

# Gymea Technology High School Annual Report



2018



Gymea Technology  
High School  
INSPIRE. LEARN. SUCCEED.

8386

## Introduction

The Annual Report for **2018** is provided to the community of Gymea 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.

Peter Marsh

Principal

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## School background

### School vision statement

The school's vision is encompassed within the school mantra, Inspire Learn Succeed, and is based on the premise that our students' success relies on the school community engaging and inspiring our students as 21st century learners.

Our vision sees all students at Gymea Technology High School achieving success through pursuing:

excellence within academic study,

wide ranging and adaptive sports programs,

extra-curricular experiences that develop character, citizenship and leadership,

digital skills and citizenship,

experiences in creative and performing arts.

This inspiration for learning and success is further achieved through an environment that is welcoming, well-resourced and relevant to the learning of our current generation of students that supports collaborative and creative outstanding learning experiences.

### School context

Gymea Technology High School is a co-educational, comprehensive high school with a focus on 21st century teaching and learning. Opportunities within and outside the classroom inspire students to engage in their learning and strive for personal success.

The school has implemented Positive Behaviour for Learning which develops all students as safe, respectful learners within the school and wider community. Our students enjoy a positive and safe learning and social environment that contributes to their growing success.

Learning in this digital age inspires collaboration, creativity, critical thinking and effective communication. This is the approach that underpins the direction of teaching and learning at Gymea.

The Gymea Technology High School community prides itself on the variety and diversity of opportunities offered to students both within the curriculum and through extra curricula activities. Our students do some amazing things that allow them to grow both socially and academically, while being supported through quality programs to enjoy school life.

## 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.

In 2018, the school reflected on what was identified and achieved throughout the school year. The school's progress was positive and achievements towards the schools strategic directions assisted with the focused on areas of the framework and identified most areas within the school excellence framework as excelling. The areas requiring further improvement are scattered across all domains of Learning, Teaching and Leading and will see growth as the school moves further through the strategic directions 2018–2020.

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

Engaging learners in all areas of school curriculum

### Purpose

To deliver inspired learning that is relevant to the needs of our students and develop explicit direction that will bring about student success. We will focus on equipping our students with the experiences and skills to engage and be self-directed with their learning.

### Overall summary of progress

Engaging all learners in the curriculum is supported by a strong focus on teacher core business within teaching and learning. Well structured teaching plans and programs supported by quality assessments that address both content and skills, including Literacy & Numeracy skills, underpins the work that was undertaken by staff across the school in 2018.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<ul style="list-style-type: none"><li>• Increased proportion of students completing assessment tasks in the high achievement range.</li><li>• Positive growth of student performance within all bands in areas of literacy and numeracy.</li><li>• Improved perception and confidence in students self-regulating their learning.</li><li>• Increased proportion of students performing in the top two bands in Numeracy and Literacy.</li></ul>	<p>Allocated time for Professional Learning and collaborative planning. Release days have also assisted with faculty planning and backward mapping of teaching and learning programs.</p> <p>\$4500</p>	<ul style="list-style-type: none"><li>• Summative assessment practices across 7 to 10 follow consistent explicit formats that address key quality teaching questions and are made available to students and families.</li><li>• A common literacy rubric is used in all junior school assessment tasks and has been supported in implementation through regular professional learning. Positive student growth is evident in all areas of Literacy and Numeracy.</li><li>• Anecdotal evidence to suggest students are aspiring to higher achievement. Completion rates of assessment tasks have improved with students using rubrics to help guide their work.</li><li>• Increased proportion of students performing in the top two bands in numeracy.</li></ul>

### Next Steps

Bringing depth to the achievements of 2018 guides the focus of school directions in 2019. Utilising an evaluative practice approach to consolidate and reflect on these achievements in terms of activity, quality and impact will help guide further development, implementation and future directions.

## Strategic Direction 2

### Enhancing student wellbeing

#### Purpose

To provide all students with understanding and skills to support their social and academic development. We will focus on nurturing student connectedness to the school community and developing staff capacity to assist students in a wide range of wellbeing areas.

