

# Glendale High School

## Annual Report



2018



8466

## Introduction

The Annual Report for **2018** 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

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## Message from the Principal

2018 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 writing and reading. Through, 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, to help students better understand how they learn and grow. We saw the introduction of a process of providing explicit literacy feedback to students focusing on students monitoring their own progress. Into the future the school will focus on further enhancing the quality teaching occurring in all classrooms, ensuring students are challenged, 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.

Mr Anthony Angel

Principal

# 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 104 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. 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. 57.5% of students in Year 9 reading achieving less than expected growth and 58.7% in writing. In particular the school has work to do in raising future 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 students and staff monitoring their own success. The strengthening of our AIM program recognised students that are focussed on improving from term to term and encouraged students to achieve their personal best. We continue to strengthen the support for students emotionally and socially by working collaboratively with Police, local business and welfare agencies. We introduced regular reporting to students on their literacy and numeracy progress with a strong focus on individual improvements.

### Teaching

We have continued our strong focus on becoming an AVID school. 89% of staff have attended professional learning in AVID strategies to utilise in their classroom. Staff underwent professional learning in the explicit teaching of literacy, numeracy and the analysis of data, supporting a growth in literacy and numeracy value added data.

### Leading

We continued to strengthen our relationships with local business and industry, increasing by 50% the number of attendees at our Industry Breakfast. We have had a significant increase in the number of students attaining School Based Traineeships and Apprenticeships. This has been achieved through stronger connections with local employers. We invited local business to join with us in engaging in professional learning with a particular focus on dealing with students from a trauma background. The introduction of a new faculty monitoring practice has enabled faculties to see a strong connection with the School Excellence Framework.

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:



## Strategic Direction 1

### Quality Teaching

#### Purpose

To create a learning environment that is engaging and responsive to the needs and interests of students. Within this environment teachers have high expectations of themselves and their students. Excellence in pedagogical practice is driven by formative assessment practices, evaluation and analysis of available data. Teachers take a shared responsibility for student improvement and contribute to a transparent learning culture, including the observation and sharing of each others' strong practice.

#### 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. Coupled with a range of professional development is the importance of collaborative learning and staff reflecting on each other's teaching. This has been supported with an improved Collaborative Learning and Planning program.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increase in student engagement identifying that they are challenged through the Tell Them From Me by at least 9%	\$42,000 has been expended on staff professional learning to increase the repertoire of AVID strategies and better engage students within all classrooms.	In 2018 the students reported a 14% increase in student engagement as identified through Tell Them From Me reporting that they are challenged.
Increase the proportion of Aboriginal and Torres Strait Islander students in the top two NAPLAN bands for reading and numeracy by 30%	\$63,000 has been expended on the employment of an SLSO to support student numeracy through the monitoring of student skill levels. A process of pre and post testing occurs to help staff identify skills of need and make adjustments to their programs.	The school achieved a 6.8% increase in the number of students in the top two bands for reading and numeracy.
Increase the proportion of students in the top two NAPLAN bands by at least 8%	\$73,000 has been expended on the introduction of several programs to support targeted students. These programs include Quicksmart Literacy, Minute mastery, and Multi Lit.	The school has achieved an 8.5% increase in the proportion of students in the top two NAPLAN bands for reading and writing.

#### Next Steps

Continuing to strengthen staff skills in the use of AVID strategies. We will engage a Head Teacher with responsibility for AVID and to work collaboratively within classrooms. With 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 and ensure teaching and learning programs are reflective of a students understanding and progress.



## Strategic Direction 2

### Quality Learning

#### Purpose

Students become intrinsically motivated lifelong learners that take positive risks within their learning environment. They are challenged to become visible learners who set their own learning goals to drive personal achievement. Students engage in targeted learning that is contemporary and responsive to their needs.

#### Overall summary of progress

A vast range of professional development activities were offered to develop understanding of student achievement and ensure all students are known, valued and cared. This enabled staff to provide lessons that were responsive to student needs and increase the conversations between students and staff around their achievement. Implementing a range of targeted programs to support students with identified needs, both learning and wellbeing has enabled an increase in student engagement.

