

2021 Annual Report

Glendale Technology High School



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Introduction

The Annual Report for 2021 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 Strategic Improvement 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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School vision

Creating a supportive culture of excellence through innovation, high expectations and strong community partnerships.

School context

Glendale Technology High School is a comprehensive high school situated on a main distributor on the northern end of Lake Macquarie. It has a strong Special Education Unit consisting of 1 ED Class, 5 MC classes and 1 IO Class. The school has a 13% population of Aboriginal students and 1% from an EALD background. The school has a mix of experienced and early career teachers, with a ratio of 6%. The school has a strong focus on improving students individual determination. The school has strong partnerships with its community of schools, (IILA) Inspiration Innovation Learning Alliance.

The school has strong vocational education programs linked to many local businesses and employment agencies supported through a Career and Transition Team. The school currently has 22 students engaged in School Based Apprenticeships and delivers an extensive Work Experience program for Year 10 students. This results in a retention rate of 51% as students move from Year 7 to 12.

The majority of the school's equity funding will be used to support initiatives developed in the 2021-2024 Strategic Improvement Plan. Some funds will be used to support other activities not embedded in this plan.

The school has undergone an extensive curriculum review to address rising concerns around student engagement and attendance. This led to the development of student driven model across Stage 5, linked explicitly to the competencies embedded within syllabi. This will be enhanced with the introduction of competency based assessment and the utilisation of student data against competencies to drive individual determination.

The school is committed to continually improving effective classroom practices with staff professional learning being the key to ensuring this. This learning will ensure that both literacy and numeracy achievement can be enhanced through improved data collection, analysis and use which underpins our belief in individualised and differentiated learning. The school will also introduce and refine the Pivotal Behaviour Management process and develop a consistent Glendale Way in classroom management and expectations.

Foundations for students to achieve success the school will build strong, quality connections with its community. This includes working closely with students, local employers, parents and supporting the continuum of learning as students move from Kindergarten through to Year 12. These strong connections will keep students engaged in their education, raise their aspirations to achieve their personal best and ensure they have a strong sense of belonging.

There will also be a focus on Higher School Certificate performance including staff professional learning around deeper analysis and use of data to develop both individual and group support programs. This will include the introduction of a vocational class to enhance engagement at school and better prepare students for the workforce.

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 Strategic Improvement Plan and annual report.

Our self-assessment process will assist the school to refine our Strategic Improvement 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	2021 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	Sustaining and Growing
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	Sustaining and Growing

Strategic Direction 1: Student growth and attainment

Purpose

To maximise student growth there is a strong need for both staff and students to ensure an understanding of student current progress and what is needed to attain their highest personal achievement. This will be achieved through enhancing staff understanding of the literacy and numeracy progressions and associated available data and monitoring practices to assist the development of responsive teaching and learning programs and activities for identified areas of improvement.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Evidence Driven Practice

Resources allocated to this strategic direction

Socio-economic background: \$72,500.00

Summary of progress

Our goal for 2021 was to embed the use of the literacy progressions within the Teaching and Learning programs and the strong use of data driven practices to support explicit T & L across the school and learning community. Professional dialogue and learning on teaching reading strategies was drawn from evidence practices in faculty groups and across our learning community. As internal and external data did not align showing equivalent student achievement a new initiative, the Guided Pathway to Success (GPS), will be implemented from the start of 2022 to enhance student individual determination and support better alignment of internal and external data.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
The proportion of students achieving expected growth for numeracy to be at or above the school's system-negotiated annual trajectory target of 60.4%.	The percentage of students achieving expected growth in numeracy decreased to 40.18% indicating progress yet to be seen toward the lower bound target.
The proportion of students achieving expected growth for reading to be at or above the school's system-negotiated annual trajectory target of 53%.	The percentage of students achieving expected growth in reading decreased to 41.3% indicating progress yet to be seen toward the lower bound target.
The proportion of students achieving in the top 2 bands for reading to be at or above the school's system-negotiated annual trajectory target of 16.5%.	9.6% of students are now in the top two skill bands (NAPLAN) for reading, indicating progress yet to be seen toward the annual progress measure.
The proportion of students achieving in the top 2 bands for numeracy to be at or above the school's system-negotiated annual trajectory target of 16%.	8.33% of students are now in the top two skill bands (NAPLAN) for numeracy, indicating progress yet to be seen toward the annual progress measure.
The school working towards demonstrating across classrooms the School Excellence Framework element, Data Skills and Use, as sustaining and growing when measured against the	Self-assessment against the School Excellence framework shows the school currently performing at delivering in the element of data skills and use.

