

Glendale High School

Annual Report



2016



8466

Introduction

The Annual Report for 2016 is provided to the community of **Glendale Technology High School** as an account of the school's operations and achievements throughout the year.

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

Anthony Angel

Principal

School contact details

Glendale High School

2A Oaklands St

Glendale, 2285

www.glendale-h.schools.nsw.edu.au

glendale-h.school@det.nsw.edu.au

4954 9166

Message from the Principal

The staff at Glendale Technology High School are committed to student success at every level. A wide range of learning opportunities and experiences which are designed to allow students to explore their interests and to develop talents are offered. The school focuses on quality teaching by supporting and enhancing the talents, achievements and aspirations of all of its students. Programs are implemented to raise student aspirations, support students wellbeing and extend student learning opportunities. Students in the Support Unit experience equivalent high quality learning opportunities and experiences and are integrated into the mainstream through individual student strength areas, sporting opportunities and, other extra-curricular activities. The school and its community work together through our community of schools, Inspiration, Innovation, Learning Alliance to provide a focus on student learning from K – 12. The school encourages students to aim for their personal best, demonstrate respect, and take responsibility for lifelong learning. Curriculum and teaching and learning programs at the school reflect student choice and student needs. All measures of student achievement indicate that 2016 was another outstanding year for the school. It is the aim of the school to ensure that all students achieve their academic potential, while at the same time, being stimulated, challenged and encouraged to embrace possibilities which will allow them to grow and develop as young people.

School background

School vision statement

Glendale Technology High School teaches the whole child to develop into a rounded individual who has a strong sense of social responsibility and the skills, knowledge and understanding to break out of generational cycles. Through sustained, continuous, focussed effort to lift student achievement and challenge perceptions together with our community we will create a school where the students who attend poorly prepared will become more co-operative and motivated, ready to develop the necessary skills for their future success.

School context

Glendale Technology High School is a comprehensive 7–12 school with an enrolment of 805 students including approximately 79 Aboriginal students. The school values positive partnerships with the Parents and Citizens' Association (P&C) and is an integral member of the Inspiration, Innovation and Learning Alliance. (IILA) The school is situated on picturesque grounds, alongside Glendale TAFE and is easily accessible being located on a major crossroads of main distributors to the Newcastle and Lake Macquarie areas. The school has a depth of experienced teachers with only 8 teachers early in their career. Staff are committed to supporting students' achievement of their life goals. The school achieves strong sporting results in a variety of fields and models a balance between extra-curricular and curricular activities supporting the development of all round students. The school is committed to raising its profile within the community. With 33% of Year 6 families choosing enrolment in either non-government or non-local schools the school is working on a strong focus on relationships across all aspects of the community. Our school's FOEI (Family Occupation and Education Index) is 127 compared with the NSW state average of 100. In external student performance trend data indicates an under performance in comparison to state. External student performance trend data indicates an under performance in student progression of –1.62% across all HSC courses, 52.8% of students in Year 9 reading less than expected growth and 62.4% in writing. In particular the school has work to do in raising aspirations of all students.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

This section of the Annual Report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self-assessment using the School Excellence Framework. The framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

The school is delivering and utilising the excellence framework to identify areas for the school to move towards excelling.

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

For more information about the School Excellence Framework:

<http://www.dec.nsw.gov.au/about-the-department/our-reforms/school-excellence-framework>

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

For more information about the School Excellence Framework:

<http://www.dec.nsw.gov.au/about-the-department/our-reforms/school-excellence-framework>

Strategic Direction 1

Quality Teaching

Purpose

External student performance trend data indicates an under performance in student progression of –1.62% across all HSC courses, 52.8% of students in Year 9 reading less than expected growth and 62.4% in writing. In particular the school has work to do in raising aspirations of all students. This will be realised by fostering student engagement and achievement through the development of high expectations, critical thinking, student independence and an inclusive learning environment for all students.