#### 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>• Greater than a 9% reduction in the number of warning letters for not completing tasks.</li></ul>	Teacher relief was provided for staff to develop a structure assessment for learning process, in particular in the Mathematics and English subject areas.	In 2018 we saw a significant increase in the number of students receiving warning letters for not completing tasks. This was due to a change in the assessment process with a greater focus on assessment for learning and recording failure to complete tasks connected to assessment for learning.
<ul style="list-style-type: none"><li>• An increase of greater than 9% of students achieving at or above their expected growth.</li></ul>	Funding was utilised to support the Literacy Numeracy team to lead professional learning for staff, implement a structured reporting process on student literacy achievements and provide explicit feedback to all students on their progress each term.	The school achieved outstanding progress in the number of students achieving at or above expected growth. A 16% increase in the number of students achieving at or above expected growth.
<ul style="list-style-type: none"><li>• Student engagement identified through an increase in attendance greater than 3% across the whole school.</li></ul>	Funding was utilised to employ SASS staff to implement a Phone Intervention program, SMS notification system and support closer monitoring of attendance.	The school has work to do in increased student attendance with a reduction in student attendance by 1.9%.

#### Next Steps

The school will review its attendance monitoring practices and build stronger relationships with disengaged students and raise the importance of education with families. The school will look at expanding processes of monitoring students skill progression and encouraging students to build the individual determination.

## Strategic Direction 3

### Achieving Personal Growth

#### Purpose

To foster a strengthened staff and student mindset of responsibility for personal growth and positive contribution to school and the wider community. To create a learning environment, where students are supported, mentored and empowered to make positive decisions and life choices related to education and social and emotional wellbeing.

#### Overall summary of progress

Professional learning was implemented to build staff understanding of a Growth Mindset. We then changed pathways in achieving our improvement measures to look at student aspirations and focus on encouraging students to set future goals. This led to the implementation of the Transition Team and a strong focus on supporting students for the future.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increase by 10% the percentage of students that value learning as identified by through Tell Them From Me survey.	In 2018 the school implemented AVID into 3 classes. We introduced a program of students being exposed to a range of speakers from various career pathways, exposing students to many future pathways.	To date the school has achieved a 4.5% increase in students that value learning as identified through Tell Them From survey
Increase by 12% the number of students completing the HSC, transitioning into Cert III, or above training/education post year 10.	2018 saw the implementation of a career and transition team. Funding was utilised to grow our connections with local industry through out Industry Breakfast for over 70 business. we embarked on all of Year 10 undertaking work experience and implemented a program to ensure students were work ready.	The school has achieved a 9% increase in the students completing the HSC or transitioning into further education.

#### Next Steps

In moving forward we will commence a program of implementing individual support plans to provide students with clarity for their future directions. This will allow increased support to ensure students meet minimum HSC standards and are focused on future pathways. The schools will undertake a curriculum review to ensure our curriculum is focused on supporting students achieving credentials and preparing them for traineeships or apprenticeships.

Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	\$73,000 for the employment of an Aboriginal Education Officer	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. Continued strong support of the Junior AECG who performed at local primary schools and preschools and also supported the younger students to engage in some cultural activities. Families from across the ILLA came together for the Annual NAIDOC assembly with performances by local primary schools.
<b>English language proficiency</b>	\$22,000 for the employment of an EALD teacher and Bilingual SLSO to support student	With an increasing number of students with English language proficiency the support both within the classroom and external to the classroom is important. Students have been supported through tutorial sessions and encouraged to build relationships with the wider school.
<b>Low level adjustment for disability</b>	\$26,000 funding towards the employment of an SLSO	The employment of an SLSO 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.
<b>Socio-economic background</b>	Funding has been utilised to provided a wide range of programs for students. These including a variety of wellbeing programs, student assistance and the provision of teacher support within the established learning centre.	Students engagement through the learning centre has increased, student engagement within the classroom has also increased. Relationships between students and staff have been strengthened all students have been provided support to achieve their personal best.