#### Overall summary of progress

There is an absolute commitment by teachers and students alike to proactively address the array of wellbeing needs across the school. The focus of 2018 was to build increased capacity of teachers regarding understanding and familiarisation with student mental health issues and the role of teachers to provide support. In amongst much learning, efforts towards structuring a wellbeing curriculum had begun for implementation in 2019.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<ul style="list-style-type: none"><li>• Positive growth in student perception on elements of school connectedness.</li><li>• Improved trends in social and academic development, using wellbeing and resilience framework questionnaires.</li><li>• Increased student engagement observable through school referrals and welfare entries.</li><li>• evidence of student academic growth through measured improvement performance.</li></ul>	Professional Learning time. Staff commitment outside hours to undertake online learning and building learning experiences for the school enabled gains in 2018.	<ul style="list-style-type: none"><li>• All staff have undertaken the Mind Matters course to build capacity and confidence in addressing key elements of student well-being.</li><li>• Whole year group and school presentations were held throughout the year focused on key well-being aspects including anti-bullying, resilience and mental health.</li><li>• Positive Behaviour for Learning directs the schools approach for positive and respectful relationships as evident in school referrals and welfare entries.</li><li>• Students and teachers enjoy productive conversations surrounding success criteria and learning strategies with anecdotal evidence showing growth in student engagement and performance with learning.</li></ul>

#### Next Steps

Ongoing learning is the key to bringing about confidence and practice in all areas of student and staff wellbeing. In 2019, the school will implement a wellbeing curriculum that aims to support all students and involve all staff to proactively address non curriculum based issues. This will include wellness, anxiety, stress, organisation, study skills and Positive Behaviour for Learning. Increasing a ritual of assemblies will allow the students to come together more often to exercise student voice, share key messages and celebrate the wide array of achievement.

### Strategic Direction 3

Professional learning to enhance quality teaching

#### Purpose

To foster a culture of continuous improvement in teaching and learning practices and student wellbeing. We will focus on developing staff capabilities and confidence in evidence based pedagogy and to build a culture of lifelong learning amongst all teaching staff.

#### Overall summary of progress

Professional Learning is a key driver of school improvement at Gymea. Strong and strategic organisation ensures that professional learning has been relevant to teacher needs and school directions in 2018. The collaborative style brought teachers together within and across faculties and focused on a range of student wellbeing and learning needs.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<ul style="list-style-type: none"><li>• Student perception surveys highlighting learning activities enhanced by teacher professional learning.</li><li>• Increased staff confidence and engagement in sharing of teaching practice.</li><li>• Staff satisfaction feedback on all elements of professional learning organisation.</li></ul>	<p>Allocated time for Professional learning and collaborative planning occurs each week. Release days and use of blocks during student examinations provides staff with opportunities to undertake a variety of courses and team learning.</p> <p>\$23000</p>	<ul style="list-style-type: none"><li>• School professional learning activity is thoroughly planned and links to strategic directions and staff personal development plans. Learning activities are focused on supporting teachers with their responsibilities and commitment to teaching and learning in the classroom.</li><li>• Professional learning is characterised by sharing of practice and professional conversation focused on student learning and teacher development.</li><li>• Whole staff and executive professional learning seeks to involve teaching and executive lead to enhance collaborative professional learning activities.</li><li>• Staff through executive contribute to the overall planning of professional learning. Teachers actively engage in professional learning and welcome extra time funded and thoroughly engage in collaborative learning.</li></ul>

#### Next Steps

Professional learning has remained a key ingredient in school improvement at Gymea. In 2019, the areas within this strategic direction will be supported by consolidation of professional learning approaches which is collegially managed and developed. The professional learning team in their planning will direct energies to the quality and impact of professional learning content that directly relate to teachers core business while ensuring it is well resourced, maps to teaching standards and focuses on supporting teacher growth.

Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	\$70 042	<ul style="list-style-type: none"> <li>* Employment of staff to provide educational and planning support in including a full time Aboriginal Education Officer.</li> <li>* Funding school involvement in the AIME program.</li> </ul>
<b>English language proficiency</b>	\$49 247	<ul style="list-style-type: none"> <li>* Staffing of ESL support within the curriculum.</li> <li>* Case managing students within years 7 – 12</li> </ul>
<b>Low level adjustment for disability</b>	\$113 637	<ul style="list-style-type: none"> <li>* Employment of learning support staff to assist students from 7 – 12 including a Learning and Support Teacher and two 2 SLSO.</li> <li>* Further development and refinement of educational support plans.</li> </ul>
<b>Socio-economic background</b>	\$48 181	<ul style="list-style-type: none"> <li>* Resources to assist in the delivery of newly implemented syllabuses and development of programs.</li> <li>* Purchase and implementation of Numeracy program (Essential Assessment) resources to differentiate learning for Junior students.</li> <li>* Enhancement of classroom technologies to support student learning.</li> </ul>
<b>Support for beginning teachers</b>	\$54 420	<ul style="list-style-type: none"> <li>* Reduced load for teachers including release time for teacher mentors.</li> <li>* Coordinated / timetabled release time for beginning teachers to consolidate their learning, lesson planning and observations of practice.</li> <li>* Participation in appropriate professional learning. specifically designed to induct teachers into the profession.</li> </ul>

## Student information

### Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	367	358	355	348
Girls	249	246	257	263

Student enrolment has remained steady with slight increases in junior school enrolment.

