

Glendale High School

Annual Report



2017



8466

Introduction

The Annual Report for **2017** 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

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Message from the Principal

2017 has been a rewarding year with many achievements across the school. All staff have participated in professional learning to expand their repertoire of skills, ensuring quality teaching in every classroom. Students have focussed on their personal best, supported by explicit feedback on their preparedness to learn. Connections with our community have been strengthened by the school becoming responsive to the community needs.

The school has demonstrated improvement in all aspects of school. With increased attendance rates, improved growth data in all external assessments and an increased confidence in our school, identified by increasing enrolments of local students.

Our strong focus on educating the whole child and assisting the child to break out of generational cycles continues through our well-being programs. Working with students in gender based groups we continue to utilise local based companies, The Happiness Mission and The Green Room to help students better understand how they learn and grow.

Quality systems were reviewed and developed across the school to support students, staff and families in ensuring they were well informed and kept up to date on student progress and engagement. We saw the introduction of a new welfare database and reporting system along with a process of explicit literacy feedback to students.

Into the future the school will focus on further enhancing the quality teaching occurring in all classrooms, ensuring students are challenged and learning and everyone is achieving their personal growth, through raised aspirations.

Glendale Technology High School is a future focussed school with all staff committed to the achievement of every child. I acknowledge the work of the amazing staff, I thank the P&C for their support and truly appreciate the outstanding work our students contribute to their future.

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, motivated and 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 has 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. External student performance trend data indicates an under performance in comparison to state. An under performance in student progression of –1.62% across all HSC courses, 52.8% of students in Year 9 reading achieving 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.

Learning

We have made significant gains in our approach to everyone monitoring their own success. With the introduction of the AIM program promoting conversations between students, staff and parents/carers around students preparedness to learn. This has strengthened the community responsibility for a student's learning. We have strongly supported students emotional, social and physical wellbeing by the utilisation of local experts. Our relationships across our community of schools titled IILA has strengthened with many new initiatives to support teacher professional learning and student transition.

Teaching

2017 had a strong focus on embedding AVID teaching strategies across the school. A range of professional learning experiences were delivered by staff to support each other, with a focus on building collaboration, communication and students monitoring their own progress towards clear learning intentions. Faculties underwent a review of practices including teaching and learning programs, ensuring they are meeting the requirements of NESA and our local context.

Leading

We strengthened our relationships with local business and industry partners by holding our annual Industry Breakfast. This was an opportunity to provide feedback to local industry on our progress and collect feedback on how the school can better prepare students for the future. This initiative has led to many local industries offering apprenticeships and traineeships to our students. We continued our work on evaluating and strengthening our systems with the introduction of a new reward system and reporting system.

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

For more information about the School Excellence Framework:

<https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability/sef-evidence-guide>

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

Staff have undertaken a range of professional development activities to enhance their repertoire of skills for use within the classroom. This range of professional learning included, expanding staff skills in the use of technology utensils to engage students in their learning, implementation of AVID principles, and enhancing literacy strategies to improve student outcomes. We implemented exemplary literacy and numeracy programs targeting specific students assisting in the improvement of literacy data. Implementation of classes focussing on age appropriate pedagogy has assisted students in acquiring a love of learning.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increase from 29% of students indicated they are challenged to 40% .	\$2,000 – Elevate program Professional Learning for staff \$14,600 – Elevate program for students \$25,000 – AVID Program implemented including University tutors \$80,000 – Motivated to Learn program supported by the employment of an SLSO	100% of students were exposed to Elevate strategies Increased number of students applying to participate in AVID program by 69% 30% of staff volunteered to participate in AVID professional learning 32% of students indicated that they are challenged through the Tell Them From Me survey
More than 55% of Year 9 students achieving greater than or equal to expected growth in reading.	\$11,000 – Implementation of standardised literacy testing. \$9850 – Switched on literacy program	All teachers trained in Focus on Reading All Year 9 students receiving explicit feedback on their literacy through standardised testing 42.5% of Year 9 students achieving greater than expected growth in reading
More than 55% of Year 9 students achieving greater than or equal to expected growth in writing.	\$68,000 – Multi Lit and MacLit programs supported by an SLSO \$38,000 – Collaborative Learning and Planning	Evidence of explicit literacy strategies embedded in all teaching and learning programs 41.3% of students achieving greater than expected growth in writing All staff worked collaboratively to plan and implement Focus on Reading and Focus on Writing strategies