Overall summary of progress

2016 saw the establishment of processes and programs to support the goals and targets set through this strategic direction. These processes were focused on raising aspirations of students and improved academic outcomes. Targeted professional learning associated with age appropriate pedagogy assisted to meet these outcomes. With the implementation of specific teaching and learning programs to assist students monitoring their own progress and advancement assisted in the achievement of the improvement measures.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Increase from 29% of students indicated they are challenged to 40% .	34% of students indicated that they are challenged at school.	\$12000 of Low Socio Economic funding.
More than 55% of Year 9 students achieving greater than or equal to expected growth in reading.	45% of students in year 9 are currently achieving greater than or equal to expected growth in reading.	\$15, 700 of Low Socio Economic funding.
More than 55% of Year 9 students achieving greater than or equal to expected growth in writing.	66% of students achieved greater than or equal to expected growth. This is greater than the desired improvement measure.	\$1200 of Low Socio Economic funding utilised.

Next Steps

The school will look to build upon the positive results achieved throughout 2016 in this strategic direction through further development of key processes. Further initiatives will be provided to support the improvement measures including;

- Continued analysis of data with the implementation of tight monitoring practices and visible learning.
- Professional development for all staff in visible learning principles
- Implementation of explicit learning intentions in all classrooms

Strategic Direction 2

Connected Communities

Purpose

A strong need to raise the profile of the school within the community identified with 33% of local students enrolling in either non-local or non-government schools. Students, staff and the local community working together through quality relationships to provide a supportive environment, and creating opportunities for students through deepening community links. Together enhancing positive, respectful relationships, promoting excellence and building a sense of belonging for all students at Glendale Technology High School.

Overall summary of progress

With the support and guidance of the Communications Directorate the school developed a strong communication strategy. Developing key message statements and a plan to ensure a strong message to the community. The implementation of industry links and strengthening partnerships with schools across our learning community has seen a significant increase in the community confidence of the school.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Increase local enrolments from 67% to 80%	A strong focus on building confidence of students from year 5 and 6 with the implementation of further transition events, showcasing the school to parents and a strong impact on school uniform. This has led to an increase of local enrollment to .	\$5000 global money
Increase student sense of belonging and participation, particularly extra curricular activities from 12% of students to 20%.	Implementation of strong well-being programs focusing on positive psychology. Students have been engaged in learning how their brain works, but also programs encouraging students to connect through interest based programs like drumming, etc. Current participation in extra curricular activities was .	\$15,500 Low socio economic funding..
Increase student attendance from 84% to 87% for all students, including Aboriginal and Torres Strait Islander students.	Development of an attendance policy and monitoring practices has led to an increase of student attendance to	\$1,000 global funds
Increase frequency and quality of community communication to include at least positive 4 articles in local publications.	The school has achieved positive media coverage by showcasing the talents of our great students. A large increase in the number of community members engaging with the schools Facebook page through a structured approach to its use.	\$1000 global funds.
Improved professional communication with the schools community.	The hosting of a combined staff development day has fostered strong relationships with partner primary schools.	\$8,000 teacher professional learning funds

Next Steps

With a strong communications plan developed has given direction to the connected communities team. The team will:

- Develop print media for the school to encourage a professional image
- Establish consistent imagery and signage across the school
- Develop support materials for staff to ensure key message statements are utilized in all of our communications.

Strategic Direction 3

Quality Systems

Purpose

The need to ensure no students “slip through the cracks”, it is important to build a sense of belonging by recognising all students. This is achieved through strong systems, not reliant on personalities. This is achieved by students, staff and the community sharing a common purpose and consistent understanding of fair and responsive systems which support improved engagement, achievement and well-being at Glendale Technology High School.

Overall summary of progress

2016 saw the implementation of a new monitoring system for student welfare. This was also supported by a new reporting system to families in which student effort and preparedness to learn is reported to families termly, allow for greater monitoring of consistency and students efforts towards their personal best.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Increased student attendance from 84% to 87% for all students.	Implementation of attendance monitoring policy and practices has led to an increase in student attendance,	\$1000 global budget
New welfare monitoring system receiving positive parental feedback	New welfare system (Sentral) implemented. Staff supported with professional development in it use and families introduced through parent interview bookings online.	\$12,500 global budget

Next Steps

- Embed newly developed practices and policies.
- Implementation of data monitoring practices to support visible learning philosophy introduction across the school
- Further strengthen the attendance practices with the introduction of regular interviews and phone conversations.

