

2020 Annual Report

Glendale Technology High School



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Introduction

The Annual Report for 2020 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.

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Message from the principal

2020 was a challenging year for our school community as we faced together the impact of COVID-19 and the significant amount of change required to learn from home and in the online environment.

Staff moved swiftly to develop the online material for every class, new timetables and processes were developed to ensure students and families were not overwhelmed and kept up to date, and student wellbeing was closely monitored. Our strong collaboration between staff and the community shone as we continued with as many regular practices to enhance normality for our students and achieve so much through the challenging time.

Whilst the year was disrupted by a number of challenges, we all moved forward and became creative, innovative and engaged in different teaching styles to continue and provide high quality educational opportunities for our students.

Our curriculum review continued to ensure teaching and learning is responsive to the needs of our students and lead by research, we continued embedding of our strong pedagogical and behavioural culture within the school.

I am proud of this school community. They worked exceptionally well through a challenging year to ensure students remained the focus of our attention.

Anthony Angel

Principal

School vision

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

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 and participated in an external validation. 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. Every five years, our school undergoes an external validation process.

During the external validation process, an independent panel consisting of a Principal School Leadership and a peer principal considered our evidence and assessment of our school's progress against the School Excellence Framework.

Our self-assessment and the external validation 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/school-excellence>

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

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.

Improvement Measures

Increase in student engagement identifying that they are challenged through the Tell Them From Me by at least 9%

Increase the proportion of Aboriginal and Torres Strait Islander students in the top two NAPLAN bands for reading and numeracy by 30%

Increase the proportion of students in the top two NAPLAN bands by at least 8%

Overall summary of progress

With the introduction of AVID into the school we have seen a significant change in the explicit teaching of Writing, Inquiry, Collaboration, Organisation and Reading in all classrooms. Students are able to clearly articulate what they have learnt within the lesson and have a stronger understanding about what is required to demonstrate their learning success. The introduction of the LIT Crew to support a modelled, guided independent model across the school has enhanced the explicit teaching of literacy across the school.

Progress towards achieving improvement measures

Process 1: Future Focussed Learning

Teachers draw on professional research and collaborative practice of future focused learning strategies to support the improvement of technology focused pedagogical practices within the classroom.

Evaluation	Funds Expended (Resources)
The establishment of the LIT crew has seen the team draw on the expertise and experiences of other schools to develop a model for the explicit teaching of literacy. AVID Implementation Team have lead professional learning and monitored the embedding of the WICOR strategy into all teaching and learning programs	Staffing allocated to form smaller groups for Literacy Lessons to enable classes based on identified literacy needs Professional Learning in the use of the literacy progressions as a teaching tool for the LIT Crew Professional Learning Time for the AVID team to build staff understanding in WICOR

Process 2: Explicit Teaching

Teachers establish clear learning goals for students and provide feedback against established and communicated criteria.

Evaluation	Funds Expended (Resources)
Teaching and learning programs contain details of explicit teaching strategies across stages 4 and 5. Professional Learning in the development of Learning and Intentions and Success Criteria for all teachers takes place.	Purchase of Learning Intention and Success Criteria board for all rooms AVID Teachers lead PL in the

Progress towards achieving improvement measures

Learning Intention and Success Criteria boards located and utilised in every classroom.

development of Success Criteria and Learning Intentions

Time allocated to enhance teaching and learning programs so that they reflect clear indicators of success

Process 3: Data Analysis

Teachers trained in the use of a variety of data analysis techniques to drive planning and determine progress towards established student goals.

Evaluation	Funds Expended (Resources)
A review of assessment practices has identified the need to move towards competency based assessment to help build the stronger connection between what teaching and learning happens based on the knowledge and understanding of the students. The introduction of the informal tasks has helped students build a better understanding of their learning.	Time allocated to faculties to update assessment practices and schedules to include an informal and formal task Time to develop the tasks.

Process 4:

Evaluation	Funds Expended (Resources)
The LIT Crew commenced the use of PLAN 2 in monitoring students demonstrating indicators within the Literacy Progressions. Class groups were allocated based on student literacy data and teaching and learning practices evolved around the identified needs of the students through the PLAN 2 monitoring.	Release time for staff to attend Professional Learning around using data from PLAN 2

Next Steps

In moving forward and after the completion of External Validation the school needs to further embed the current practices in all classrooms. Some teachers have taken on board the new methods into their classrooms, however, there is the need to further support to build the confidence in all teachers engaging in the methodology within their own classrooms.

