



# 2020 Annual Report

## Gymea Technology High School



**Gymea Technology  
High School**

INSPIRE. LEARN. SUCCEED.

8386

# Introduction

The Annual Report for 2020 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.

## School contact details

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## School vision

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 and successful 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 curricular 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

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 is a statement of what is valued as excellence for NSW public schools, both now and into the future. 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.

Each year, we assess our practice against the Framework to inform our school plan and annual report.

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>

### Self-assessment using the School Excellence Framework

Elements	2020 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Excelling
LEARNING: Reporting	Excelling
LEARNING: Student performance measures	Sustaining and Growing
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Excelling
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Delivering
LEADING: School resources	Excelling
LEADING: Management practices and processes	Excelling

## 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.

### Improvement Measures

- Increased proportion of students completing assessment tasks in the high achievement range.
- Positive growth of student performance within all bands in areas of literacy and numeracy.
- Improved perception and confidence in students self-regulating their learning.
- Increased proportion of students performing in the top two bands in Numeracy and Literacy.

### Progress towards achieving improvement measures

#### Process 1: Programs

- \* Continue to develop best practice with student assessment.
- \* Further develop, through a continuum of support, integrated approaches to better equip students to self-regulate their learning.
- \* Develop explicit teaching practice to support the school's embedded literacy strategy.
- \* Improve student learning and teaching activities through integrated feedback strategies.

Evaluation	Funds Expended (Resources)
<p>Throughout the three years of the implementation of the school plan, the focus on student assessment was to improve in the number of students completing tasks in the higher achievement range. Raising expectations on student performance was driven through explicit assessment practices that saw a refined assessment notification and feedback process that aligned with improvements in student engagement in tasks and with the quality of tasks. Through continued professional learning, increased teacher collaboration in developing, marking and feedback on assessment tasks has driven increased consistency in judgement and an observable increase in student performance and aspiration.</p> <p>The challenges of remote learning in 2020 drove a stronger focus on student self-regulation and the use of technologies to deliver course work and activities that were supported by a school wide formative homework strategy. Coupled with activities for year groups and ongoing programs of support for Year 12 as a focus in 2020, this strategy has increased the repertoire of skills and approaches for students to self-regulate a stronger drive for success in course work. The feedback and reflection mechanisms increased dramatically and have increased student engagement and active effort in non-assessment based activity.</p> <p>The further development of Literacy and Numeracy performance was seen through increased activity within the subjects of English and Mathematics, focusing on skill development through ongoing diagnostic formative assessment strategies. These school based developed initiatives have provided both students and teachers with valuable feedback to guide both learning and teaching. In 2020 the school also took up the check in assessment hosted by the Department of Education that provided valuable</p>	<p>Faculty budgets to support teaching and learning programs are budgeted through the school's RAM Allocation.</p> <p>In 2020 the total funds expended to support engaging learners in all areas of the curriculum was \$79 210</p>

## **Progress towards achieving improvement measures**

insight into Gymea student performance in Literacy and Numeracy compared with a large sample across the state. The check-in assessment demonstrated strong improvements versus comparison to state sample as compared with the previous NAPLAN test data.

## 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.

### Improvement Measures

- Positive growth in student perception on elements of school connectedness.
- Improved trends in social and academic development, using wellbeing and resilience framework questionnaires.
- Increased student engagement observable through school referrals and welfare entries.
- evidence of student academic growth through measured improvement performance.

### Progress towards achieving improvement measures

- Process 1:**
- Development of a wellbeing curriculum that maps across the calendar year and across year groups.
  - Quality professional learning for teachers to build capacity to support student wellbeing needs.
  - Student voice opportunities in wellbeing that identifies relevant needs and sources of support and communication, while working towards a stronger culture of connectedness in the school.
  - Enhanced Positive Behaviour for Learning program that draws increases student involvement and school community citizenship.
  - Systems and processes to assist students in self regulating a growth mindset and enabling feedback for enhanced teacher and student learning.

