Wiz' in 2014.

Serena and Adam- stars of the 2013 musical.

Music

Music held a number of events throughout the year, including 'Drum Beat' a performance for Year 7 and 'Fretworks' for Year 8. The performance nights for the HCS Music students was well attended and showcased the talent of our performers in a range of instruments, including voice. Senior Music students were treated to a wonderful night at the opera, attending a performance of 'La Traviata' at the Sydney Opera House.

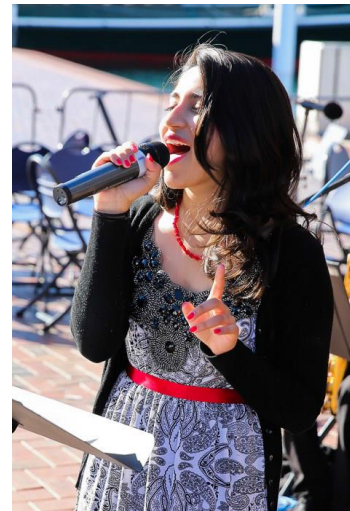
Music ensembles



In 2013, Cherrybrook Technology High School offered an extensive Music Ensemble's Program. Ensembles ran in the following areas: choir, concert band, guitar group and strings. Extension groups were offered through the following areas: vocal ensemble, concert band and the well renowned Big Band. These groups predominantly met before school, except for the Big Band, and they rehearsed once a week under the expert guidance of school staff and external tutors.

Our ensemble leaders for 2013 were:

Big Band	Anthony Felton (staff)
Choir	Lisa Gardner (external)
Concert Band Year 7-9	Johnathon Dollin (external)
Concert Band Years 9-12	Johnathon Dollin (external)
Guitar	from beginner to advanced – across 2 mornings Ange Tsoltoudis (external)
Strings	Jacky Ng (external)
Vocal Ensemble	Lisa Gardner (external)



Inika Dongre from Big Band

The **Big Band** has again had a very event filled year with performances at Darling Harbour, The Royal Easter Show, The School Spectacular and at numerous local events. Due to their great talent they were also invited to perform school events including: Orientation ay, High Achievers' Assembly, Student Induction and Presentation Night.

The Band has gone from strength to strength, sadly exchanging many of the old Year 12 members for new Stage 4 players who show high skill. Of particular mention is Michelle Young of Year 12, 2013 who had been a member of the Band since the end of Year 5, section leader of the Trombones for 4 years and then Band Captain for the 2012-13. Her absence will be sorely missed by all. In 2013



Mr Felton and the Big Band

the Big Band were highly sought after for important functions including the school 21st birthday celebrations that included many past members. "We're getting the band back together"- a quote from *'The Blues Brothers'* crossed the lips of many a visitor as they recognised past and present students working alongside each other. The Big Band also ran workshops in 2013 at all feeder primary schools, played at the fetes of the local schools, at Inala Fair, at The Schools Spectacular and at private functions.

In 2013 a review and restructure of the concert bands took place, the result was changing the student composition to allow extension students to be able to access and play higher grade pieces. The Ensemble groups had many internal and external competitions and performance opportunities including performing at Darling Harbour, local nursing homes, fetes, The Yamaha festival, The Showcase of Excellence concert as well as many school day and evening performances.

At the end of 2013, farewell to Lisa Gardner, who had expertly led the choir and vocal ensemble.

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

Drama



An intellectually stimulating, dynamic and engaging Drama curriculum continued to be delivered across Years 7-12 at Cherrybrook Technology High School in 2013. Alongside the classroom experiences that provide students with many opportunities to develop their creative talents further, the availability of a wide range of extra-curricular activities ensured that those who wished to extend their performance skills and experiences would be accommodated.

Drama students perform

Year 7 and Year 8 students were invited to join the school Drama ensembles. Both of these groups performed at the MADD concert and at the Year Assemblies which took place at the end of Term 4. Additionally, the Year 8 Drama ensemble auditioned successfully for the Arts North Drama Festival held at NIDA in August each year.

Stage 5 and 6 Drama students participated in the fantastic Drama camps run through the NSW Public Schools Arts Unit. Drama enthusiasts from all around the Metropolitan area as well as country regions were treated to this four day event which was filled with incredible workshops conducted by a number of industry professionals.

The NSW Public Schools Arts Unit also run specialist Drama ensembles where successful candidates attend weekly workshops over the course of the year which culminates in the devising of an original piece of theatre, staged at the Seymour Centre as part of the State Drama Festival. Every year for the past 12 years, Cherrybrook students have represented the school at this State level. Genevieve Holden, Madison Thorne, Sebastian Hearne, Amelia Smillie, Jessica Waterson, Ryan Ashtari and Erin Fitzpatrick are just a few of the names of those who have shown such outstanding commitment to the Performing Arts.

Our Year 12 students attended a Drama camp at Eleanora Heights. This annual event provides our Year 12 students with exclusive time in which to focus on their HSC Group Performance. Each year, the comments remain unchanged as students remark that the CTHS Drama camp is singularly a great experience which allows for full immersion in the process of preparation for the HSC Drama Practical exam. The annual Year 12 HSC Drama Performance Night occurs in early August and provides students with the chance to showcase their work prior to final submission of their projects to the Board of Studies. Family, friends and staff members were on hand to applaud the talented cohort's efforts which took the form of group performances, monologues as well as an array of fine projects including set designs, costume designs, director's folios, theatre reviews and video drama.

Year 10 students provided a stunning night of theatre at their Performance Night in September. With works ranging from Greek comedy to Shakespearean tragedy to 18th century Melodrama, the calibre of performance was excellent. The Year 11 Drama Retrospective, held in October, was a fabulous showcase of selected works from the Preliminary Course. A delighted audience was captivated by the colossal theatrical fare that was offered up for their enjoyment.

Busy, exhilarating, exciting! 2013 was a great year for Drama at CTHS. This was topped off by excellent HSC results, from those who responded to the challenges that this subject area provides.