### Student attendance profile

School				
Year	2015	2016	2017	2018
7	94.8	93.8	95.8	93.9
8	92.5	92.9	91.6	94
9	89.6	90.8	92.6	89.2
10	88.5	90.3	90.7	91.6
11	90.3	87.4	93.4	90.6
12	86.5	90.4	91.8	92.1
All Years	90.5	91	92.7	92
State DoE				
Year	2015	2016	2017	2018
7	92.7	92.8	92.7	91.8
8	90.6	90.5	90.5	89.3
9	89.3	89.1	89.1	87.7
10	87.7	87.6	87.3	86.1
11	88.2	88.2	88.2	86.6
12	89.9	90.1	90.1	89
All Years	89.7	89.7	89.6	88.4

### Management of non-attendance

The overall attendance rate in 2018 was 92%. The web-based attendance system and 100% teacher compliance with roll marking period by period has assisted with the monitoring of attendance. A web based attendance system has been in operation in the school since beginning of 2017. With the implementation of LMBR in mid-2017, attendance information was synchronised from the web based 'Attnr' system into LMBR. This now occurs seamlessly. Processes in the school allow for the use of student attendance data to be reviewed by key school personnel and intervene as necessary. An email notification is sent to parents on a weekly basis identifying absences and late arrivals, providing parents

with timely information on their child's attendance at school and an opportunity to provide justifications for the official record.

### Post-school destinations

Proportion of students moving into post-school education, training or employment	Year 10 %	Year 11 %	Year 12 %
Seeking Employment	0	0	2.6
Employment	0	0	16.4
TAFE entry	0	0	2.7
University Entry	0	0	56
Other	0	0	10
Unknown	0	0	12.3

### Year 12 students undertaking vocational or trade training

The school offers two vocational accredited courses: Hospitality – Kitchen Operations and Information Digital Technologies. Hospitality – Kitchen Operations continually attracts keen interest with our students and they performed very well in the Hospitality – Kitchen Operations Higher School Certificate Examination .

### Year 12 students attaining HSC or equivalent vocational education qualification

In 2018, 89 students were enrolled in Year 12 with 88% attaining the award of Higher School Certificate.

## Workforce information

### Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	1
Head Teacher(s)	7
Classroom Teacher(s)	34.2
Learning and Support Teacher(s)	0.7
Teacher Librarian	1
School Counsellor	1
School Administration and Support Staff	9.88
Other Positions	1

\*Full Time Equivalent

The school has an indigenous Aboriginal Education Officer who works with Aboriginal students in Years 7–12.

### 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 access to professional learning courses with an increasing number of courses being completed online in 2018. A Professional Learning culture is established in the school where the staff regularly come together as whole staff or in faculty sub groups to focus on key aspects of school direction, teaching and learning specific to faculties, or in implementing and supporting the staff Performance and Development Framework. Teacher accreditation is a key area in the school plan and in 2018, the organisation and planning of professional learning has enabled deeper meaning and connection with teaching standards, allowing school based professional learning to be pursued for accreditation in 2019 to support all teachers. Beginning teachers are provided with release time and mentor support to enable their development in their early years of teaching.

## Financial information

### Financial summary

The information provided in the financial summary includes reporting from 1 January 2018 to 31 December 2018.

	2018 Actual (\$)
<b>Opening Balance</b>	651,099
<b>Revenue</b>	7,409,500
Appropriation	6,893,992
Sale of Goods and Services	81,121
Grants and Contributions	412,704
Gain and Loss	0
Other Revenue	15,025
Investment Income	6,658
<b>Expenses</b>	-7,207,023
Recurrent Expenses	-7,207,023
Employee Related	-6,309,002
Operating Expenses	-898,021
Capital Expenses	0
Employee Related	0
Operating Expenses	0
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	202,477
<b>Balance Carried Forward</b>	853,576

The school has successfully implemented the department's new financial management system and has developed work flow procedures that utilise efficient administrative processes while supporting the needs of educational delivery and site management. With the revised eFPT platform, school budgets and planning were enhanced and placed the school in a better position to target spending in a timely manner. Ordering and payment systems for staff facilitate swift and policy driven approaches to ensure goods and services are meeting the needs of educational and operational programs. The development of a set of school activity programs in terms of financial internal orders enables a cash flow approach, which enables staff to see budgets, income, expenditure and balances.