Key Initiatives	Impact achieved this year	Resources (annual)
Aboriginal background loading	Employment of an Aboriginal Student Learning Support Officer assisted in building connections with Aboriginal students and the work within the class.	\$63,000
Low level adjustment for disability	Implementation of a program with age appropriate pedagogy for students performing below the national measurement standard. The employment of an SLSO to support the students within this program.	\$48,000
Socio-economic background	Implementation of the AVID program to assist in raising the expectations of students. Through strong professional development focused on a new teaching and learning approach.	\$45,500
Support for beginning teachers	Beginning teachers supported through a weekly induction program, release time to work collaboratively with colleagues and attend professional learning.	\$16,320

Student information

Student enrolment profile

	Enrolments			
Students	2013	2014	2015	2016
Boys	408	418	417	402
Girls	391	399	397	364

Student enrollments have steadily declined since 2014, until 2016. With a decline in the number of local enrollments choosing to enrol in other educational settings and choosing to enrol at Glendale Technology High School. This has led to a stabilization of enrollment numbers.

Student attendance profile

School				
Year	2013	2014	2015	2016
7	91.2	92.5	85.5	90.2
8	86.6	87.2	83.8	85.4
9	85.8	85.9	80.6	86.6
10	83.1	85.7	75.5	79.3
11	80.6	81.9	76.5	81.3
12	86.9	89.4	77	78.5
All Years	85.7	86.9	79.8	83.6
State DoE				
Year	2013	2014	2015	2016
7	93.2	93.3	92.7	92.8
8	90.9	91.1	90.6	90.5
9	89.4	89.7	89.3	89.1
10	87.7	88.1	87.7	87.6
11	88.3	88.8	88.2	88.2
12	90.1	90.3	89.9	90.1
All Years	89.9	90.2	89.7	89.7

Management of non-attendance

With a focus on attendance monitoring practices and procedures a strong increase in student attendance has resulted.

Post-school destinations

Proportion of students moving into post-school education, training or employment	Year 10%	Year 11%	Year 12%
Seeking Employment	28	23	24
Employment	7	9	10
TAFE entry		1	27
University Entry			23
Other			9
Unknown			7

Year 12 students undertaking vocational or trade training

Vocational or trade training is a strong component of Glendale Technology High School. 51% of students enrolled in Year 12 undertake a vocational course.

- Construction – 4%
- Hospitality – 15%
- Information Technology – 8%
- Sports Coaching – 14%

Year 12 students attaining HSC or equivalent vocational education qualification

Students at Glendale Technology High School have every opportunity to secure a school based apprenticeship or traineeship during their senior years at school. In 2016 6 students in year 12 completed a school based apprenticeship. 88 of the students that commenced year 11 in 2015 completed their HSC in 2016.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	2
Head Teacher(s)	10
Classroom Teacher(s)	38.8
Learning and Support Teacher(s)	1.8
Teacher Librarian	1
School Counsellor	2
School Administration & Support Staff	14.08
Other Positions	3.9

*Full Time Equivalent

The school has two staff members who identify as Aboriginal and they are deeply involved in the mentoring and development of the Aboriginal initiatives, programs and Aboriginal students. In 2016 the school employed an Aboriginal Student Learning Support Officer to support our Aboriginal students.

Teacher qualifications

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

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	98
Postgraduate degree	2

Professional learning and teacher accreditation

The Teacher Professional Learning committee utilised the funding support provided by the global budget to continue to enhance teacher capacity and drive the school plan to achieve outcomes for students. Identified specific focus areas for 2015 included:

- Building confidence with technology
- Focus on writing
- Aboriginal cultural pedagogy

Across our community of schools (IILA) a strong focus was placed on 8 Ways Pedagogy. A combined staff development day was held to build staff relationships and encourage collaborative learning across the community of schools.

Financial information (for schools using OASIS for the whole year)

Financial information

This summary financial information covers funds for operating costs to <insert date> and does not involve expenditure areas such as permanent salaries, building and major maintenance.