Gifted and Talented Education (GAT)

Cherrybrook Technology High Schools' GAT program runs as a GATS class that is determined by a school devised test, primary school participation and input, as well as external testing results- such as NAPLAN. It only targets student who are gifted and talented in the areas of literacy and numeracy. This class runs in Year 7 and 8 only. From Year 9 all subject areas determine programs and classes to suit the needs of the students that we teach. For example, the English KLA runs a GAT class in each year and all other classes run as mixed ability. To augment this they have speaking and debating competitions for all students but elite programs that enter external and inter-school competitions for students talented in this arena. English also runs elective choices such as 'Writing and Writers' and 'Speaking' in Stage 5 to target student's capabilities in this area. While this is only one subject area, all faculty or key learning areas run similar programs and competitions particular to their students.

Some of the GAT programs available to students at Cherrybrook Technology High School include- (see also the ASR Sports report section for students gifted and talented in sports and movement.)

- External Competitions eg Maths, Science, Geography and Chemistry Competitions, Euler and Gauss, Maths Challenge, Interschool debating, subject specific eg Titration competition for Chemistry



'Build a Bridge' team

- Sports (summary) Specific electives for talent development, Knockout teams, Zone, State, National and CHS representation opportunities also sports leadership opportunities.
- Ensemble extension groups: eg Big Band, Drama, Dance, Vocal Ensemble, Concert Band 2
- State and Metropolitan North participation in Drama, Dance and Music ensembles
- Musical involvement
- Future problem solvers
- Schools Spectacular
- Art competitions.
- MUNA- Model United Nations.
- Wood Show Challenge.
- Assembly leadership and participation
- Science
- 'Build a Bridge' competition
- Social Justice leadership and organisation eg International Women's Day breakfast
- Cherrybrook Chinese Community event- leadership roles.
- Mind Marathon Challenge
- Python Programming Competition

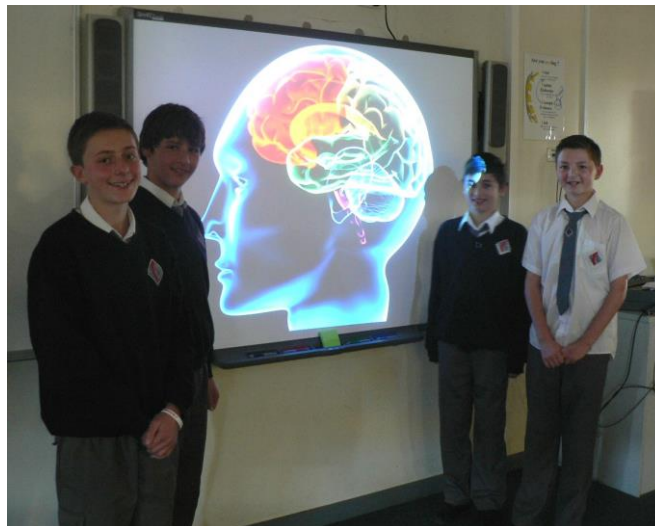


NSW Wood Show Challenge winners

While many of our GATS projects are long standing and offer great opportunities for a variety of students two projects in 2013 need special mention:

The Future Problem Solvers Team who were successful at the National Championships

Seven Year 10 students from Cherrybrook Technology High School were involved in the Future Problem Solving Program, 2013. This is an international educational program that aims to give young people the skills to design and promote positive futures for the society in which they live, by helping them to develop critical, creative and futuristic thinking skills. More specifically, it is based on the ability to identify and create positive solutions for problems that are relevant in the real world. In 2013, Cherrybrook Technology High School began running the Future Problem Solvers program for the first time with two teams in Year 8 and two in Year 10. All teams completed a series of practice problems, followed by a state round in August. One Year 10 team, consisting of Lakni Weerasinghe, Eric Windsor, Yousef Hakimi and Merle Runde, then qualified for the National Finals held at the University of Western Australia and Methodist Ladies College in Perth. Although the team wasn't overly optimistic in regards to our results, considering that they were the only team for whom this was the first year of competing at nationals, let alone the first year of the program, they were extremely excited to learn the results. Despite being the only public school in the age division of 40 teams, they had qualified for the International Round held in Iowa, America in July 2014. The teams were also offered positions for our other Year 10's to compete as individuals. This initiative was supported and mentored by Ms Alesha Bleakley.



The Year 7 winners of the GATS project 2014

The Independent Research project undertaken by the Years 7 and 8 GATS classes, 7T and 8T.

This cross-KLA (subject) project involved students developing a presentation based around conceptual data and content from at least three different KLA's. The topic for the 2013 project was 'The Message'. Students were given class time and expected to work in their own time developing their idea to include rich and conceptual questions. The 5 minute presentation took place in Week 5, Term 3 and students were encouraged to present their information in a range of formats rather than simply a PowerPoint slide show. The result of the presentations was the development of a wide variety of ideas and presentation formats such as short movies, drama performances, mini-novels and slide shows using a range of software eg Prezi. The audience was comprised of fellow Year 7 GATS class members, the Year 8 GATS class, teachers of these classes, deputies and Mr Johnson.

The winning teams were awarded KLA and stage certificates and attended a Principal's morning tea. These students included: Year 7: Matthew Barrett, Konrad Cuevas, Adrian Monardo and Max Ward. They presented a Presi documentary highlighting how people interpret the same message differently. They also made a news commentary video using the message 'sticks and stones will break my bones but names will never hurt me'. Year 8: - Melissa Chin, Brinda Kumar and Lottie Wills. These girls developed a web site showing misleading messages in advertising. They used video clips from advertisements that could mislead the consumer. The website address is <http://tsipthmessage.weebly.com>

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, Rock and Water 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.



Abseiling at Year 7 camp

Year 11 also participated in Study skills programs and a Mental Health Forum that gave the students an understanding of stress, anxiety and mental health as well as the support groups and strategies for coping. The Hills Schools Industry Partnership also assisted and ran vocational courses for targeted students.

Anti-bullying and cyber-bullying strategies are clearly communicated to all students to ensure that the school is a safe environment. Performances by outside presenters such as Class Act Theatre's 'Bully Buster' and Bamboo Theatre's 'Cyber Shorts' highlight a number of issues that are relevant to



defining bullying and its impact on individuals. The Anti-Bullying 'Other Interest Group' has now become a Welfare Initiatives group that assesses the welfare programs and assesses the existing programs in order to meet the changing needs of students. The Rock and Water group has successfully implemented their resilience activities and teaching into the existing program. The Welfare Initiatives group is looking to extend the process of communicating strategies for dealing with bullying to students and teachers.