Next Steps

With strengthening staff skills in the explicit teaching of literacy, staff will now be supported to build a sophisticated understanding in the use of student assessment data and data literacy concepts. Students will be supported to reflect on assessment and reporting processes and feedback to plan learning and their future. AVID strategies will continue to be embedded across the school. Staff will be supported through instructional leadership to ensure strong collaborative practices across 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

Relationships across the community of schools has been strengthened through the invigoration of the Inspiration, Innovation, Learning, Alliance (IILA). Confidence in the community with Glendale Technology High School has grown, through the school demonstrating its willingness to listen to feedback and respond with the inclusion of positive programs. One area of growth was the inclusion of a CAPA Faculty due to strong community request for creative and performing arts opportunities as students move from 6 into 7.

Strong protocols have been established around the use of social media and the expansion of the school's communication with the broader community and increased parental engagement. Local businesses engagement increased as identified with 100% of year 10 students participating in a work experience program and several businesses coming forward to offer apprenticeships and traineeships.

A strong focus on student wellbeing and building their sense of belonging was achieved through the engagement of local organisations to support student understanding of themselves.

Aboriginal students were strongly supported to build their sense of belonging and strengthen their connection to the school through the employment of an Aboriginal Education Officer.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increase local enrolments from 67% to 80%	\$6,000 – establishment of CAPA Faculty \$8500 – publicity and promotional materials	95% of students within the local enrolment area enrolled at Glendale Technology High School.
Increase student sense of belonging and participation, particularly extra curricular activities from 12% of students to 20%.	\$73,000 – Employment of Aboriginal Education Officer \$15,000 – Green Room Boys programs \$15,000 – Happiness Mission girls programs	19% of students reported a sense of belonging. Fortnightly programs targeted at year groups presented throughout the year.
Increase student attendance from 84% to 87% for all students, including Aboriginal and Torres Strait Islander students.	\$8,000 – Targeted engagement programs including drumming and fitness programs \$6500 – employment of SASS staff to implement PIP program	Targeted programs have been delivered each term, in particular the drumming program as expanded to two groups with the purchase of real drums to support. Attendance improved by 1.6%. SASS staff making regular contact with non-attenders to engage them with the school.
Increase frequency and quality of community communication to include at least positive 4 articles	\$1200 – Professional learning for staff in the development of appropriate	Communication methods and professional learning for staff saw an increase in the use of Facebook and the engagement of the school community.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
in local publications.	articles \$360 – production of school video	Facebook engagement increased by 102%. The school video has been viewed 1021 times on you tube.
Improved professional communication with the schools community.	\$450 – purchase of school mobile device app	Parents are engaging with the mobile device app, in particular, to explain student absences.

Next Steps

Collaboration opportunities across the Inspiration, Innovation, Learning Alliance to greater increase staff confidence. Ensure the community communication methods are embedded into school practice. Engage students in enhancing their understanding of their culture and improving the acceptance of all cultures across the school. Expand the opportunities for students to engage in a variety of programs to enable them to showcase their strengths and talents.

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

The school refined many processes and procedures to ensure consistency across the school. The implementation of a new welfare database, rewards system and reporting system was completed. Staff complete feedback each term to parents and students around a student's preparedness to learn and the school values, respect, responsibility and personal best.

These new systems allowed for tighter monitoring of student progress and supported staff consistency across the school. It also recognised students equitably through the new rewards process, instead of being reliant on staff identification for rewards. The House point structure built a sense of school spirit and encouraged students to work together across year groups.