## Student information

### Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	417	402	423	420
Girls	397	364	373	359

Students enrolments have been relatively stable since 2016. In the coming years the school will experience an increase in enrolments as in the surrounding areas an increase in housing developments is taking place. The school is continuing to have strong connections with local primary schools and attract a high percentage of local enrolments. Students continue to seek non-local enrolments due to the proximity of Glendale TAFE allowing greater options for students within the senior years.

### Student attendance profile

School				
Year	2015	2016	2017	2018
7	85.5	90.2	91.5	87.3
8	83.8	85.4	87.8	87.1
9	80.6	86.6	83	81.9
10	75.5	79.3	85.4	80.2
11	76.5	81.3	79.2	81.3
12	77	78.5	82.9	82.2
All Years	79.8	83.6	85.4	83.6
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

Student attendance is monitored daily through period by period electronic marking using the Sentral program which allows parents/carers to have access to real time data about students. The introduction of a third Deputy Principal has had a positive effect on the monitoring of student attendance. Additionally, SMS messaging was

utilised to notify parents/carers of non-attendance each morning. This facility resulted in more regular and timely communication between the school and its families. Deputy Principals are responsible for monitoring the overall attendance of students and following up with both students and their parents or carers when a student's attendance is of concern. This allocation has resulted in reduced fractional truanting. Serious attendance issues are referred to the Home School Liaison Officer, who works with students and their families as their non-attendance is causing disruptions to their learning.

### Post-school destinations

Proportion of students moving into post-school education, training or employment	Year 10 %	Year 11 %	Year 12 %
Seeking Employment	0	18	7
Employment	3	13	24
TAFE entry	2	5	17
University Entry	0	0	36
Other	0	1	16
Unknown	0	0	0

The school has had a significant reduction in the number of students leaving to seek employment. Through strong school to work planning students are engaging in employment prior to departure from school. An increase in the number of students enrolling in School Based Apprenticeships and Traineeships has resulted in an increase in the number of students leaving for employment post Year 12

### Year 12 students undertaking vocational or trade training

In 2018 Glendale Technology High School had 31% of students engaged in a Vocational Course in their pattern of study for the completion of the HSC. Of these students 4 were undertaking School Based Apprenticeships and Traineeships in Retail and Automotive.

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

84 students completed the Higher School Certificate in 2018. 99% of students that sat for the Higher School Certificate examination were awarded the credential. 38 students completed a Vocational Credential as a component of their Higher School Certificate.

## Workforce information

## Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	2
Head Teacher(s)	10
Classroom Teacher(s)	43.2
Learning and Support Teacher(s)	1.9
Teacher Librarian	1
School Counsellor	2
School Administration and 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 2018 Glendale Technology High School had two staff that identified as Aboriginal. Our school enjoys a close relationship with the Kurniymdha 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 work place 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 2018 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, numeracy and AVID.

## 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>	1,646,988
<b>Revenue</b>	10,288,499
Appropriation	9,967,550
Sale of Goods and Services	23,043
Grants and Contributions	282,998
Gain and Loss	0
Other Revenue	5,255
Investment Income	9,652
<b>Expenses</b>	-9,772,565
Recurrent Expenses	-9,772,565
Employee Related	-8,854,043
Operating Expenses	-918,522
Capital Expenses	0
Employee Related	0
Operating Expenses	0
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	515,934
<b>Balance Carried Forward</b>	2,162,922

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. The school still faces struggles in monitoring its expenditure due to new initiatives and expansions with the current SAP finance system. The Principal and SAM undertook professional development to support the implementation of the new finance management system. During the current planning cycle the school is accruing funds to expend on a bus to support student transport to extra curricular activities and improved learning environments, including the school oval. The school is also preparing for a significant replacement of aging technologies across the school.