### Financial summary equity funding

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

	2018 <b>Actual</b> (\$)
<b>Base Total</b>	6,192,361
Base Per Capita	118,226
Base Location	0
Other Base	6,074,135
<b>Equity Total</b>	281,107
Equity Aboriginal	70,042
Equity Socio economic	48,181
Equity Language	49,247
Equity Disability	113,637
<b>Targeted Total</b>	0
<b>Other Total</b>	109,186
<b>Grand Total</b>	6,582,654

Students are performing well across all areas of Numeracy with an increased proportion of students performing in the top two bands. The school's approach with numeracy, allow students to be pre-tested and post-tested as a part of the teaching and learning cycle further facilitates differentiated approaches to content and regularly engages students in experiences of online assessment.

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.>

The school continues to have a good proportion of students achieving in the top two bands. Aboriginal students in Year 7 saw 50% of students achieving in the top two bands and in Year 9, 33% of students in the top two bands.

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.

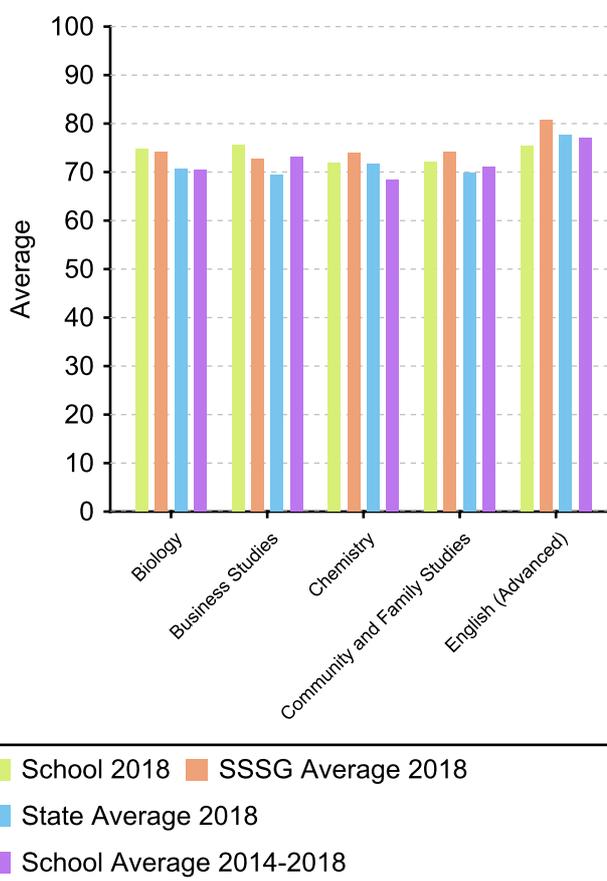
From 2018 to 2020 NAPLAN is moving from a paper test to an online test. Individual schools are migrating to the online test, with some schools attempting NAPLAN on paper and others online.