The school also investigated the implementation of a new curriculum model, supporting team teaching and stronger relationships between students and staff.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increased student attendance from 84% to 87% for all students.	\$5,000 – Increased parental communication through SMS messaging \$6,000 – PIP Program	Increase in student attendance by 1.6%.
New welfare monitoring system receiving positive parental feedback	\$10,000 – implementation of new reward structure \$11,000 – new welfare database including Professional Learning for staff	Parents surveyed on the new welfare monitoring system. 97% of respondents rated the system as a positive due to increased communication between the school and home.

Next Steps

Ensuring staff are following through with the implementation of the new systems by closer monitoring and providing staff greater feedback. This will be achieved through an Instructional Leadership model and the development of classroom walk through expectations.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$73,000	<p>The employment of an Aboriginal Education Officer has supported student confidence. 100% of parents were contacted and surveyed how they would like their child best supported.</p> <p>5 students attended the University of NSW Summer School.</p> <p>Implementation of the Cultural Group who performed at local primary schools and preschools and also supported the younger students to engage in some cultural activities.</p> <p>Families from across the IILA came together for the Annual NAIDOC assembly with performances by the cultural group and local primary schools.</p>
Low level adjustment for disability	\$24,600	<p>The employment of an SLISO to support the Motivated to Learn program has enabled the program to focus strongly on engaging students in relationships with staff at the school and motivated them to learn.</p>
Socio-economic background	<p>\$73,500 – teacher employment</p> <p>\$11,300 – student assistance</p> <p>\$3,400 – GATS Programs</p>	<p>Employment of a teacher to support students in the learning centre. The teacher helped students develop study plans, scaffold assessments and development organisational skills.</p> <p>Students were also assisted in ensuring they were prepared to learn with the provision of equipment and resources</p> <p>Students were extended by supporting the implementation of GATS programs, including subsidy towards Tournament of the Minds program.</p>
Support for beginning teachers	<p>\$23,800 – teacher relief</p> <p>\$2,100 – professional learning</p>	<p>Beginning teachers were recued in face to face teaching time to allow time for collaboration with colleagues, and a structure mentoring program.</p> <p>They participated in a fortnightly mentoring program working with the Head Teacher Teaching and Learning.</p> <p>Beginning teachers were encourages and supported to build connections with teachers from other settings to enhance their repertoire of skills within the classroom.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	418	417	402	423
Girls	399	397	364	373

With a strong focus on improving the community confidence in the school has shown an increase in local enrolments. This has then been reflected with an increase in overall enrolments for 2017.

Student attendance profile

School				
Year	2014	2015	2016	2017
7	92.5	85.5	90.2	91.5
8	87.2	83.8	85.4	87.8
9	85.9	80.6	86.6	83
10	85.7	75.5	79.3	85.4
11	81.9	76.5	81.3	79.2
12	89.4	77	78.5	82.9
All Years	86.9	79.8	83.6	85.4
State DoE				
Year	2014	2015	2016	2017
7	93.3	92.7	92.8	92.7
8	91.1	90.6	90.5	90.5
9	89.7	89.3	89.1	89.1
10	88.1	87.7	87.6	87.3
11	88.8	88.2	88.2	88.2
12	90.3	89.9	90.1	90.1
All Years	90.2	89.7	89.7	89.6

Management of non-attendance

Glendale Technology High School notifies all parents of their responsibilities under the Education Act to ensure students attend school regularly. The school reviewed its attendance monitoring processes and ensures regular monitoring of low level attendance and constant communication to families of attendance concerns. SMS communication is sent daily, along with written letters three times per week. Students who are identified as attendance concerns are contacted weekly by either the Deputy Principal or Head Teacher Administration. HSLO referrals are completed immediately where there is no improvement in

attendance. The employment of SASS staff to phone home for absences and encourage students to attend school has also assisted in the monitoring of student absences.