Students from the Rock and Water program who attended the Empower Dojo

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

Our Peer Support Leaders have embraced the Rock and Water initiative and will be working with the program leaders at the Year 7 camp 2014. Our Leaders are taught to lead by example and to support our trained Rock and Water staff during the Term 2 2014 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.

Training Year 10 Baristas in 2013

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. Cherrybrook Technology High School maintains the support of previously funded students, including two with cerebral palsy and those with autism spectrum or literacy support needs. In addition, those students identified by the Learning and Support Team (LaST) as having high learning, literacy and social needs are supported by the Learning Support Teacher (LST) and School Learning Support Officers (SLSOs) via the Literacy Workshop classes, classroom mentoring, lunchtime homework and time out clubs, after school workshops as well as differentiation of curriculum in consultation with the LST.

Lunchtime Activities at CTHS

This year the Learning Support Team has organised a range of lunchtime activities to give students an opportunity to build friendships, and obtain assistance with studies in a relaxed setting. Activities run during lunchtimes include Cards and Games Club (Tuesdays), Homework Centre (Wednesdays) and a 'Chill Out Zone' social club on Fridays. All activities are under direct supervision of staff Miss Deadman and Mrs Watanabe, and are primarily aimed at Stage 4 students, although there are some Stage 5 children who also attended.

Cards Club on Tuesdays was well attended. Here students played card games, chess, draughts, Chinese Checkers and other games. The 'Chill Out Zone' on Fridays is a relaxing social time, with various activities programmed such as movies and computer time. Many children who regularly attended the activities also regularly attended 'Chook Club' with Mr Annetts and Mrs Watanabe on Thursday where they learned how to care for chickens.



Winning Castle Hill Show produce

On Wednesdays, the LST ran a Homework Centre.

Students came either of their own accord, or could be referred by a teacher. Students worked on any subject and asked for help as they needed it. In the last 13 weeks of the year, there were over 200 attendees at Homework Club. About 80% of the students attending came of their own accord. There was an average of 13 students who attended each week, and 55% of those who attended

were boys. While most students attended regularly, others just dropped-in for assistance with something specific, such as help with an assignment or for help with test preparation.

All students are welcome to participate in these activities.

Student retention program, HSC plus



Identified Year 10 students, and their parents, were invited to a meeting where opportunities were made available to students to participate in the HSC Plus model which was presented. Benefits such as students receiving nationally recognised TAFE credentials up to Cert 3 level, extensive experience in the workforce and assistance in providing School-based Apprenticeship /Traineeships, was explained. Careers Advisers conducted student/parent interviews and discussed appropriate senior subject selection.

Camp activities in 2013

Seventeen students selected Work Studies and there were others who elected a Vocational Education orientation to their subjects. Two students were signed up for School-based Apprenticeships, with more being arranged.

SWOT - School and Work Options for Training

Leading up to subject selection for Stage 5 students, meetings for identified students and their parents were held to explain the benefits of this program. Thirty eight students were invited to attend the Year 8 session and 15 parents attended. Forty five Year 9 students were invited and 20 parents attended.

The program aimed to assist those who have difficulties in understanding the Stage 5 subject selection process and lack the initiative to seek advice leading to poor and/ or incomplete subject selections being made. Those targeted for SWOT were provided individual assistance to ensure that units chosen were the most appropriate patterns of study for their future career paths. Helping students make the best individual choices was identified as being important in engaging them in the learning process and increasing their post-school options and employment potential.

Benefits of SWOT to students

- Identification and guidance in selection of elective subjects which match the student's interests and skills
- Selection of subjects and pathway options for students who identify they don't want to continue into post-compulsory schooling. This process involves an interview with parents, student and Careers Adviser after examination of student's past performance. Recommendations were also sought from the Learning Support Team, Head Teacher- Welfare and Deputy Principals
- Providing each student with a School to Work Transition Plan to facilitate the desired post school pathway
- Identification of relevant additional practical and achievable ways of learning (skills, abilities) including work experience, Industry Bites and TAFE programs to engage students in the learning process

- Deconstruction of information regarding training pathways and entrance requirements that lead to further vocational training at work, TAFE and university to students and parents.



Year 11 students at Jindabyne

Social Justice

The Social Justice group continued its work in 2013 by assisting a broad range of charities which are engaged in helping those in need in our society. The students strived to put into practice the motto of their group which is 'Think Global, Act Local' by raising funds for the Smiling Hearts Association for Children (SHAC), which runs our sister school in Siem Riep, Cambodia. A special fund raising activity took place at Bunnings Thornleigh where some students from the Social Justice Group manned a cake stall on the weekend to raise money for SHAC. In addition a special cake stall was organised on the weekend of the 21st birthday school celebration. The SHAC subcommittee met during the year to organise these events in conjunction with the Social Justice Team.

Many students participated in the Salvation Army Red Shield Appeal and were also generous in supporting the Salvo's annual Christmas Appeal by donating various toys, tinned food and a variety of gifts. Additionally strong support was shown for the World Vision 40 Hour Famine where lots of students donated their time to raise money for those in the developing world. Volunteers from the Social Justice Group attended the World Vision Global Leadership Convention which is designed to help them take a leadership role in organising the 40 Hour Famine.

In order to increase the amount of money raised for the World Vision project it was decided to have a friendly competition with Pennant Hills High School, to see which school could raise the highest amount. The trophy was awarded to Pennant Hills High School in 2013, although students were keen to retain this competition in 2014.



All Stage 4 students wrote on the International Women's Day chain about a woman that inspires them.

A new initiative was undertaken by Ms Tager who organised for some of our Social Justice Team members to be involved in the Bright SPARK program. Our students visited Granville Public School every Thursday afternoon to tutor primary students who arrived in Australia as refugees in the last two years.