Evaluation	Funds Expended (Resources)
<p>In 2020 the school undertook a new directions in enhancing student wellbeing given the challenges that COVID remote learning has posed. Student wellbeing data took on a more individualised approach than the broader themes that were previously collected driven by the significance of current events to ensure all students were cared for. With that, wellbeing programs were both individualised as well as cohort focused to meet the current needs of students. Those students with greater needs received increase intervention and monitoring while the issues of the current year aimed to bring ongoing support and connection for students. As a result, increased monitoring of all students through feedback mechanisms was created, intervention was timely where needed, and activities were conducted across year groups to enhance the social connection and positive mental health and engagement for all students. Smaller initiatives and clubs were established to gain increased student participation and drive in those activities that connected them to each other and there school.</p> <p>As a result, there was a significant increase in student engagement in school events and initiatives, stronger willingness and engagement of students in individualised support and a positive attendance pattern in most year groups across the school.</p> <p>The focus on student wellbeing has developed consistently throughout the three years on the school plan with the events of 2020 providing unique challenges and new ways forward that the school will continue to develop and refine. Increased use of technologies to monitor students, provide opportunities for student voice and enable feedback as a three way communication between staff, students and families has emerged throughout 2020 establishing strong opportunities for future improvements in enhancing student wellbeing.</p>	<p>The work and gains made in the area of student wellbeing are a result of staff good will and commitment to student development.</p> <p>\$2183 was expended to cover a variety of consumable goods used to help run the wellbeing activities for students.</p> <p>Staff commitment and student connectedness is allowing the school to enhance student wellbeing.</p>

## 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.

### Improvement Measures

- Student perception surveys highlighting learning activities enhanced by teacher professional learning.
- Increased staff confidence and engagement in sharing of teaching practice.
- Staff satisfaction feedback on all elements of professional learning organisation.

### Progress towards achieving improvement measures

**Process 1:**

- \* NESAA accreditation for all teachers supported through planned and relevant professional learning and activities.
- \* Using varied forms of feedback to direct teaching and learning which is developed as practice across all areas of the school through ongoing learning.
- \* A strong focus on assessments, literacy and wellbeing will guide the professional learning community activities of the school.

Evaluation	Funds Expended (Resources)
<p>In 2020, professional learning agendas changed quickly to support the remote learning models and the pedagogical directions that resulted. A strong focus on technologies, student wellbeing and formative assessment and feedback drove most of the professional learning that took on different modes of delivery given social distancing requirements.</p> <p>This area of formative assessment had grown through need but was enhanced through significant teacher and collaborative planning and development. Feedback in tasks has been strengthened through teacher learning and development with Moodle and Google Classroom. Collaborative development and understanding of quality formative tasks has increased significantly the setting of quality homework and engagement of students in completing formative tasks as homework.</p> <p>Within the faculties of English and Mathematics, significant time in collaborative professional learning has been undertaken to discuss formative feedback to guide teaching and learning to enhance skills in Literacy and Numeracy. Professional discussions and development of understanding in interpreting data linked to skill development in teaching and learning programs has been a major development driven by teacher professional learning.</p>	<p>Professional learning funds were used during 2020 to enable school based initiatives, external course attendance and online learning opportunities.</p> <p>Events of 2020 reduced the availability of external courses for staff. Online courses increased but with little to no cost.</p> <p>The expenditure to support this target in 2020 was \$6892.</p>

Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	\$78 667	<ul style="list-style-type: none"> <li>• Employment of a full time Aboriginal Education Officer.</li> <li>• Special events connecting community and celebrating culture.</li> <li>• Collaborative planning to support AEO in enhanced approach with supporting students.</li> </ul>
<b>English language proficiency</b>	\$49 002	<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>	\$129 485	<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 1 SLSO.</li> <li>• Case management approach and systems to support students with higher need and teachers in making accommodations in classrooms.</li> <li>• Piloting a Reading Development Program for selected students across the school.</li> </ul>
<b>Socio-economic background</b>	\$62 461	<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 spaces and technologies to support student learning.</li> <li>• Wellbeing initiatives and events to support student wellbeing and engagement.</li> </ul>
<b>Support for beginning teachers</b>	\$66 674	<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			
	2017	2018	2019	2020
Boys	355	348	352	362
Girls	257	263	287	290

### Student attendance profile

School				
Year	2017	2018	2019	2020
7	95.8	93.9	93.9	93.8
8	91.6	94	91	92.8
9	92.6	89.2	93.2	88.8
10	90.7	91.6	87.4	92
11	93.4	90.6	93.1	90.5
12	91.8	92.1	93.5	96.2
All Years	92.7	92	92.1	92.4