Post-school destinations

Proportion of students moving into post-school education, training or employment	Year 10%	Year 11%	Year 12%
Seeking Employment	18	22	24
Employment	10	9	10
TAFE entry	3	1	27
University Entry	0	0	20
Other	0	0	9
Unknown	2	3	10

2017 saw an increase in the number of students gaining employment or access to apprenticeships. A strong focus for the school in the coming school plan will be on raising aspirations of students to challenge what they can achieve

Year 12 students undertaking vocational or trade training

Glendale Technology High School has a high proportion of students undertaking vocational or trade training pathways. In 2017 143 students underwent courses support vocational pathways external to the school.

In 2017 the school co-ordinated a Hospitality Access Course for students with a disability through the Trade Training Centre. This supported students from across Newcastle and Lake Macquarie to engage in vocational learning.

School based VET courses were offered in Hospitality, Construction, Retail Services, Sports Coaching, and Information Technology.

Year 12 students attaining HSC or equivalent vocational education qualification

79 students completed the Higher School Certificate in 2017. All students that sat for the Higher School Certificate examination were awarded the credential. 44 students completed a Vocational Credential as a component of their Higher School Certificate.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	2
Assistant Principal(s)	0
Head Teacher(s)	10
Classroom Teacher(s)	43.2
Teacher of Reading Recovery	0
Learning & Support Teacher(s)	1.8
Teacher Librarian	1
Teacher of ESL	0
School Counsellor	2
School Administration & Support Staff	14.48
Other Positions	1

*Full Time Equivalent

The Australian Education Regulation 2013 requires schools to report on the Aboriginal composition as a proportion of their workforce. In 2017 Glendale Technology High School had two staff that identified as Aboriginal. Our school enjoys a close relationship with the Kumarimdhra AECG.

Teacher qualifications

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

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	0

Professional learning and teacher accreditation

All staff have participated in the mandatory training requirements that target student/staff health and wellbeing, especially those that focus on workplace Health and Safety. Staff are up to date with anaphylaxis training, emergency care, child protection, CPR and Code of Conduct. They have also participated in scheduled emergency evacuation drills and understanding of first aid protocols.

A significant amount of funding was utilised to support

collaboration between colleagues and providing opportunities for staff to showcase the strategies they are utilising in their classroom. In 2017 opportunities were implemented for teachers to video their lessons and seek feedback from colleagues.

Staff continue to receive training in strategies to enhance their skills in the explicit teaching of literacy and numeracy.

Financial information (for schools using both OASIS and SAP/SALM)

Financial information

The three financial summary tables cover 13 months (from 1 December 2016 to 31 December 2017).

The financial summary consists of school income broken down by funding source and is derived from the school Annual Financial Statement.

Receipts	\$
Balance brought forward	1,294,003
Global funds	356,140
Tied funds	564,123
School & community sources	134,778
Interest	9,691
Trust receipts	14,405
Canteen	0
Total Receipts	1,079,138
Payments	
Teaching & learning	
Key Learning Areas	79,088
Excursions	51,728
Extracurricular dissections	42,639
Library	3,169
Training & Development	479
Tied Funds Payments	363,425
Short Term Relief	53,063
Administration & Office	71,575
Canteen Payments	0
Utilities	59,615
Maintenance	28,554
Trust Payments	15,021
Capital Programs	12,480
Total Payments	780,835
Balance carried forward	1,592,306

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

The information provided in the financial summary includes reporting from 1 January 2017 to 31 December 2017.

	2017 Actual (\$)
Opening Balance	0
Revenue	2,663,587
Appropriation	2,480,698
Sale of Goods and Services	8,331
Grants and Contributions	169,470
Gain and Loss	0
Other Revenue	2,482
Investment Income	2,604
Expenses	-1,016,598
Recurrent Expenses	-1,016,598
Employee Related	-434,333
Operating Expenses	-582,265
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	1,646,988
Balance Carried Forward	1,646,988

The Opening balance for the 2017 school financial year is displayed in the OASIS table as Balance brought forward. The financial summary table for the year ended 31 December 2017 shows the Opening balance as \$0.00 because the Opening balance for the 2017 school financial year is reported in the OASIS table (as Balance brought forward).