Given the plight of refugees around the world some students were involved in activities organised by the UNHCR, which is an organisation of the United Nations charged with protecting the world's refugees. Some of our students entered the UNHCR World Refugee Day Art Contest to raise awareness for the plight of the world's refugees. The artwork of Bertin Huynh (Year 9, 2013) was recognised as outstanding and was published by the UNHCR in their regional annual report. A number of CTHS parents and students also attended the UNHCR's Mother's Day lunch for raise funds for maternal health projects.

A student from the SHAC school in Cambodia which CTHS supports

Students in the Social Justice Team have worked collaboratively to support selected charities at a local and international level. In this way they have played a vital role in helping to support some of the most disadvantaged members of our society.

Sporting achievement

The most outstanding sporting achievements of 2013 were indicated in the Principal's Message earlier in this report. These included:



- Awarded the trophy as the 2013 Sydney North Champion School for the third time in the past five years.
- 2013 Ku-Ring-Gai Zone Champions.
- Winning school at the Ku-Ring-Gai Zone Swimming, Cross Country and Athletic carnivals.
- The Girls' Open Basketball team finished forth in the State.
- The Girls' 15's Basketball team finished Champion School in NSW defeating Westfield Sport High School by one point in an absolute thrilling final

First aid training at CTHS

- The open Boys' Medley relay and 17+ Boys' 4 x 50 freestyle relay team won gold at the Combined High School Swimming Carnival.
- Declan Pluim won a gold medal in the 15 years High Jump at the Combined High School Carnival
- Alex Nguyen-Ha won gold medals in the 15 years Long Jump and Triple Jump at the Combined High School Carnival.
- Georgia Winkcup represented Australia at the Youth 2013 Oceania Championships in Hawaii winning a gold medal in the Girl's U18 2,000m steeplechase.
- Anjana Kodithuwakku and James Lott won gold medals at CHS swimming.



At the Year 7 swimming carnival

Swimming

The annual swimming carnival is held in Term 4 at the Aquatic Centre at Homebush. This is an excellent venue as the students get to feel the formal atmosphere of the Olympic swimmers. It is also protected from the elements and can therefore proceed in any weather.

Year 7 students also have the opportunity to participate in Term 1 where they attend a carnival with their peer support leaders. In 2013, 300 out of 310 students attended the carnival and participation rates were the highest ever.

The age champions for swimming are show below.

	GIRLS	BOYS
12 Yrs	<i>Kate Collett</i>	<i>Anjana Kodithunakku</i>
13 Yrs	<i>Eliza Woollett</i>	<i>Oscar Wang</i>
		<i>Bradley Stockwell</i>
14 Yrs	<i>Brittany Ross</i>	<i>Ryan Afshar</i>
15 Yrs	<i>Samantha Choo</i>	<i>Michael Fiedler</i>
16 Yrs	<i>Rebecca Yabsley</i>	<i>Joe Stone</i>
17+ Yrs	<i>Alicia Van Arkel</i>	<i>James Lott</i>



CHS swimmers, including gold medal winner, James Lott and bronze medal winner Jeremy Tunkunas-Scott

Cross Country

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



Students at the CTHS Cross Country carnival

	GIRLS	BOYS
12 Yrs	<i>Kate Collett</i>	<i>Jordan Adams</i>
13 Yrs	<i>Eliza Woollett</i>	<i>Mitchell Baker</i>
14 Yrs	<i>Natalie Wong</i>	<i>Cameron Hall</i> <i>Charlie Stevens</i>
15 Yrs	<i>Laura Stockwell</i>	<i>Owen Guichelaar</i>
16 Yrs	<i>Georgia Winkcup</i>	<i>Jack Patten</i>
17 Yrs	<i>Erin Blundell</i>	<i>Keegan Ross</i>
18+Yrs	<i>Julia Macerola</i>	<i>Jordan Robertson</i>

Athletics

The CTHS athletics carnival was a great success with many students competing and creating a strong team that went on to represent Cherrybrook Technology High School at the Zone Carnival. The age champions from the carnival are displayed below. . The following students gained places at the zone carnival. Georgia Wincup 1st place, 16 years girls age champion, Emily Jones 3rd place girls age champion, Katie Ragusa 5th place girls age champion, Eliza Woollett 6th place girls age champion, Owen Guichelaar 6th place boys age champion, Laura Stockwell 8th place girls age champion, Clayton Anstee 10th place boys age champion, Jack Patten 10th place boys age champion and Katie Driscoll 10th place girls age champion.

	GIRLS	BOYS
12 Yrs	<i>Kate Collett</i>	<i>Jordan Adams</i>
13 Yrs	<i>Eliza Woollett</i>	<i>Mitchell Baker</i>
14 Yrs	<i>Charlotte Finch</i>	<i>Cameron Hall</i>
15 Yrs	<i>Veronica Wolf</i>	<i>Clayton Anstee</i>
16 Yrs	<i>Georgia Wincup</i>	<i>Nathan Cooper</i>
17+Yrs	<i>Erin Blundell</i>	<i>Nathan Brown</i>



2013-14 Sports Executive

Combined High Schools (CHS) Representatives

The following students went on to represent at a CHS level

- Clayton Anstee in Athletics
- Deane Piek in Athletics
- Alex Nguyen-Ha in Athletics
- Brooke Roditis in Basketball
- Natasha Strachan in Netball
- Natalie Eldridge in Netball
- Anthony MsDonald in Swimming
- James Lott in Swimming
- Keegan Ross in Swimming
- Jeremy Tunkunas-Scott in Swimming



Declan Pluim CHS gold medal in High Jump

Other Sporting Initiatives

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

- Gala Days
- Life Saving

- Teacher vs student games
- Organised lunchtime activities and competitions
- Boot camp
- Ski trip
- First aid training
- Many knock out teams
- Iron man competitions 2013 winners were:

Senior Women- Georgia Wincup

Junior Women- Courtney Cattell

Senior Men- Jack Patten

Junior Men- Clayton Anstee



CTHS girls 15's Basketball – State Champions

School planning and evaluation 2012—2014

School planning 2012—2014: progress in 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

Evaluation:

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

The school supported three of the four KLA's to undertake facilitator training offered by the Department of Education and Communities and two KLA's rolled this out to all of their KLA staff to share expert knowledge of how to implement the National Curriculum.