### 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>	7,322,606
Base Per Capita	158,772
Base Location	0
Other Base	7,163,834
<b>Equity Total</b>	1,051,876
Equity Aboriginal	95,547
Equity Socio economic	612,020
Equity Language	42,961
Equity Disability	301,348
<b>Targeted Total</b>	966,684
<b>Other Total</b>	248,693
<b>Grand Total</b>	9,589,858

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

<You may choose to use this text box to comment on other assessment data including:

- Best Start
- Literacy and numeracy achievement against the literacy and numeracy continuums>

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## 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.

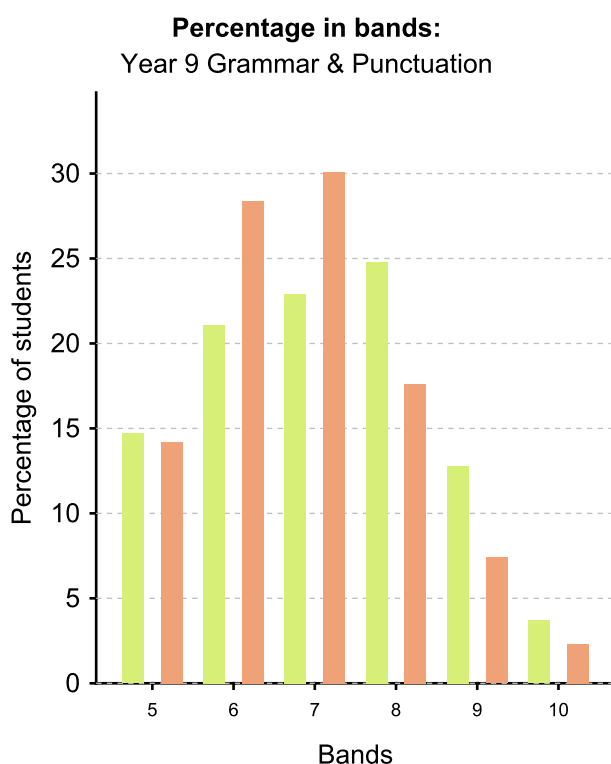
Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should take into consideration the different test formats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

are discouraged during these transition years.

The school is resisting the move to an online based NAPLAN assessment until mandated across all schools. With practices in place to support students through a paper based NAPLAN and students presenting a more serious attempt for paper based NAPLAN the school is resisting the change.

The school has seen a significant improvement in the number of students in the top two bands across all aspects of NAPLAN. The schools has almost met the Minister for Education's target with the school currently achieving greater than a 9% increase in the number of students in the top two bands.

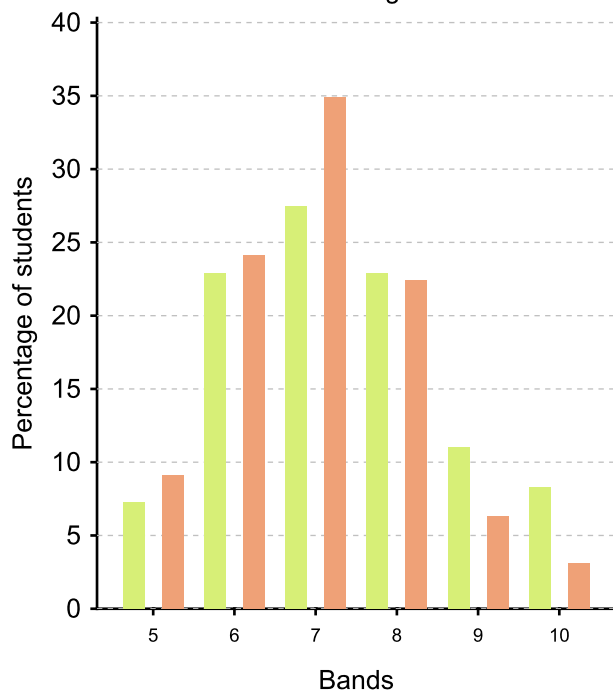
The school will continue to focus on the area of writing with a high proportion of students still achieving low bands; however, we are seeing an increase in student performance.