State DoE				
Year	2017	2018	2019	2020
7	92.7	91.8	91.2	92.1
8	90.5	89.3	88.6	90.1
9	89.1	87.7	87.2	89
10	87.3	86.1	85.5	87.7
11	88.2	86.6	86.6	88.2
12	90.1	89	88.6	90.4
All Years	89.6	88.4	88	89.6

NSW student attendance data in 2020 is not comparable to previous years due to the effects of the COVID-19 pandemic. The NSW Government encouraged students to learn from home, where possible, for a seven week period from 24 March to 22 May. During this period, schools monitored engagement with learning to determine whether students were marked present. This changed the attendance measure. There was also some evidence of varied marking practices as schools adjusted to the learning from home period, with some schools recording higher attendance rates while others recording markedly lower rates.

### Management of non-attendance

Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non-attendance.

## **Post school destinations**

<b>Proportion of students moving into post-school education, training or employment</b>	<b>Year 10 %</b>	<b>Year 11 %</b>	<b>Year 12 %</b>
Seeking Employment	0	1	0
Employment	3	8	14
TAFE entry	4	4	23
University Entry	0	0	57
Other	9	10	0
Unknown	0	6	6

## **Year 12 students undertaking vocational or trade training**

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26.50% of Year 12 students at Gymea Technology High School undertook vocational education and training in 2020.

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

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82.7% of all Year 12 students at Gymea Technology High School expected to complete Year 12 in 2020 received a Higher School Certificate or equivalent vocational education and training qualification.

# Workforce information

## Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	1
Head Teacher(s)	7
Classroom Teacher(s)	37
Learning and Support Teacher(s)	0.7
Teacher Librarian	1
School Counsellor	1
School Administration and Support Staff	10.28
Other Positions	1

\*Full Time Equivalent

## Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2020, 3.7% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

## Workforce ATSI

Staff type	Benchmark <sup>1</sup>	2020 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
School Support	3.30%	6.30%
Teachers	3.30%	2.80%

Note 1 - The NSW Public Sector Aboriginal Employment Strategy 2014-17 introduced an aspirational target of 1.8% by 2021 for each of the sector's salary bands. If the aspirational target of 1.8% is achieved in salary bands not currently at or above 1.8%, the cumulative representation of Aboriginal employees in the sector is expected to reach 3.3%.

Note 2 - Representation of diversity groups are calculated as the estimated number of staff in each group divided by the total number of staff. These statistics have been weighted to estimate the representation of diversity groups in the workforce, where diversity survey response rates were less than 100 per cent. The total number of staff is based on a headcount of permanent and temporary employees.

## Teacher qualifications

All casual, temporary and permanent teachers in NSW public schools must hold a NSW Department of Education approval to teach. Teachers with approval to teach must be accredited with the NSW Education Standards Authority, and hold a recognised teaching degree. All NSW teachers must hold a valid NSW Working With Children Check clearance.

## Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice. Professional learning includes five student-free School Development Days and induction programs for staff new to our school and/or system. These days are used to improve the capacity of teaching and non-teaching staff in line with school and Departmental priorities.

In 2020, an additional School Development Day was included at the start of Term 2 to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

# Financial information

## Financial summary

The information provided in the financial summary includes reporting from 1 January 2020 to 31 December 2020. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2020 Actual (\$)
<b>Opening Balance</b>	971,986
<b>Revenue</b>	8,027,352
Appropriation	7,678,561
Sale of Goods and Services	60,117
Grants and contributions	283,777
Investment income	2,215
Other revenue	2,683
<b>Expenses</b>	-7,989,560
Employee related	-7,039,170
Operating expenses	-950,390
<b>Surplus / deficit for the year</b>	37,792
<b>Closing Balance</b>	1,009,777

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.

## Financial summary - Equity loadings

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The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

	2020 Approved SBA (\$)
<b>Targeted Total</b>	75,285
<b>Equity Total</b>	319,625
Equity - Aboriginal	78,677
Equity - Socio-economic	62,461
Equity - Language	49,002
Equity - Disability	129,485
<b>Base Total</b>	6,849,664
Base - Per Capita	153,658
Base - Location	0
Base - Other	6,696,006
<b>Other Total</b>	313,329
<b>Grand Total</b>	7,557,903

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.