CTHS French students visit France

At the annual Executive conference the four KLA's involved in the national Curriculum presented a short feedback sessions to others KLA Head Teachers. These presentations addressed the following:



A) What did I have to do? B) How did I decided to get there? C) What did I learn? D) What were the greatest challenges? E) What would I advise you? F) How confident do I feel to be ready for the implementation process in 2014? This was extremely valuable for all executive, especially in terms of dealing with processes and even publishers who had assisted them with resources and program development. As the National Curriculum will eventually be rolled-out to all KLA's this session was evaluated highly at our executive conference.

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 Teacher Assessment and Review (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.

Evaluation:

Assessment for learning (A4L) was the key professional learning focus for 2013 and formed the basis of the TARS and EARS review. Teachers received two whole school professional learning sessions that involved readings, strategies and specific information on the subtleties of Assessment **for** Learning, Assessment **of** Learning and Assessment **as** Learning. This was followed up with individual sessions tailored to meet the needs of specific KLA's.

The TARS activity for teachers was to select a task that was already in teaching programs and devise assessment activities that ensured it was reviewed at least twice before being submitted for final evaluation. This meant that specific criteria and samples of best practice were needed. For example a student may have peer marked another students response for the first review and then for the second evaluation they may have completed a self- evaluation check –list determined by the teacher or the class. It was suggested to staff, but not compulsory, that they use the whole school literacy approach P.E.E.L (Point, Explanation, Example and Link) as their activity.

Teachers then invited a colleague into their lesson to review the success of the Assessment for Learning activity and an observation sheet was given out as part of TARS. This then formed a basis for TARS discussion between teachers and their Head Teacher as well as with the senior executive

EARS discussion revealed staff are happy to engage in activities like this which they feel contribute to successful student outcomes.

School Priority 3: Organisational Effectiveness

Outcome for 2013. To review and increase the effectiveness of the current CTHS 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

Attendance Rationale and Assumptions

- School attendance procedures and software must be run in accordance with DEC policy
- CTHS must know where its students are at any time in the school day
- Staff must have mechanisms to record and review student attendance

Current Practices (2012- early 2013)

During roll call in 2013 (8:30 to 8:40) teachers mark a paper based roll. The absent students from Year 7-11 are scanned, via bar code, into the i-school attendance software to record their absence. Year 12 attendance is recorded through a biometric finger scan system, also in i-school. This data is uploaded to OASIS on a daily basis. Period/class rolls are recorded via a paper based system or an online i-school roll.

Evaluation

The Attendance OIG was established in January 2013 consisting of a range of classroom teachers and head teachers including the HT Information Technology and HT Student Services. This group was given the brief and asked to use the i-school period attendance system to evaluate its effectiveness. The feedback indicated that the system was easy to use but suffered from extremely long response times and some data inaccuracy in terms of % class attendance.



Food preparation and presentation

Roll call effectiveness was also evaluated. The paper roll scanning system also suffered from poor response times as it took up to 3 hours to scan all of the school's rolls with up to 3 SASS staff involved. Samples of data were taken from OASIS, i-school and class rolls to ascertain the data accuracy. These indicated that whole school attendance data for Years 7-11 were, on the whole, accurate with some inconsistencies with codes recorded such as 'School Business'. Year 12 data was seen to be not completely accurate, in the first instance with corrections regularly required to maintain accuracy. This was also supported through feedback from parents via the SMS attendance data.



A decision was made to trial an electronic system of collecting data. This was trialed with a small number of roll classes before being rolled out to all staff in Term 4, 2013. The system was found to be easy to use.

Future Directions

- Because of the ease of the system it was decided to move to a period by period roll check for Term 1, 2014. Troubleshooting was done to alleviate possible problems including access to the Sentral system from all classrooms, the ability of all staff to use the system, the possibility of system failure, what to do with casual teachers. This will be further evaluated in 2014.

Delicious baking in TAS

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

Evaluation

The school was in excellent shape for the 21st birthday celebrations. The extension of the Piazza and additional student seating was completed.

The outdoor classroom area was also completed and the extension to the Aboriginal murals in the Frog-pond area added to the cultural and visual ambiance of this area. The students showed great pride, commitment and craftsmanship in this project. They were well supported by Mrs Jones who led it.

A 21st birthday celebration garden was planted rejuvenating the area outside the drama space.

Internally, carpets were cleaned and some areas replaced along with extensive painting to ensure the classrooms remained neat and tidy.

All planners involved in this process acknowledge the importance of continuing to improve the environment for our students to provide better outdoor and internal conditions.



Students and teachers at the memorial ceremony held for classmate Bianca Yang. The Year 12 students constructed a beautiful chair and held a ceremony dedicated her memory.

Targets for 2014

School priority 1: Curriculum

Outcome for 2014: To implement 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:

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

School Priority 2: Teaching practice

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

Strategies to achieve this include:

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



One of the successful Mind Marathon teams

School Priority 3: Technology

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

Strategies to achieve this include:

- Conducting a parent, student, staff survey of the implementation, use and upkeep of the device

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

School Priority 4: Organisational Effectiveness

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

Strategies to achieve this include:

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

School Priority 4: Environment

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

Strategies to achieve this include:

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



New paving and seating in the Piazza

Parent, student, and teacher satisfaction

In 2013 the school sought the opinions of parents, students and teachers about the school on a number of aspects including: 3 surveys around the DER laptops including a feasibility of running a BYOD device for Year 9 students in 2014 (reported elsewhere in the Annual School Report), as well as specific literacy and organisational educational initiatives. Teachers and executive were asked to respond to staff development days and TARS initiatives.

Tell Them From Me survey.

Cherrybrook Technology High School participated in the 'Tell Them From Me' a survey that measured 31 indicators based around student engagement. This survey included students from Year 7 to Year 12. The school findings for 2013 were compared to all schools involved in the survey and collated into a 'Tell Them From Me' norm.