Income	\$
Balance brought forward	962 491.72
Global funds	733 089.92
Tied funds	920 378.52
School & community sources	270 657.86
Interest	24 471.19
Trust receipts	27 741.88
Canteen	0.00
Total income	2 938 831.09
Expenditure	
Teaching & learning	
Key learning areas	155 506.47
Excursions	100 703.16
Extracurricular dissections	97 825.79
Library	4 914.96
Training & development	564.14
Tied funds	720 981.54
Short term relief	195 426.41
Administration & office	149 751.92
School-operated canteen	0.00
Utilities	122 714.79
Maintenance	71 684.81
Trust accounts	24 754.34
Capital programs	0.00
Total expenditure	1 644 828.33
Balance carried forward	1 294 002.76

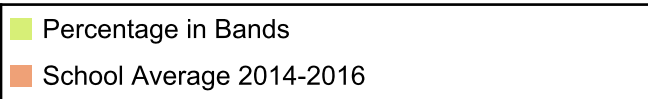
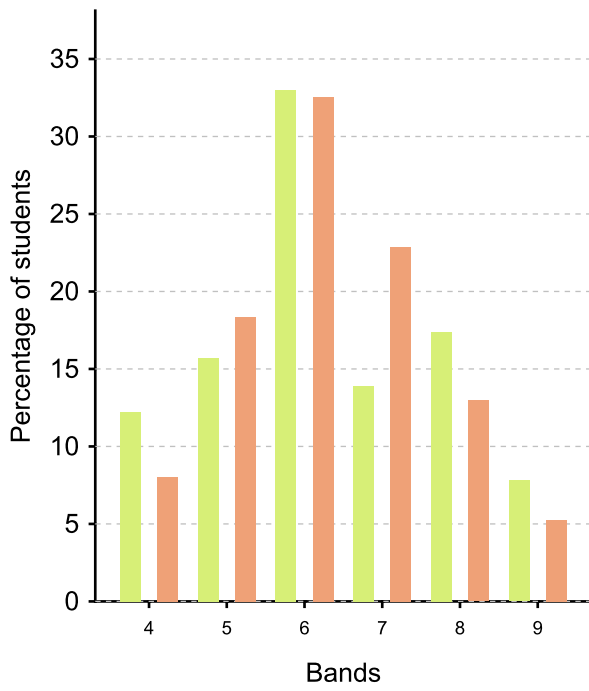
A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

School performance

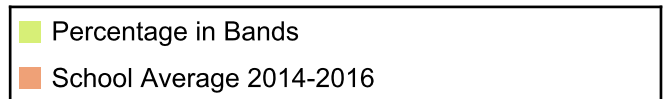
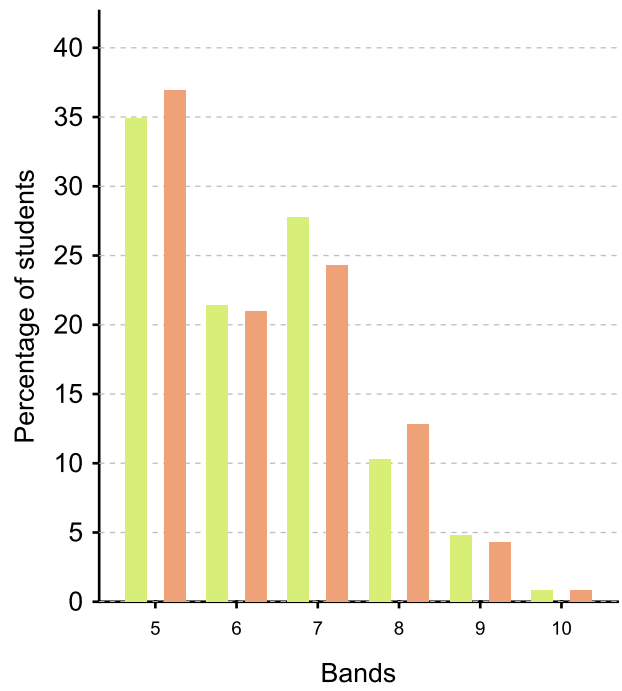
NAPLAN