## 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.

The My School website provides detailed information and data for national literacy and numeracy testing. Go to [myschool.edu.au](http://myschool.edu.au) to access the school data.

### 2020 NAPLAN

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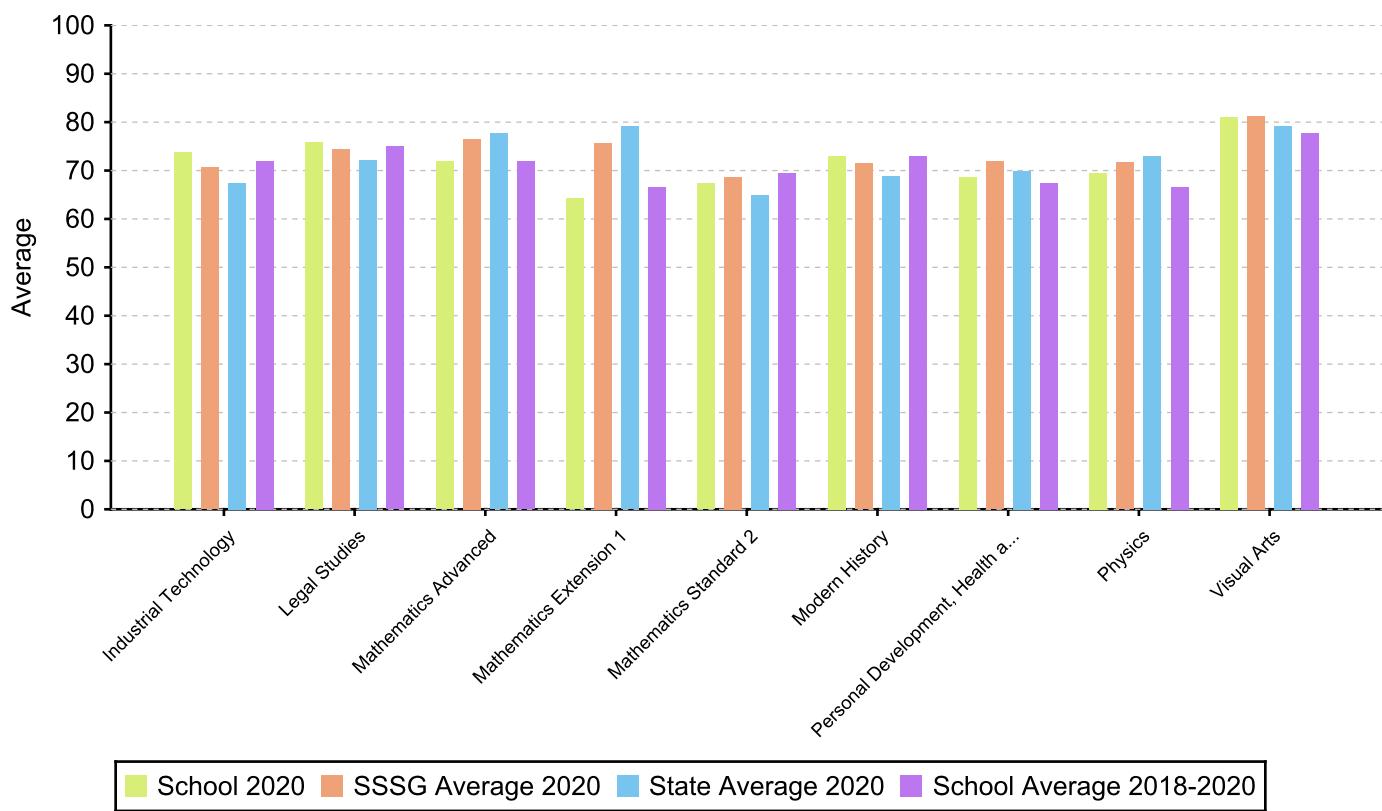
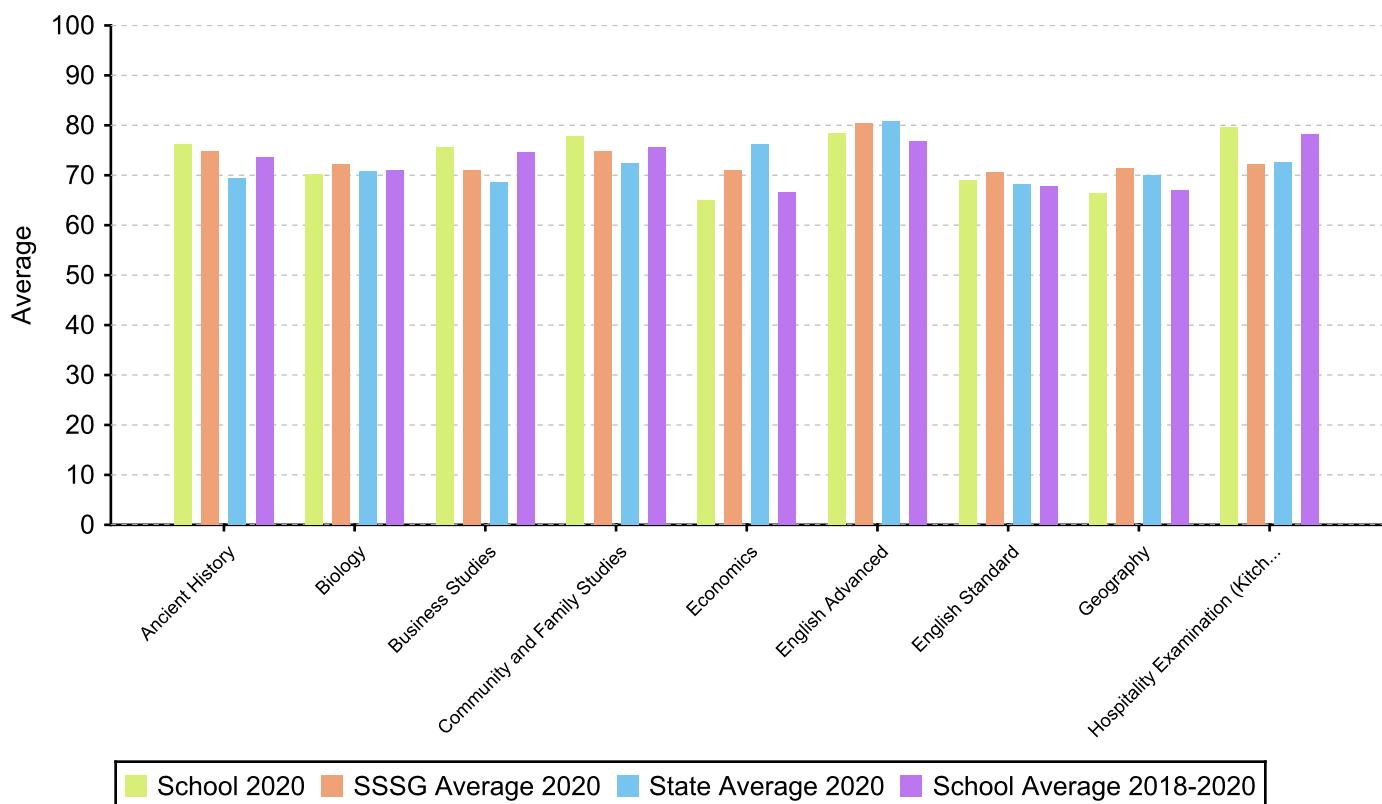
As agreed by the Education Council, the National Assessment Program (or NAPLAN) did not proceed in 2020 due to the COVID-19 pandemic. This was to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