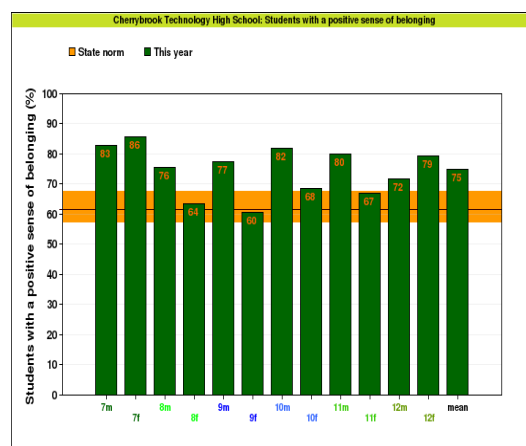
The premise of 'Tell Them From Me'

Student engagement is "a disposition towards learning, working with others, and functioning in a social institution". It includes students' sense of belonging at school, the extent to which they value schooling outcomes, and their psychological investment in learning. Measures of these aspects of engagement can be classified as social engagement, institutional engagement, and intellectual engagement. Engagement and learning go hand-in-hand: engagement begets learning and learning begets engagement. This dynamic and interactive process begins early - during the primary years or even earlier - and continues through to adulthood. Student engagement needs to be considered an important schooling outcome in its own right, sitting alongside academic achievement as a key measure of student success.

Some of the findings are presented below.

Social Emotional Outcomes:

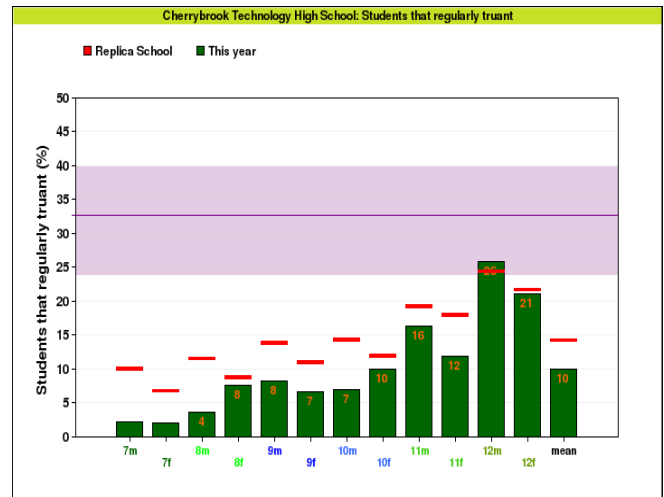
Students with a positive sense of belonging. Seventy-one per cent of boys and 79% of girls indicated they felt accepted and valued both by their peers and others at their school. The TTFM norm is 71% for both boys and girls. The survey indicated that Year 8 and 9 girls were an area of concern across the school as a whole. This information was passed to the welfare team and discussed at executive in relation to targeting programs to assist girls to feel a more positive sense of acceptance. The columns from left to right are 7M, 7F, 8M, 8F, 9M, 9F etc up to the final column which is the average.



Students that value school outcomes. Seventy-two percent of girls and 76% of boys in this school believed that the education at their school was benefitting them personally and that it will have a strong bearing on their future. The TTFM norm is 76% for girls and 70% for boys. It is interesting that as students get closer to deciding on a career they decide that school is less relevant. While students at many other schools complete vocational HSC's the number of students at CTHS that do this is relatively small, hence the rigorous academic curriculum that CTHS provides may not correlate as relevant to the values of some senior students.

Students that regularly truant. This data includes students who miss individual classes, those who miss days at school without a reason and those who arrive late to school or class.

While initially this data seemed concerning especially for senior students. The mean is well below the TTFM norm. This data also includes daily unexplained absences, which are conveyed to parents on school reports. It is expected that our period by period roll marking system introduced in 2014 should ensure that less students truant as they can be monitored more closely. The text message system for absences should also mean a reduction of unexplained absences.

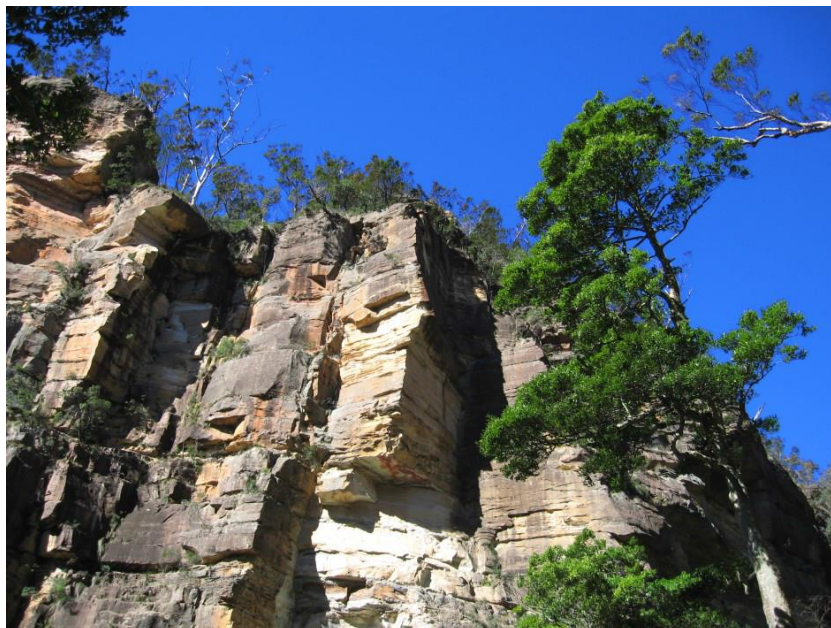


Parent survey

In 2013 we also surveyed parents on a number of issues, including the movement to an online parent teacher booking system for parent-teacher interviews. Parents were informed of the new procedures via the school newsletter and in an email sent to each home. Some parents also responded in the survey that they found out about it via their son or daughter who handed them a note immediately prior to the parent-teacher interviews.