In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

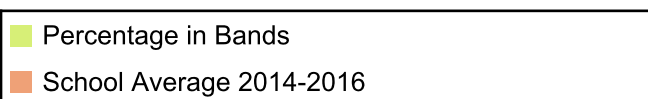
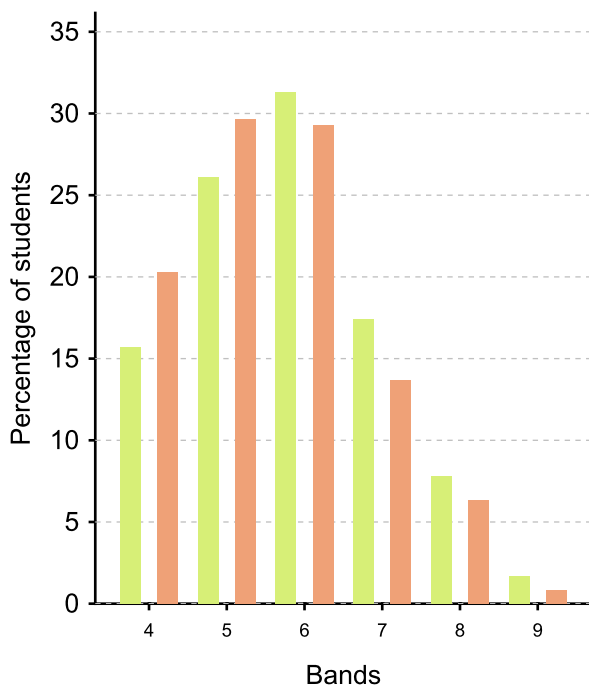
Percentage in bands:
Year 7 Reading



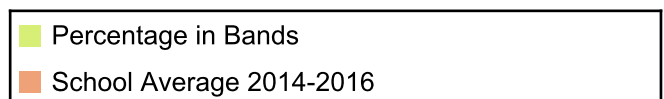
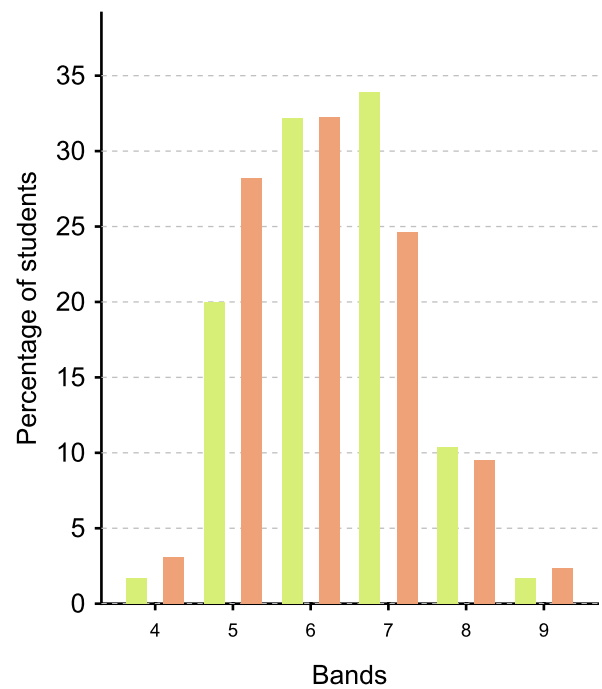
Percentage in bands:
Year 9 Writing