The Education Council also agreed to defer the full transition to NAPLAN Online from 2021 to 2022 and the continuation of current NAPLAN governance arrangements through 2021.

# School performance - HSC

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

The information in this report must be consistent with privacy and personal information policies. Where there are fewer than 10 students in a course or subject, summary statistics or graphical representation of student performance is not available.



<b>Subject</b>	<b>School 2020</b>	<b>SSSG</b>	<b>State</b>	<b>School Average 2018-2020</b>
Ancient History	76.2	74.9	69.4	73.5
Biology	70.2	72.3	70.8	71.0
Business Studies	75.5	70.9	68.6	74.5
Community and Family Studies	77.8	74.8	72.4	75.5
Economics	65.0	71.0	76.1	66.7
English Advanced	78.3	80.4	80.8	76.8
English Standard	68.9	70.6	68.1	67.8
Geography	66.3	71.3	70.1	67.1
Hospitality Examination (Kitchen Operations and Cookery)	79.6	72.3	72.5	78.2
Industrial Technology	73.7	70.6	67.5	72.0
Legal Studies	75.8	74.4	72.1	75.0
Mathematics Advanced	71.9	76.5	77.7	71.9
Mathematics Extension 1	64.2	75.7	79.1	66.7
Mathematics Standard 2	67.3	68.7	64.9	69.5
Modern History	73.0	71.4	68.9	73.1
Personal Development, Health and Physical Education	68.7	71.9	69.9	67.4
Physics	69.5	71.7	73.0	66.6
Visual Arts	81.1	81.3	79.2	77.8

## Parent/caregiver, student, teacher satisfaction

The challenges of remote learning and COVID restrictions in 2020 prompted feedback from our school community in a very different way than we have undertaken before. The feedback sought and gathered has informed two general support directions. The first being student wellbeing and engagement in learning with very individualised questions. The second area drawing together ideas and approaches from the lessons we learned through the challenges with remote learning as possibilities that we can take forward to support student learning and communication in our school community.

We undertook surveys, quizzes and online tasks for students to complete at home and at school. Feedback in 2020 was focused on things such as:

**Wellbeing and engagement during remote learning.** This provided feedback on student wellbeing at home and their experiences with learning packages that formed part of their remote learning. The feedback that was combined with academic completion data guided the work for staff to individually connect with students by phone either directly or through their parents to provide support and direction and were also flagged for ongoing closer monitoring.

**Wellbeing and engagement upon return to school from remote learning.** This provided key information on students approach to learning with an increased blending of technology to their learning and carrying forward support to engage in increased self -regulatory ownership of their approach to academic achievement. The feedback also enabled individualised information of those students who needed one on one contact to discuss their sense of wellbeing and personal management for the challenges that the year and remote learning brought. Each student was given attention to discuss issues and further specialised support where needed.

**Student Progress and Reflection.** Students in junior year groups undertook a reflection on their progress and achievement at school at a few points in the second semester at school. These included reflection on achievement in assessment tasks, homework completion, merit awards and school attendance. The reflection was aimed at that students identifying pathways to improvement. The compilation of engagement and academic data was provided to parents in the way of a report with students reflection's included.

**Feedback from parents on student reporting and homework.** With new approaches undertaken during remote learning to improve communication on student achievement, possibilities to help improve that communication with parents about student engagement and academic progress were investigated. A strong response from families was gained on what they would like to see from student reports and the value of information beyond that of the formal semester reports.

Most valued information parents indicated was:

- The mark achieved in that subject.
- Indication on how the student achieved relative to other students.

Other valued information parents would like about their child:

- Descriptions on what the student could do to improve performance in assessments.
- Achievement of course outcomes.
- The student's preparedness and attitude to learning.
- Descriptions of how the student is working in class.
- Descriptions on how the student can sustain or do better with their learning.

Relative to other report criteria, these areas were least valued for reporting:

- A general comment about the student..
- Behaviour and effort in class.

This feedback from parents and students coupled with the way it was collected has provided great insights into the possibilities of not only our collection and engagement with such information, but also in developments the school can undertake to enhance communication and partnerships with families, focused on continually improving student wellbeing and performance at school.

# Policy requirements

## Aboriginal Education Policy

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The responsibility for enacting the Aboriginal Education Policy rests with all Departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings.

Evidence of effective implementation of the policy included:

- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
- Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.

## Anti-Racism Policy

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All teachers are responsible for supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. Principals are responsible for examining school practices and procedures to ensure they are consistent with the policy. All schools have an Anti-Racism Contact Officer who is trained to respond to concerns in relation to racism.

## Multicultural Education Policy

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Teachers address the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. Principals are responsible for ensuring that school policies, programs and practices respond to the cultural, linguistic and religious diversity of the school community, and provide opportunities that enable all students to achieve equitable education and social outcomes.