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.

Improvement Measures

- Greater than a 9% reduction in the number of warning letters for not completing tasks.
- An increase of greater than 9% of students achieving at or above their expected growth.
- Student engagement identified through an increase in attendance greater than 3% across the whole school.

Overall summary of progress

Student engagement monitored through the identified improvement measures of attendance and warning letters for the completion of work has been interrupted by COVID in 2020. The school was on track in achieving these improvement measures prior to 2020. The establishment of Senior Support Plans and students working collaboratively with teachers to set individual goals increased connection with the school and saw an increase in the number of students gaining School Based Apprenticeships and Traineeships.

Progress towards achieving improvement measures

Process 1: Collaborative Practice

Teachers collaboratively develop learning strategies which foster a desire for learning through encouraging students to find solutions to real world problems.

Evaluation	Funds Expended (Resources)
A Collaborative, Learning and Planning program established in which all staff worked in small groups to plan together, evaluate each others lessons and then reflect on their evaluations. Have a consistent theme of AVID Strategies allowed each group to be support with an expert to enhance their confidence to take AVID strategies into their own classroom.	Released Time for teachers to work collaboratively with peers in their planning and evaluation

Process 2: Supportive Learning Culture

Teachers establish a supportive learning culture for students to ensure a continuity of learning which is challenging and maximises learning.

Evaluation	Funds Expended (Resources)
The establishment of the Alternate Learning Class has enabled a supportive learning environment for students focussed on career progression. The class successfully had 100% of students enrolled within the program seek fulltime apprenticeships or employment.	Staffing to fund a full time teacher for the Alternate Learning Class

Process 3: Learning Goals

Teachers work with students to develop learning goals which prioritise their identified knowledge, understanding and skills.

Evaluation	Funds Expended (Resources)
All students in Years 10 through to 12 now have a Senior Support Plan which	Released Time for teachers to work

Progress towards achieving improvement measures

is communicated to all families and teachers.

Teachers have been supported in the use of these plans to help with lesson planning in Stage 6 classes and has supported teaching and learning to be responsive to the needs of students.

collaboratively with students to create learning goals.

Next Steps

In moving forward we need to refine the record keeping practices connected to collaborative planning and further enhance the use of the student develop goals in all communication.

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.

Improvement Measures

Increase by 10% the percentage of students that value learning as identified by through Tell Them From Me survey.

Increase by 12% the number of students completing the HSC, transitioning into Cert III, or above training/education post year 10.

Overall summary of progress

The School redirected its focus within this Strategic Direction and moved towards maintain positive relationships built on a foundation of strong values. The school implemented a strategies to support classroom teachers manage low level behaviours and ensure consistency in the language used in every classroom. Using personal best and associated values in encouraging students to achieve personal growth. The implementation of the Glendale Way for all staff and students enhances a strong pedagogical and behavioural culture.

Progress towards achieving improvement measures

Process 1: Supportive, positive, individual and encouraging practices to support students and staff achieve their personal goals.

Evaluation	Funds Expended (Resources)
A review of the Learning and Support Team and Wellbeing Team enabled a stronger focus on ensuring every student was known valued and cared. This enabled stronger monitoring of student wellbeing and better tracking of resources and programs that students are engaged.	Time allocated for planning and the development of tracking tools.
Adjustments to the student leadership model, providing a stronger voice and a clearer understanding of how the students and staff connect together	

Process 2: Student Voice strongly evident connecting students stronger to the school community, university and employment.

Evaluation	Funds Expended (Resources)
With the implementation of the Alternate Learning Class and a greater focus on tracking student career aspirations through the Senior Support Plans has allowed a stronger connection between the school and local industry.	Funding to support School to Work programs Time allocated for Senior Support Plan Reviews.
Introduction of a careers speed expo for students in Stage 5 to expose them to a wider variety of career options has enhanced student aspirations.	
Regular review meetings connected with the Senior Support Plans enables greater monitoring students are engaging with community based projects that are offered.	

Process 3: Growth Mindset evident in all our words and actions better preparing students for a challenging world.

Evaluation	Funds Expended (Resources)
The school reviewed its direction with Growth Mindset and move towards a	Release time for staff to attend Pivotal

Progress towards achieving improvement measures

pathway of maintaining relationships between students and staff through the use of restorative justice practices. The school implemented the Glendale Way which is a new behaviour strategy around focusing on your personal best and associated values.