The amount displayed in the Appropriation category of the financial summary table is drawn from the Balance carried forward shown in the OASIS table and includes any financial transactions in SAP the school has undertaken since migration from OASIS to SAP/SALM. For this reason the amount shown for Appropriation will not equal the OASIS Balance carried forward amount.

The school utilised a Finance Team consisting of Principal, School Administration Manager, Executive Representative, Staff Representative and P&C Representative. This team set the budget which is then monitored and managed by the School Administration Manager and Principal. 2017 saw the school transition from OASIS to SAP/SALM. This was a challenging time as monitoring finances was difficult. Staff undertook professional development to support the implementation of the new finance management system.

Financial summary equity funding

The equity funding data is the main component of the 'Appropriation' section of the financial summary above.

	2017 Actual (\$)
Base Total	7,087,965
Base Per Capita	120,614
Base Location	0
Other Base	6,967,352
Equity Total	923,777
Equity Aboriginal	78,489
Equity Socio economic	583,485
Equity Language	1,737
Equity Disability	260,066
Targeted Total	1,021,807
Other Total	242,852
Grand Total	9,276,402

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

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.

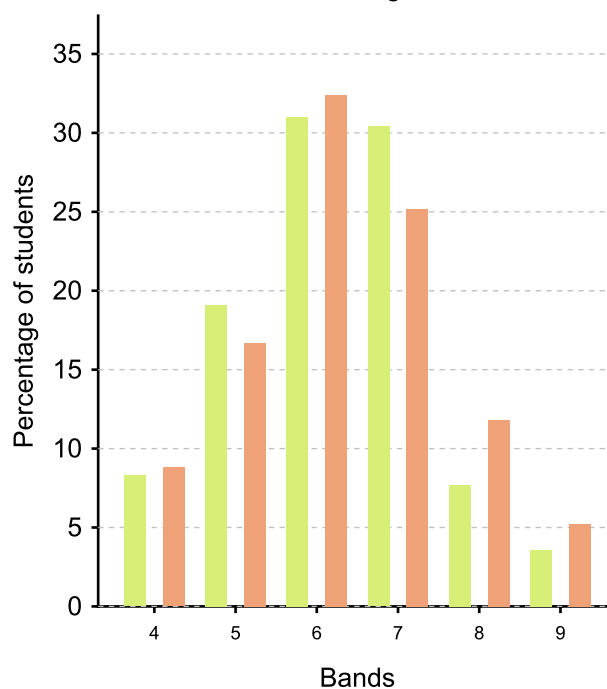
School performance

NAPLAN

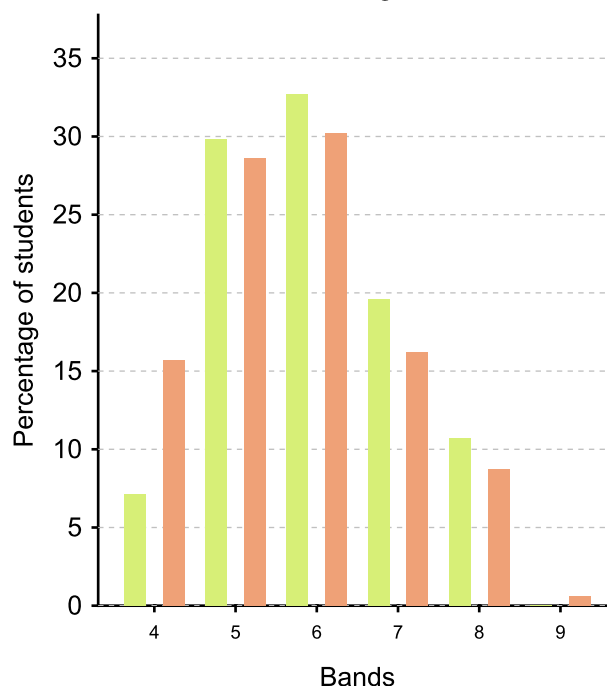
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

Student performance in Reading indicate a positive change due to the implementation of Focus on Reading. There is an increase in the number of students achieving in the top three bands. The school has now implemented Focus on Writing and is starting to see an improvement in writing results across the top bands.