<span style="color: green;">■</span> Percentage in Bands
<span style="color: orange;">■</span> School Average 2016-2018

Band	5	6	7	8	9	10
Percentage of students	14.7	21.1	22.9	24.8	12.8	3.7
School avg 2016-2018	14.2	28.4	30.1	17.6	7.4	2.3

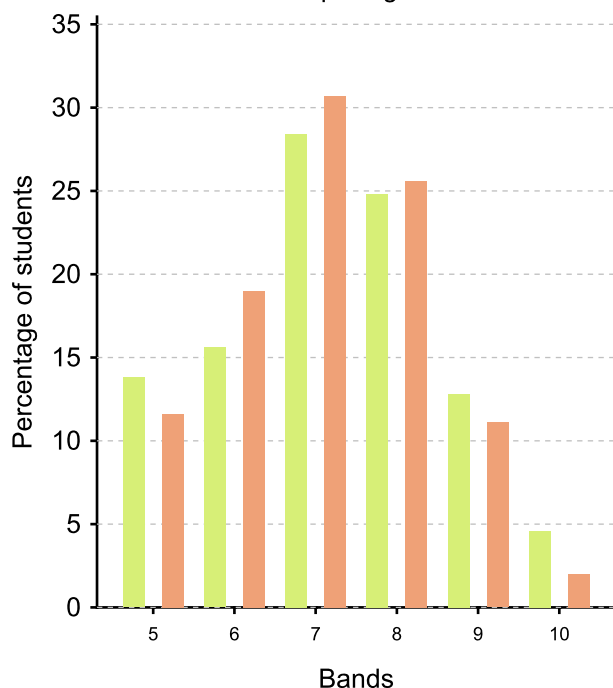
**Percentage in bands:**  
Year 9 Reading



Percentage in Bands  
School Average 2016-2018

Band	5	6	7	8	9	10
Percentage of students	7.3	22.9	27.5	22.9	11.0	8.3
School avg 2016-2018	9.1	24.1	34.9	22.4	6.3	3.1

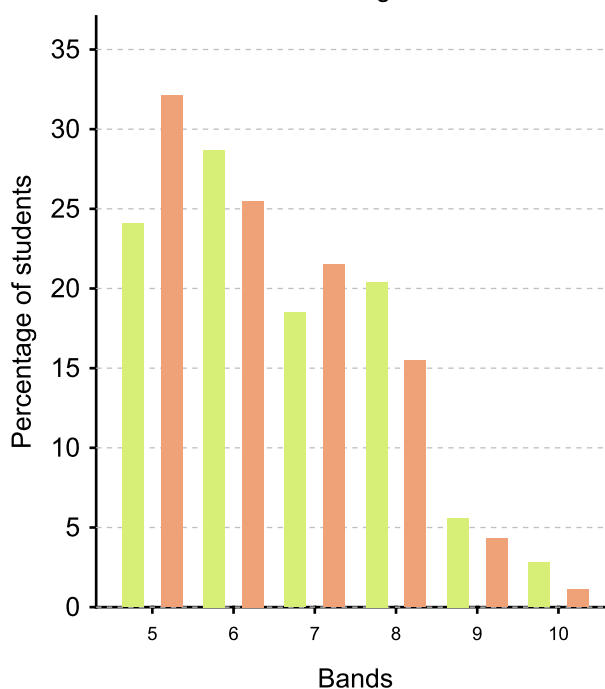
**Percentage in bands:**  
Year 9 Spelling



Percentage in Bands  
School Average 2016-2018

Band	5	6	7	8	9	10
Percentage of students	13.8	15.6	28.4	24.8	12.8	4.6
School avg 2016-2018	11.6	19	30.7	25.6	11.1	2

**Percentage in bands:**  
Year 9 Writing



Percentage in Bands  
School Average 2016-2018

Band	5	6	7	8	9	10
Percentage of students	24.1	28.7	18.5	20.4	5.6	2.8
School avg 2016-2018	32.1	25.5	21.5	15.5	4.3	1.1

With a strong focus on literacy the school has not seen as big an improvement in numeracy. However, there still is an improvement and this will increase as the school moves towards targetting student numeracy progress and monitoring student achievement across individual strands within numeracy.