Training

Professional Learning for all staff in restorative processes and pivotal

Next Steps

The school will continue to enhance its connections with local industry and look to formalising partnerships. Expanding student exposure to career options into Stage 4 through the utilisation of previous students as guest speakers within classrooms.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	Employment of Aboriginal Education Officer	The Aboriginal education Officer has engaged with students and families positively and helped with the connection to school. Students have participated in a range of cultural programs including Yidaki Program, I-Believe and commenced the creation of a bush tucker garden.
English language proficiency	Employment of a Bilingual SLSO and an EALD teacher	With an increase in the number of students from non-English speaking backgrounds as required greater support to connect with the school. The EALD teacher has supported staff with the use of various communication applications, helped the students break down class tasks and connect with the school.
Low level adjustment for disability	Student Learning Support Officers to support a variety of programs operating across the school including M2L program, Minute Mastery, Multi Lit, LIT Crew and MacLIT	<p>The school continues to see growth with the M2L program and student attendance and engagement with school increasing.</p> <p>The inclusion of the LIT Crew and explicit literacy lessons has enabled students to build their confidence with literacy and better connect within their classrooms.</p> <p>Withdrawal programs have supported students to demonstrate foundation skills with automaticity</p>

Student information

Student enrolment profile

Students	Enrolments			
	2017	2018	2019	2020
Boys	423	420	400	409
Girls	373	359	374	390

Student attendance profile

School				
Year	2017	2018	2019	2020
7	91.5	87.3	89.1	89.4
8	87.8	87.1	85.9	87
9	83	81.9	85.1	85.5
10	85.4	80.2	75.3	85.3
11	79.2	81.3	77.9	77.6
12	82.9	82.2	86.9	86.5
All Years	85.4	83.6	83.8	85.7
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

Proportion of students moving into post-school education, training or employment	Year 10 %	Year 11 %	Year 12 %
Seeking Employment	0	5	0
Employment	15	6	30
TAFE entry	4	3	12
University Entry	0	0	51
Other	1	0	5
Unknown	0	4	2

Year 12 students undertaking vocational or trade training

47.83% of Year 12 students at Glendale Technology High School undertook vocational education and training in 2020.

Year 12 students attaining HSC or equivalent vocational education qualification

94.4% of all Year 12 students at Glendale 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)	2
Head Teacher(s)	9
Classroom Teacher(s)	47.5
Learning and Support Teacher(s)	1.9
Teacher Librarian	1
School Counsellor	2
School Administration and Support Staff	17.48
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 ¹	2020 Aboriginal and/or Torres Strait Islander representation ²
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 (\$)
Opening Balance	2,333,478
Revenue	11,441,975
Appropriation	11,294,828
Sale of Goods and Services	45,511
Grants and contributions	98,534
Investment income	2,903
Other revenue	199
Expenses	-11,844,363
Employee related	-10,706,735
Operating expenses	-1,137,628
Surplus / deficit for the year	-402,388
Closing Balance	1,931,090

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

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

	2020 Approved SBA (\$)
Targeted Total	114,623
Equity Total	1,235,804
Equity - Aboriginal	115,230
Equity - Socio-economic	785,611
Equity - Language	19,637
Equity - Disability	315,326
Base Total	9,139,910
Base - Per Capita	190,715
Base - Location	0
Base - Other	8,949,195
Other Total	520,293
Grand Total	11,010,630

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 to access the school data.