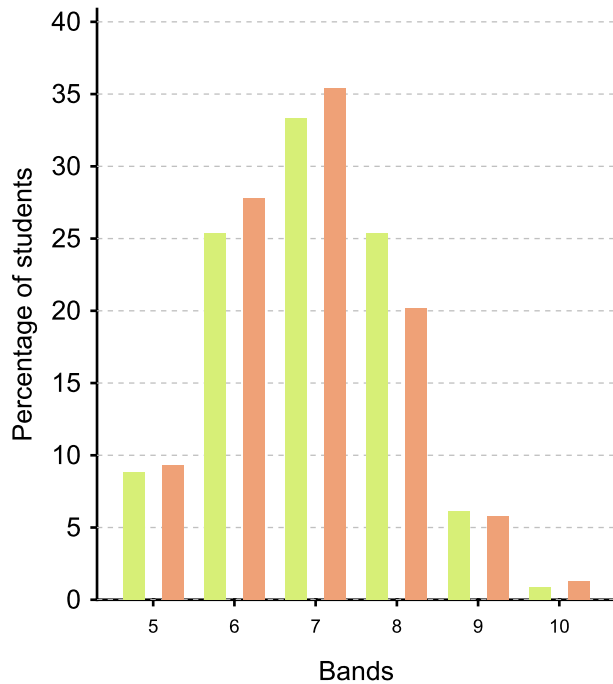
Percentage in bands:
Year 7 Reading



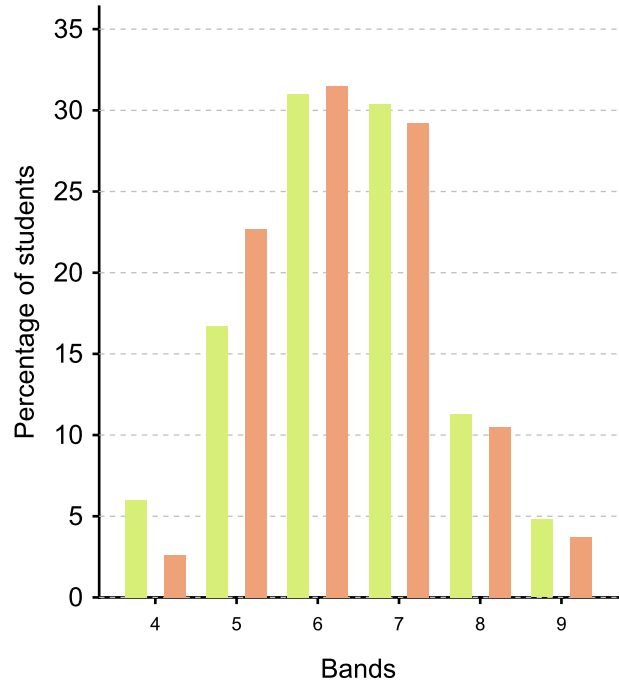
Percentage in bands:
Year 7 Writing



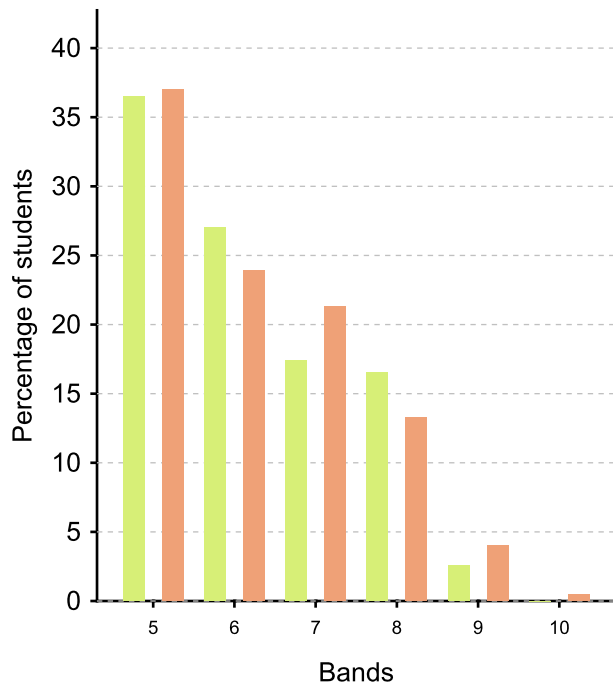
Percentage in bands:
Year 9 Reading



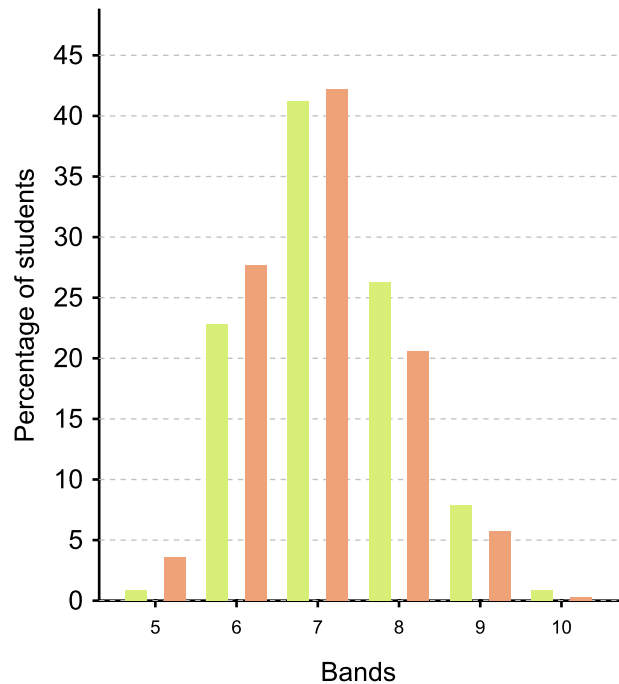
Percentage in bands:
Year 7 Numeracy



Percentage in bands:
Year 9 Writing



Percentage in bands:
Year 9 Numeracy



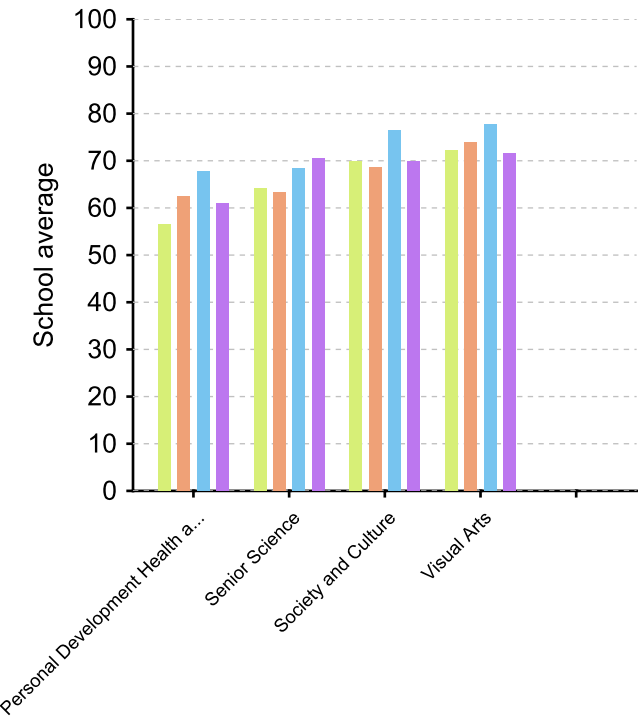
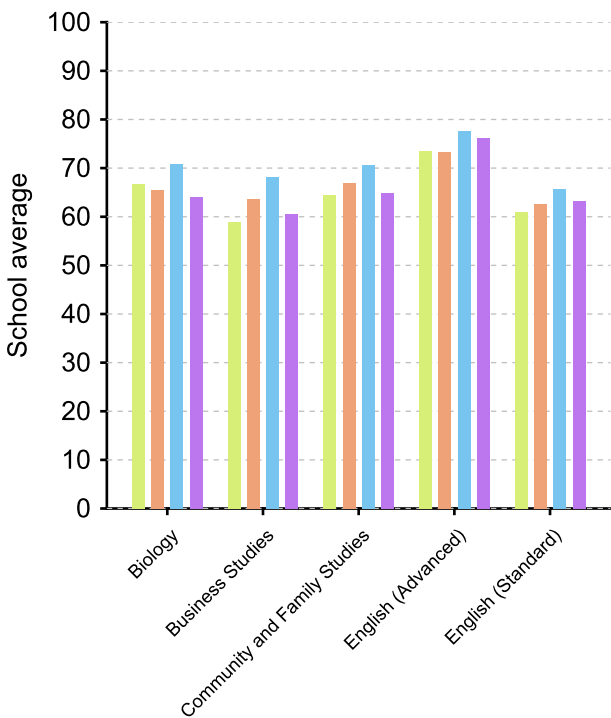
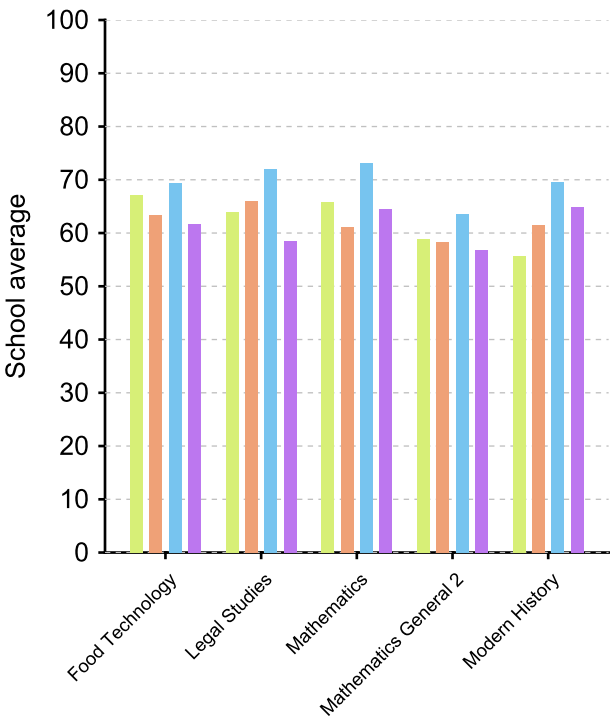
Numeracy results shows a significant decrease in the number of students achieving the lower bands.

The My School website provides detailed information and data for national literacy and numeracy testing. Go to <http://www.myschool.edu.au> 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).



Parent/caregiver, student, teacher satisfaction

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

In 2017 the school used several approaches. These include the Department of Education's Tell Them From Me Survey to gain feedback from all key stakeholders. The school also utilised an Industry Breakfast with local business to seek the opinions of how it can ensure students are prepared for the workforce. Also, utilising a model of small feedback sessions with primary parents to ensure the school is responsive to the parents of the future.



Policy requirements

Aboriginal education

In 2017 Aboriginal Education was supported by the Employment of an Aboriginal Education Officer and immersing students in cultural experiences. The school held a community of schools NAIDOC celebration across the week engaging families and raising awareness with non Aboriginal students. Glendale Technology High School utilised the support of School to Work programs by establishing mentoring relationships and exposing Aboriginal students to a range of career pathways. 100% of Aboriginal students had a personalised learning pathway developed in consultation with parents. Each student was connected with a teacher mentor to connect with the families regularly and build stronger relationships between the school and Aboriginal families.

Multicultural and anti-racism education

In 2017 the school utilised two anti-racism contact officers to support students. The school also employed the supports of an ESL Teacher on a part time basis to support students. Staff participated in several professional learning events to improve understanding and better support for students.