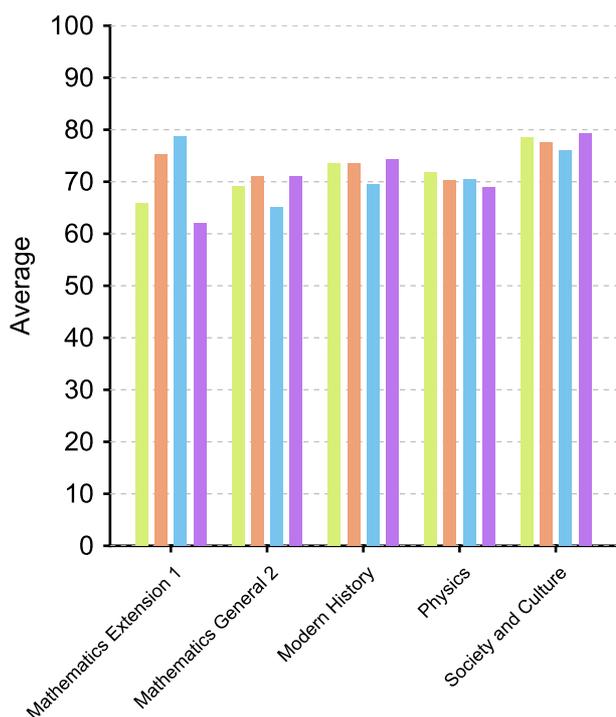
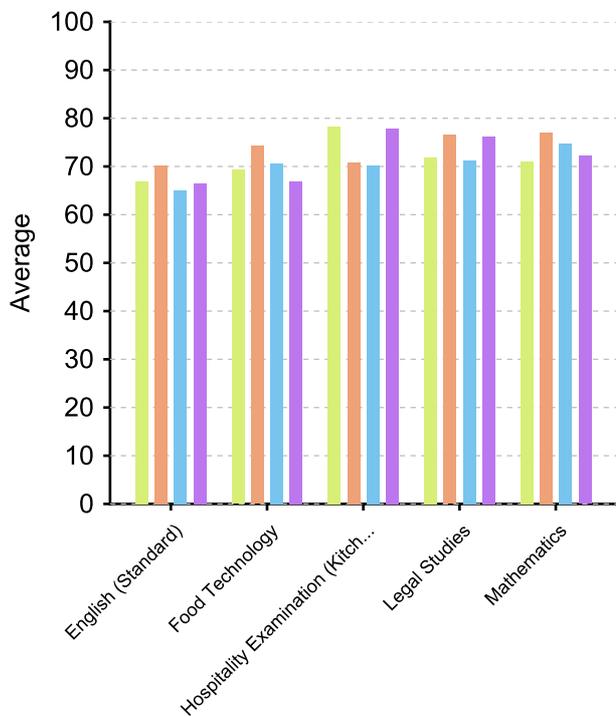
Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should take into consideration the different test formats and are discouraged during these transition years.

Students in Year 9 continued to perform very well across all areas of Literacy. Given the differences in online and paper tests in 2018, it is difficult to determine precise growth from 2017 as results are very similar. The schools approach in supporting student literacy is seeing benefits with both internal performance and broadly across NAPLAN performances.

### 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 conducts an analysis of Higher School Certificate performance using department and NESA data systems to allow teachers to investigate patterns in teaching and learning in order to discern where future improvements can be made to better support students.





In the 2018 Higher School Certificate, student performance was commensurate relative to previous year's performances. There has been growth in areas of performance in English and in mathematics over the last three years.

The following courses are showing strong school versus state comparison in reference to other courses

offered in the school. These are: Modern History, English Standard, Information Processes and Technology, Business Studies, Hospitality, Society and Culture, Mathematics General 2, Community and Family Studies, and Legal Studies.

## Parent/caregiver, student, teacher satisfaction

In 2018 the school undertook an annual reflection on school programs and school life to help refine directions within the school's plan.

Capturing the reflection of outgoing year 12 students provides the school with a broad insight on learning and life. Key strengths identified in this reflection were the relationship between students and staff, availability of technology in the school, facilities for students and a focus on student wellbeing. Some areas where student's thought the school could do better included the heating and cooling of learning spaces and improved communication from the key student voice groups.

Our P&C continually meet and offer advice and questions around student learning and other school programs.

All students in the school provided feedback through surveys on school life including learning and wellbeing. A look into their study approaches and how they manage examinations and homework was gathered. Students were also given the opportunity to identify areas where the school could target programs to support their wellbeing that would direct the wellbeing curriculum for 2019.

## Policy requirements

### Aboriginal education

Our school is committed to promoting the educational achievement of all indigenous students and to enhancing the knowledge and understanding of all students about Aboriginal Australia through the integration of Aboriginal Australian Studies and the values and philosophy of Aboriginal education and cultures across all school curricula. Aboriginal education and students are supported at Gynea Technology High School by the Aboriginal Education Officer, the Welfare and Learning Support teams, as well as the continued implementation of the After School Homework Centre and a mentoring program to target the key areas of literacy and numeracy across all subjects. The mentoring teacher, together with class teachers and carers developed and implemented individualised learning plans for all indigenous students. Community ties were strengthened with the continued implementation of the Indigenous Morning Tea for carers, students and their teachers along with a number of Indigenous cultural events for the entire school. Teaching staff reported that this program helped to keep students engaged in their assignments and assessment tasks and ultimately gain greater confidence with their learning.

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

In 2018 the school continued to host international students on short visit programs which have provided authentic opportunities for our students to be immersed in and learn about other cultures. Friendships continue to form quickly within these programs and the experiences for both visitors and local students are enjoyed and are seen as worthwhile. The Student Leadership Assembly hosted a Multicultural Day that brought the whole school together in celebrating the diversity of our school community. Students ran stalls with a variety of cultural activities providing opportunities for students to deepen their knowledge about a wide variety of cultures. The day enabled all to experience a wonderful sense of inclusivity and celebration.