2020 NAPLAN

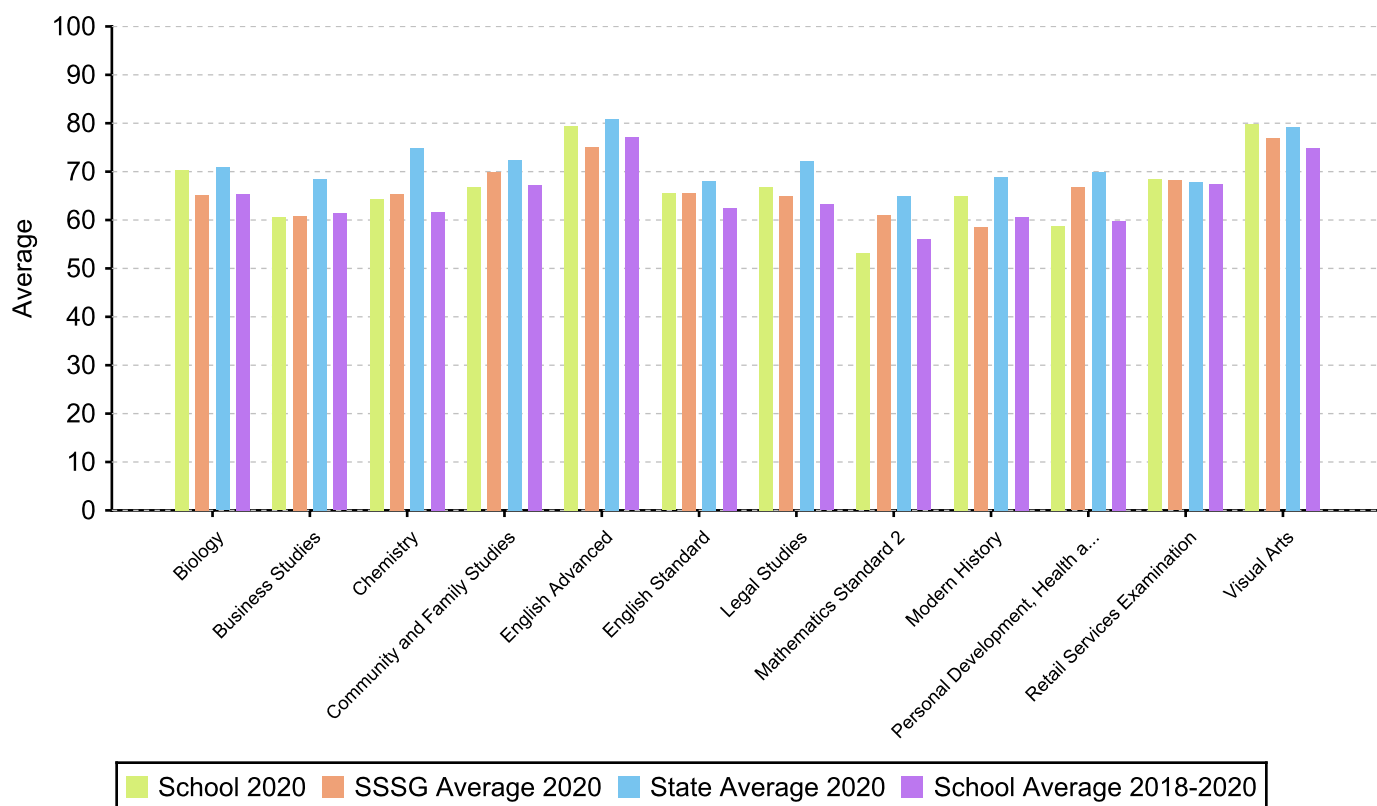
As agreed by the Education Council, the National Assessment Program (or NAPLAN) did not proceed in 2020 due to the COVID-19 pandemic. This was to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

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.



Subject	School 2020	SSSG	State	School Average 2018-2020
Biology	70.4	65.1	70.8	65.3
Business Studies	60.5	60.9	68.6	61.3
Chemistry	64.3	65.4	74.8	61.6
Community and Family Studies	66.8	69.9	72.4	67.3
English Advanced	79.4	75.1	80.8	77.1
English Standard	65.5	65.6	68.1	62.6
Legal Studies	66.9	65.0	72.1	63.2
Mathematics Standard 2	53.1	61.1	64.9	56.0
Modern History	65.0	58.5	68.9	60.6
Personal Development, Health and Physical Education	58.7	66.7	69.9	59.9
Retail Services Examination	68.5	68.2	67.9	67.4
Visual Arts	79.8	76.9	79.2	74.9

In 2020 the school achieved a significant increase in the proportion of students in the top 3 bands.

Parent/caregiver, student, teacher satisfaction

The school collects parent/caregiver, student and teacher satisfaction through the Tell Them From Me survey. Parents also demonstrate their satisfaction through engagement with the schools many activities and many positive comments on the school's Facebook page. Through the Tell Them From Me survey, students demonstrated that they have a sense of belonging and feel that they have advocates at school. The school in 2020 received many positive comments of support from parents and community.



Policy requirements

Aboriginal Education Policy

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

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

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.