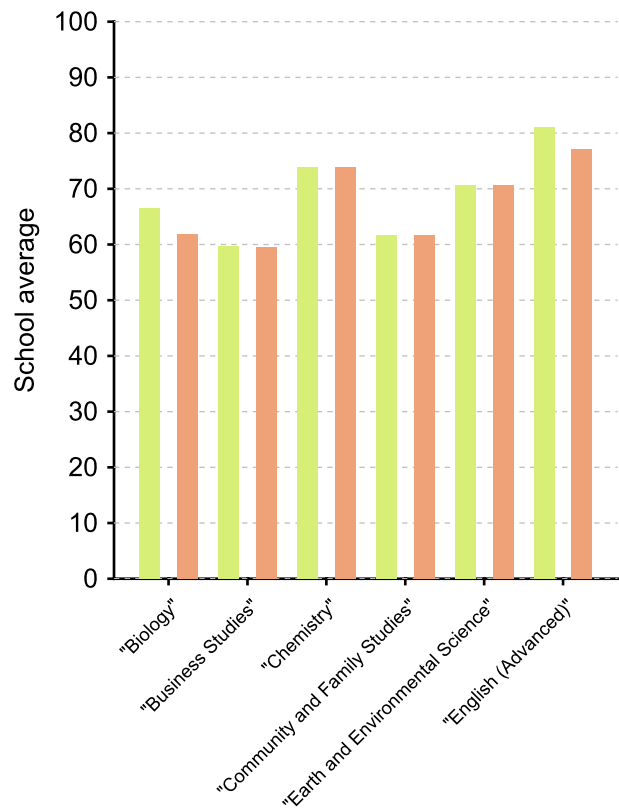
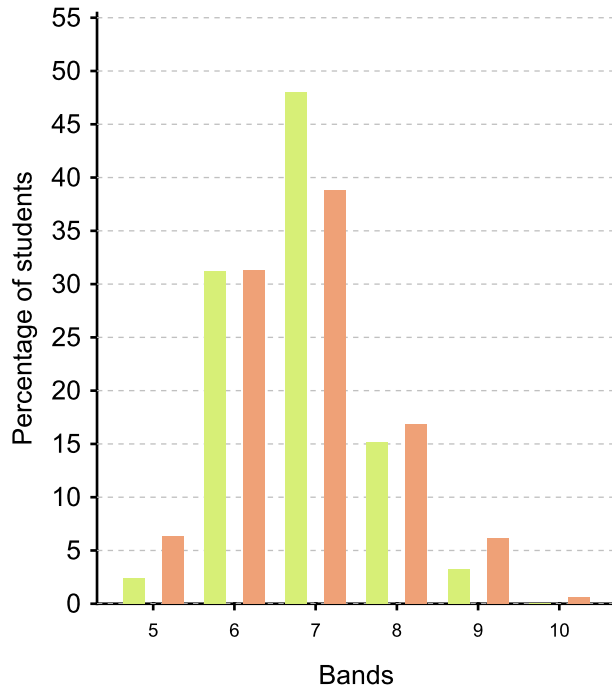
Percentage in bands:
Year 7 Writing