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.

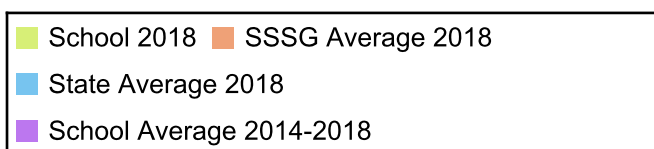
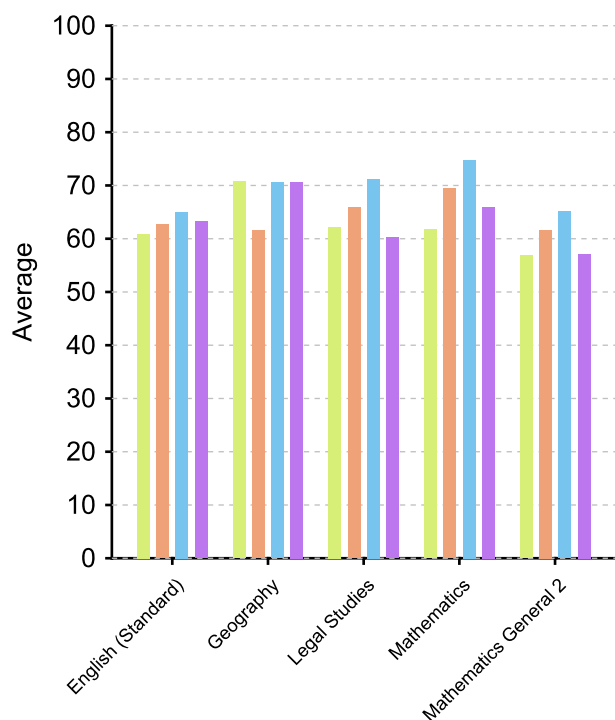
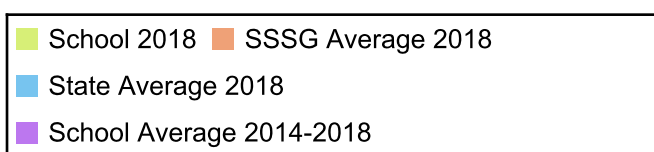
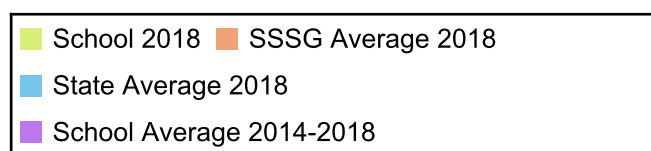
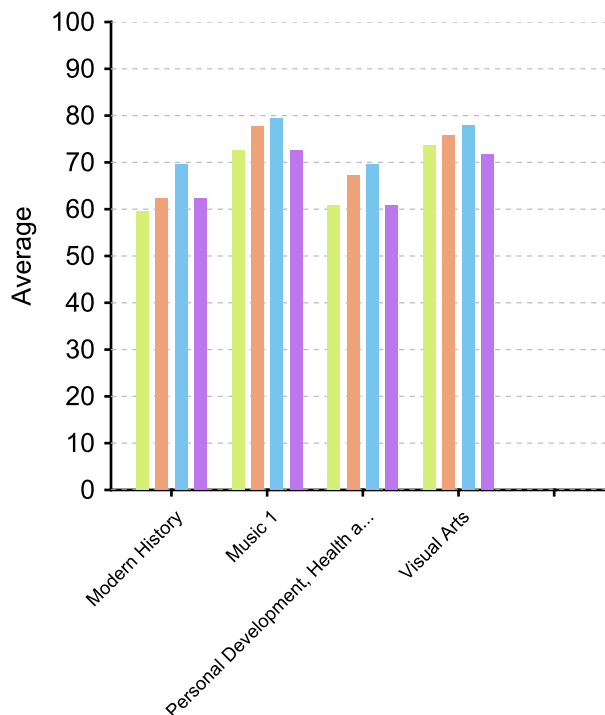
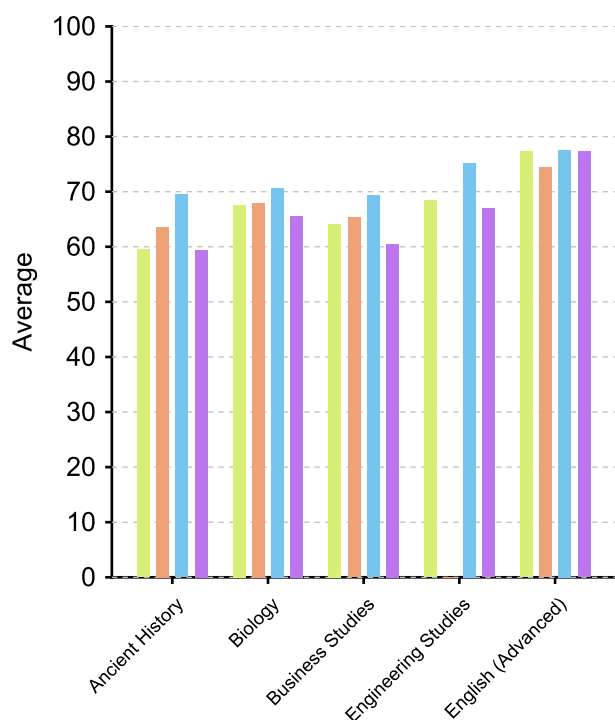
It is evident based on the data provided above that the school is meeting the Ministers Targets in relation to the number of students in the top two bands for reading the writing.