Strategic Direction 2: Strong Quality Connections

Purpose

To provide the foundations for students to achieve success the school must have strong, quality connections with its community. This includes working closely with students, local employers, parents and supporting the continuum of learning as students move from Kindergarten through to Year 12. These strong connections will keep students engaged in their education, raise their aspirations to achieve their personal best and ensure they have a strong sense of belonging.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Community engagement and collaboration
- All students known, valued and cared for

Resources allocated to this strategic direction

Socio-economic background: \$558,000.00

Professional learning: \$64,000.00

Aboriginal background: \$142,000.00

Summary of progress

Our focus for 2021 was to establish programs to support students. Across the areas of focus in attendance, wellbeing and Aboriginal students, many initiatives and interventions have been undertaken throughout the year. The Alternate Learning Class for Year 11 students successfully created transition to work plans for students and led to 80% of students moving into apprenticeships, full time work or further study. The Learning and Support Team has successfully introduced new procedures and oversaw 21 wellbeing programs which have been run throughout the year and these have catered to over 150 students. Learning and Support Teachers identified students for explicit literacy and numeracy programs and monitored these. In addition to this, 4 significant Aboriginal cultural activities have been introduced. Overall attendance at the school continues to be of a major focus for further actions and interventions.

Next year in this initiative we will work to ensure the development of baseline data to identify students who require intervention, and that clear goals are set for individual students who enter programs. This will ensure that an effective evaluation of purpose and delivery of programs occurs, in a timely manner. Additionally, improving communication, publishing data and providing feedback will assist all staff in supporting the philosophy and success of the programs with students.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
The proportion of students attending more than 90% to at or above the system-negotiated annual trajectory of 52.4%.	The percentage of students attending more than 90% fell to 46.46% indicating progress yet to be seen toward the lower bound target.
The proportion of Aboriginal students completing the HSC while maintain their cultural identity to be trending toward the Principal Network based annual target increase of 17.1%.	The percentage of Aboriginal students completing the HSC met the school based target of 63% with an increase of 1.62% and be supporting the Principal network target of 17%..
The proportion of students reporting positive wellbeing through the Tell Them From Me survey to be at or above the system-negotiated trajectory of 56%.	The percentage of students reporting positive wellbeing through the Tell Them From Me survey was at 56.08% indicating progress toward the lower bound target.

<p>The proportion of HSC students achieving in the top 3 bands to be at or above the system-negotiated trajectory of 40%.</p>	<p>The proportion of HSC students achieving the top 3 bands has risen to 42.06% indicating progress beyond the lower bound target.</p>
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Strategic Direction 3: Quality Teaching

Purpose

Expanding innovative teaching practices across the school through focussing on connecting students to their learning and real world experiences will improve quality teaching. Quality teaching and learning occur in tandem and increase student engagement and attendance.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- The Glendale Way
- Innovative Teaching Practices

Resources allocated to this strategic direction

Socio-economic background: \$156,500.00

Professional learning: \$104,000.00

Low level adjustment for disability: \$144,000.00

Summary of progress

Our goal for 2021 was to increase staff skills and knowledge of effective quality teaching and evidence-based teaching methods to engage students and increase student achievement. With a focus on AVID and WICOR strategies and competency-based learning strategies our goal was to support all students to achieve success at school.

Through the delivery of targeted professional learning and with a focus on staff collaboration, we aimed to improve teacher knowledge and skills to ensure that students were supported in high-quality teaching and learning experiences. We have created a consistent approach to explicit direct instruction and student and staff relationships through our 'Glendale Way' and non-negotiables.

To support students at varying levels of achievement, we have engaged them in programs such as Motivated to Learn, Explicit Literacy and Numeracy and AVID.

In 2022, we will continue to professionally develop our staff in competency-based learning with a focus on real world connections, differentiation and authentic assessment.

We will also engage staff in continued professional learning of high efficacy teaching strategies to ensure student engagement and meets the needs of all students. Through our staff collaboration processes, we will focus on the quality of staff feedback and reflection to improve the teaching and learning experiences.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
All classrooms and teachers demonstrating evidence of sustaining and growing against the School Excellence Framework in the element of Curriculum.	Self-assessment against the School Excellence Framework shows the school currently performing at sustaining and growing in the element of curriculum and has remained at sustaining and growing.
All classrooms and teachers demonstrating evidence of sustaining and growing against the School Excellence Framework in the element of Learning Culture.	Self-assessment against the School Excellence Framework shows the school currently performing at sustaining and growing in the element of Learning Culture and has remained at sustaining and growing.