An overview of the most important parent responses are as follows:

- Overwhelmingly parents liked the online system, 72% of parents met with teachers as requested
- 77.9% of parents rated the online booking system highly
- 98.9% of parents who responded will be happy to use this system in the future
- The greatest criticism occurred when teachers did not strictly adhere to the time limit thus sending the booking times out of alignment



The Bronze Duke of Edinburgh walk went to Blackheath in August 2013

Professional learning

During 2013 staff participated in a wide range of professional learning activities which enhanced their ability to prepare for the implementation of the National Curriculum in the four key learning areas, English, History, Mathematics and Science. Intense preparation was also made for the demise of the DER laptop program and the school focus on P.E.E.L literacy initiatives was implemented. The new Teacher Assessment and Review process was continued with a emphasis on Assessment for Learning that was intrinsically linked to the whole school literacy focus. Staff evaluated the process favourably and agreed to continue with a different focus for 2014. The TARS focus for the year is decided by staff in a consultative process and is directly aligned to the school management plan. The focus for 2014 is the move to National Standards and an examination of key elements of the 'Great Teaching, Inspired Learning' paper.

'Other Interest Group' sessions continued to support teachers with many OIGs including: Aboriginal Awareness, GATS, Social Justice, Student Retention, the Reporting Group, Policy Revision, the 21st Birthday Preparations, Multicultural Awareness, Environmental Education, Peer Support and Professional Standards. These groups offer leadership opportunities for staff who lead the group as they work with or guide their peers. They also provide enough variety for teachers to find an area where they can contribute to programs and initiatives across the school.

Staff development days and professional learning included mandatory training in: the Code of Conduct, Anaphylaxis Training, and Child Protection updates. (Compulsory e-care was completed online in January 2013.) Staff development time was also allocated to ensure teachers were given updates and professional learning time to develop new programs for the National Curriculum, staff were also involved in cross KLA and internal discussions around Assessment for Learning, Assessment of Learning and Assessment as Learning.



Year 12 students celebrate finishing school

A successful executive conference was held at Newport to review progress for 2013 and set the school directions for 2014. The sessions also examined developing a plan for a school-wide approach towards a BYOD program (Bring Your Own Device). Guest speakers included Joanne McFarlane, who spoke on enhancements to the Results Analysis Package, and Dianne Marshall who expanded our thinking on beyond the Digital Education Revolution. The final sessions revisited all the welfare programs on offer at Cherrybrook Technology High School and Mrs Weal presented recent educational findings from the ACER conference on brain research.

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 2013 Mrs Bonnor continued her support meetings which included staff new to Cherrybrook Technology High School. There are many more working towards their accreditation in 2014. The current maintenance list for permanent teachers has 28 teachers on it.



The champion members of the Greater Badminton Association Sydney School Carnival, Badminton Open Competition. Both boys' and girls' teams won, after 6 hours hard competition. They are with their coach Mr Tong.

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.

1) Educational and Management Practice evaluation

In 2013 Cherrybrook Technology High School carried out evaluation in Educational and Management practice in two areas as listed below.

- a) the move to a new daily attendance system (The evaluation of this is recorded in the Targets section of the this report) . This has been extended from the initial target to include a period by period roll check system across the entire school.
- b) The move to a BYOD for Year 9 students.

Bring your own Device program (BYOD)

Background As part of the 2007 election strategy Kevin Rudd announced the Digital Education Revolution program (DER) to provide a laptop for every student from Years 9-12. Cherrybrook Technology High School was a leader in this program sharing ideas and experiences with other schools in New South Wales. After 5 years the decision was made to axe this program at the end of 2013 as now "schools were best placed to decide on the resources they really need and under the National Plan they would be given the choice on how to spend the extra money they receive" (Department spokesperson). With no extra money allocated to our school, and a curriculum structure that was dependent on student's effectively using and accessing technology it was imperative that a plan was devised for how to ensure that students at Cherrybrook continue to be able to use and access technology to ensure best learning practices.

This was further complicated by the demise of the funding for the Technical Support Officers (TSO's) who have been instrumental in the ongoing success of the DER program at CTHS.

To devise a plan the staff, led by Head Teacher Mr Anderson, worked closely with parents, students and the community.

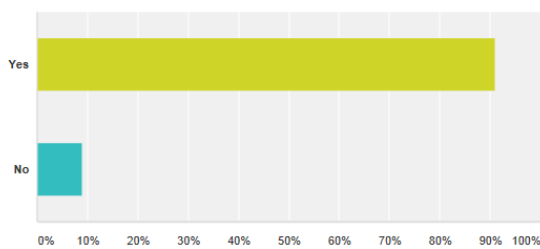
Some of the actions that influenced the final decisions were shaped by accessing research on other school programs and visiting schools that already had a BYOD program in different guises. Using surveys and debating issues surrounding what to implement and how to do it was also useful.

Findings and Conclusions

Some of the findings from the parent survey are shown below

I would be prepared to purchase or provide a specified and appropriate computer device for my son/daughter to participate in targeted learning activities in all subjects next year (2014).

Answered: 100 Skipped: 0



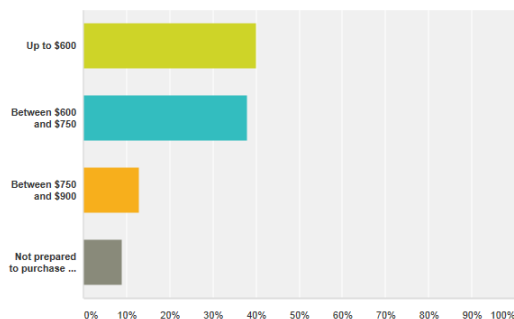
This greatly shaped the decision to get students to purchase a BYOD device. With nearly 100% of parents responding to the survey, and so few saying they would not be able to purchase or would not purchase, it was inevitable that we would ask parents to purchase a device.

The questions then became more about which device? Or what variety of devices should be made available.

The actuality of the update in early 2014 was that 99.5% of students purchased a suitable device.

When purchasing or providing a computer device I would be prepared to spend:

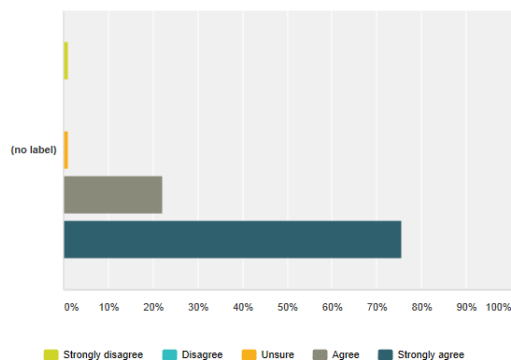
Answered: 100 Skipped: 0



The result of this question was also important. This revealed that parents wanted a robust machine that would be able to do all of the things the current DER machine could do, thus acknowledging the better quality of the machines in the \$600 bracket. (indicated in the diagram in blue)

I support the use of computer technology in teaching and learning

Answered: 90 Skipped: 0



The response to this questions indicated that parents recognised the need for and importance of technology to support student learning.