### Higher School Certificate (HSC)

The performance of students in the HSC is reported in

bands ranging from Band 1 (lowest) to Band 6 (highest).

In most subjects the school demonstrated an increase compared to the 5 year average. The school demonstrated an increase in value added data, however, still has some work to do in support students move out of the bottom two bands.



Subject	School 2018	SSSG	State	School Average 2014-2018
Ancient History	59.5	63.5	69.5	59.5
Biology	67.6	68.0	70.7	65.5
Business Studies	64.1	65.3	69.3	60.5
Engineering Studies	68.4	0.0	75.3	66.9
English (Advanced)	77.3	74.4	77.5	77.3
English (Standard)	60.9	62.7	65.0	63.3
Geography	70.7	61.6	70.6	70.7
Legal Studies	62.2	65.8	71.2	60.2
Mathematics	61.7	69.5	74.8	65.9
Mathematics General 2	56.9	61.6	65.1	57.1
Modern History	59.6	62.4	69.5	62.4
Music 1	72.6	77.7	79.5	72.5
Personal Development, Health and Physical Education	60.7	67.2	69.5	60.7
Visual Arts	73.6	75.7	78.0	71.7

It is evident that the school is continuing to improve the value added data as students move from Year 9 to the completion of the HSC. The school still has some work to do in supporting students in the bottom two bands. There is a slight decrease in the percentage of students in the bottom two bands, however, the school is still reporting 24% of students in Bands 1 and 2.

## **Parent/caregiver, student, teacher satisfaction**

Each year schools are required to seek the opinions of students, staff and parents about the school. In 2018 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 ensured the school was responsive to the parents of the future.

Staff reported through the People Matter survey that there is a generally good morale amongst staff.

## **Policy requirements**

### **Aboriginal education**

In 2018 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 arrange 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**

Glendale Technology High School respects, promotes and celebrates cultural diversity. Both staff and students take part in a range of activities that allow them to actively demonstrate and develop this crucial value for our school, local community and nation. Our students and staff participated in initiatives and events in 2018 including Harmony Day, and NAIDOC week events. The Multicultural Education Policy and Anti racism Policy are key parts of school planning and allow us to reflect and act in ways that support all members of our school to feel valued, included and safe. We have two active Anti Racism Officers who regularly speak on assemblies about relevant issues and regularly makes themselves known and available to students should they require her advice or support.