Percentage in bands:
Year 7 Numeracy



Percentage in bands:
Year 9 Numeracy

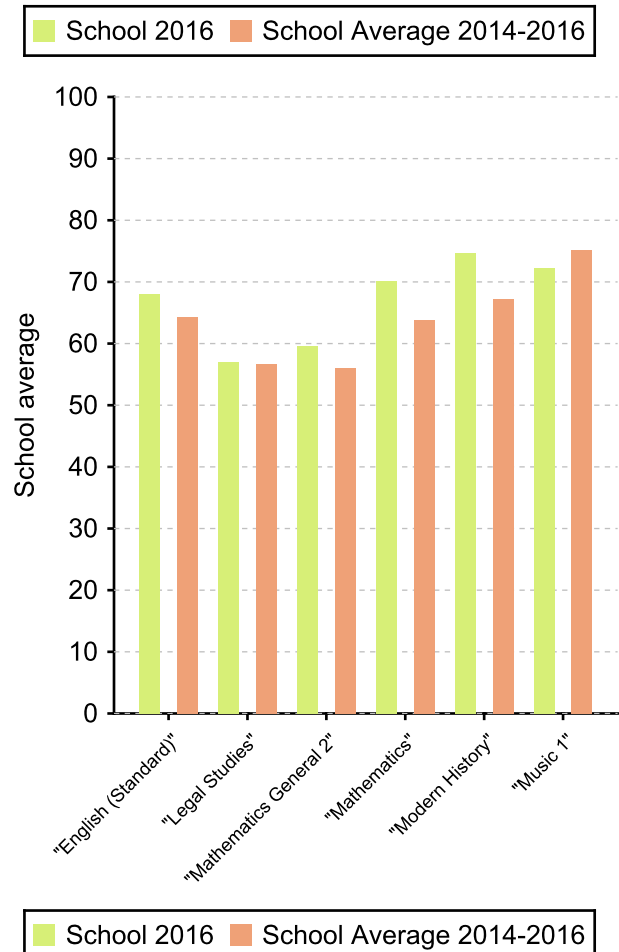


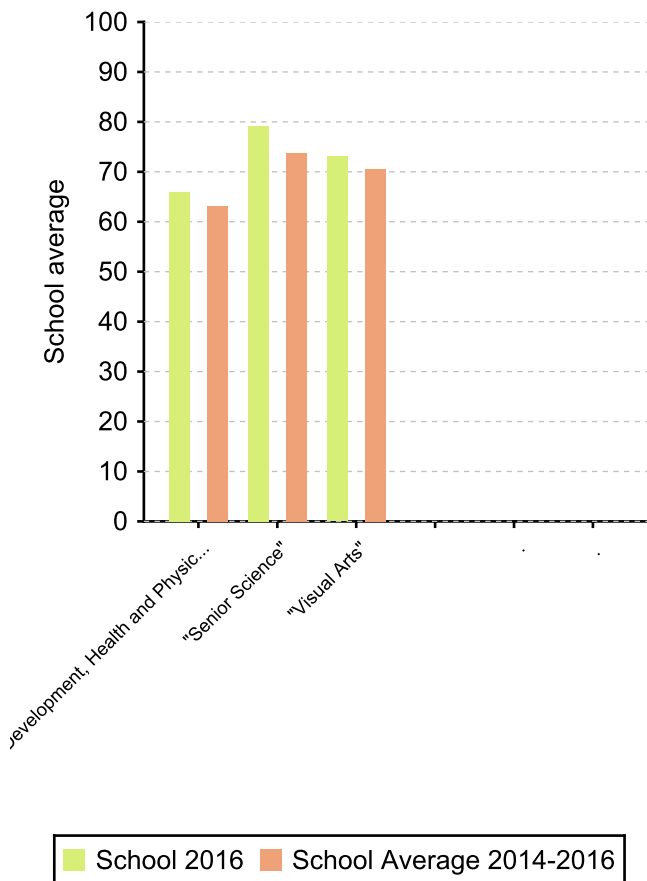
The My School website provides detailed information and data for national literacy and numeracy testing. Click on the link <http://www.myschool.edu.au> and insert the school name in the Find a school and select GO to access the school data.

Higher School Certificate (HSC)

The performance of students in the HSC is reported in bands ranging from Band 1 (lowest) to Band 6 (highest).

The school demonstrated a strong performance in the HSC with an increase in student performance particularly in the top two bands.. The school achieved its highest number of band 6's, with 6 students achieving at least 1 band 6.





Culture and education. A highly successful NAIDOC assembly combining with the community of schools was held.. The JAECG attended local child care centres to share their cultural knowledge with the younger children.

Multicultural and anti-racism education

Multicultural Education is incorporated into Teaching and Learning programs of individual faculties, promoting across-curricular school wide focus.

Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek the opinions of parents, students and teachers about the school.

Their responses are presented below.

At the end of 2015 the school engaged the support of the Communications Directorate to engage parents in community forums to gauge the satisfaction of parents and adjust the schools plan to strengthen its performance. Parents reported a strong sense of caring and compassionate staff heavily focused on the welfare and wellbeing of students. Parents felt the school was very approachable, but felt their needed to be a greater amount of communication of what was occurring within the school.

The school utilises the Tell Them From Me survey to gauge the satisfaction of students and staff.

Policy requirements

Aboriginal education

Personal Learning Plans (PLP) were formulated for Aboriginal students involving parents/carers in Years 7–12. In 2016 the school engaged the support of Yarrteen to support the Homework Centre, held each Wednesday. This supported all students with homework and assessment tasks from K to 12. Ms Harwood (ASLSO) and Ms Ward continued to strengthen the Junior Aboriginal Education Consultative Group (JAECG) for students interested in Aboriginal