After much consultation and deliberation the school determined to adopt a non-compulsory BYOD model for Year 9 2014. Parents given the option of a number of devices that have been determined to meet the needs of their child, given the subjects they will be undertaking in 2014. All devices on the options list meet the specifications to best integrate with current and proposed school infrastructure and varied in price from approximately \$450 to \$900. It was decided that there would be a range of devices on offer from tablets to small laptops and these would also vary in weight.

The specifications included: (at the end of 2013)

Hardware

Networking- Wi-Fi 802.11a/b/g/n or ac - must include 5GHz

Display- integrated display no smaller than 25cm (9.8inch)

Storage- minimum 16GB HDD or SSD storage (devices with storage at the small end of this range will need access to cloud storage)

Keyboard- integrated or Bluetooth capability

Pointer- touch screen or track-pad

Weight -2.4 kg maximum

Battery life- Must be able to operate under normal conditions for minimum of 6 hours

Software

Operating system

Windows (7, 8.0 or 8.1 recommended)

Mac OSX (minimum Snow Leopard preferred)

IOs 5.0 or later

Applications/Apps

Word processing

Spreadsheet

Presentation software (Power point or similar)

Browser for internet connection

PDF viewer

Sample device with options that fitted the specific criteria were also provided.



Future Directions

This program will be evaluated by teachers, parents and students early in 2014 and a feasibility study conducted to determine whether this program is extended into Year 7 in 2015.

2) Curriculum evaluation: Literacy

Background (from the ASR 2012) Led by Mr Fitzgerald, a whole school literacy initiative called 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. In 2013, staff had more professional learning on P.E.E.L and will be asked to get all students to use this method of structuring extended responses.

Are you peeling ?



Point

The topic of your paragraph
(eg. a syllabus point)

Explain

/Elaborate

Give an explanation of what
you mean

Example /

Evidence

Use an example or give
evidence to back up your point
and / or explanation

Link

Make a link to the question or
the next paragraph

Findings and Conclusions

NAPLAN data on writing, especially for Year 7 students 2013 revealed a 16% drop in the number of students who achieve the highest 2 bands indicating that a long term literacy approach was needed.

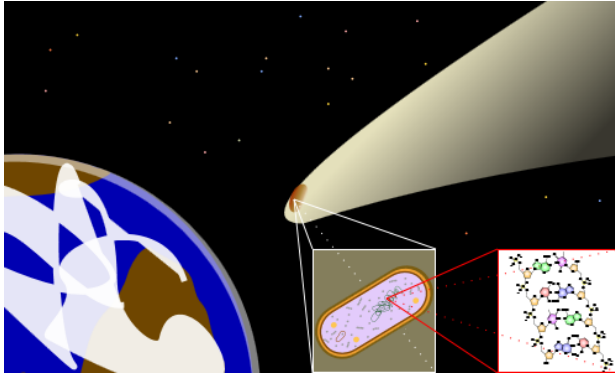
Actions for 2013

An Other Interest Group was extended to promote this strategy. It was compulsory for all curriculum area to have a representative on this team. The team was given examples of P.E.E.L structures and then asked to devise writing tasks and samples of 'best practice' scripts specific to their curriculum area. Staff professional learning took place in staff meetings and at KLA level. The strategy was closely aligned with the TARS process and TARS focus on Assessment for Learning which also validated the importance of this activity. Some teachers used this as the basis for classroom observations with a selected teacher of their choice. This reinforced discussions around student learning and scaffolding writing. All KLA's were encouraged to put P.E.E.L scaffolds on the common drive to share resources and approaches across the KLA.

This was supported by a P.E.E.L week where an article was written for Network, an assembly which promoted using P.E.E.L where a short film was shown. The film featured students from Cherrybrook Technology High School from a variety of KLA's. It showed effective ways to do each of the P.E.E.L points. A copy of the P.E.E.L poster is in every classroom.

An example of a science scaffold- specific to Biology is included below

PEEL TASK – Year 11 Biology



Describe the Panspermia theory and discuss its significance in understanding the origin of life.

P (Point)– The chemicals for life came from outer space

E (Explain/Elaborate)– Materials found in meteorites and comets have revealed the presence of organic molecules which may have acted as ‘seeds’ falling onto early Earth.

E (Example)– NASA probes have analysed meteorites in the 1970’s and found amino acids in them.

L (Link)– Panspermia provides evidence of the existence of organic molecules from outer space. It is possible that meteorites falling on early Earth could have contributed to the organic molecules that led to the origin of living things (which came originally from outer space).

Now use your textbook to describe the Biochemical evolution/Chemosynthetic theory and discuss its significance in understanding the origin of life.

Anecdotally, some teachers reported that this had resulted in much better text quality. One Japanese teacher said that giving samples of best practice P.E.E.L for the task involved, resulted in students going beyond the sample and producing more analytical responses.

Future Directions

The P.E.E.L team is keen to continue the momentum of 2013, deciding to revisit samples and scaffolds, expanding the examples for different tasks. It was briefly discussed whether to progress to the ALARM model but this was rejected in favour of consolidating and further evaluating this program. Another P.E.E.L week is designated for Term 3, including designing more student led activities on the assembly and throughout the week.

NAPLAN data in 2014 should show an improvement in student writing if the designated text type is persuasive. It will be more difficult to analyse if the 2014 writing task is creative.

The team is also keen to incorporate key terms from the glossary of key terms as designated by the Board of Studies. They will devise activities and samples in 2014.



Georgia Wincup, gold medal winner at Youth Oceania championships U18 2,000m Steeplechase

About this report

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

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

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



Cherrybrook Technology High School combines with John Purchase Public, Cherrybrook Public and Oakhill Drive Public Schools for a 'Celebration of Excellence' Concert.