Funding sources	Impact achieved this year
<p>Refugee Student Support</p> <p>\$1,700.00</p>	<p>Refugee student support funding is provided to support students from refugee backgrounds who have been enrolled in an Australian school for less than three years.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employment of additional staff for targeted student support <p>The allocation of this funding has resulted in: The employment of a bilingual SLSO to support students engage in the learning when struggling with language barriers</p> <p>After evaluation, the next steps to support our students with this funding will be: This support has been identified by the community as a positive addition and resulted in an increase in students from EALD background. The support has assisted with enrolment interviews and connected with families from EALD backgrounds.</p>
<p>Integration funding support</p> <p>\$126,000.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Glendale Technology High School in mainstream classes who require moderate to high levels of adjustment.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • additional staffing to assist students with additional learning needs • employment of staff to provide additional support for students who have high-level learning needs <p>The allocation of this funding has resulted in: The employment of SLSOs has enabled greater in-class support. The extra support within the classroom has increased parental communication, enabled the utilisation of MACLIT within the classroom to improve literacy results and assisted with the social connections between students</p> <p>After evaluation, the next steps to support our students with this funding will be: After review the need to look at utilising the SLSOs to support engagement programs external to the classroom. Considering programs including interested based programs to enhance engagement, including bike repairs, personal grooming, etc.</p>
<p>Socio-economic background</p> <p>\$928,000.00</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Glendale Technology High School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Evidence Driven Practice • Community engagement and collaboration • All students known, valued and cared for • The Glendale Way • Innovative Teaching Practices

<p>Socio-economic background</p> <p>\$928,000.00</p>	<ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • additional staffing to implement Work Ready Program to support identified students with additional needs • additional staffing to implement Student Support Program to support identified students with additional needs • supplementation of extra-curricular activities • engage with external providers to support student engagement and retention • professional development of staff through IILA to support student learning • professional development of staff through AVID to support student learning • providing students without economic support for educational materials, uniform, equipment and other items <p>The allocation of this funding has resulted in: Student engagement has increased as identified by student attendance and reduced negative incidents. Increased staff knowledge to support the explicit teaching of reading. Explicit teaching of writing, inquiry, collaboration, organisational skills and reading as the key components of AVID Greater suite of programs available both within the school and external to the school to support students with complex needs Increased collaborations across the community of schools Establishment of Alternate Learning class to support Stage 6 students engage in work ready programs</p> <p>After evaluation, the next steps to support our students with this funding will be: After the valuation of the progress in 2021 in 2022 we will be looking to programs to increase student accountability for their own learning and focus more on individual determination. This is a strong component of the AVID program that has not been a focus. We will strengthen the literacy progression as students move across our learning community utilising the AP Curriculum and Instruction roles to support the professional learning and explicit teaching of reading within all classrooms across the community of schools utilising consistent language to support secondary growth.. 2021 allow the connection with a range of external program providers to support students and has enabled the learning and development of the programs to be run by existing internal staff.</p>
<p>Aboriginal background</p> <p>\$142,000.00</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Glendale Technology High School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • All students known, valued and cared for <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • community consultation and engagement to support the development of cultural competency • employment of specialist additional staff (SLSO) to support Aboriginal students • employment of specialist additional staff (AEO) to support Aboriginal students • employment of additional teacher to work as a full-time Literacy and Numeracy mentor with students performing below the expected stage level <p>The allocation of this funding has resulted in: Aboriginal student targets have already been met in 2021. Student</p>

<p>Aboriginal background</p> <p>\$142,000.00</p>	<p>attendance and engagement has increased significantly and community satisfaction and participation is at a record high. The school in 2021 saw the first time in its history Aboriginal students perform in front of the community. They led the development of cultural activities across the community of schools. We also saw the highest number of Aboriginal students gain school based apprenticeships, supporting the completion rate of the HSC.</p> <p>After evaluation, the next steps to support our students with this funding will be: In 2022, the programs have been embedded to continue. The need for further expansion of the available SBATs and increased engagement of female students through a more targeted approach to girls would support the female attendance rates and engagement. We will see the expansion of the SLSO employment to increase inclass support.</p>
<p>English language proficiency</p> <p>\$69,000.00</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Glendale Technology High School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional staff to support delivery of targeted initiatives <p>The allocation of this funding has resulted in: Increased enrollments of EALD students as community confidence increased and the increased understanding of staff how to engage with students with low English language ability.</p> <p>After evaluation, the next steps to support our students with this funding will be: In 2022 there is the need to greater support for staff to differentiate the learning within their classroom to support EALD students. Community and student confidence to engage with the school needs to continue to be a focus. Staff will be provided professional learning to support how to differentiate learning to support students from an EALD background.</p>
<p>Low level adjustment for disability</p> <p>\$333,000.00</p>	<p>Low level adjustment for disability equity loading provides support for students at Glendale Technology High School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Innovative Teaching Practices • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • targeted students are provided with an evidence-based intervention MACLIT to increase learning outcomes • engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting <p>The allocation of this funding has resulted in: Identified students with low literacy ability have been supported through the MACLIT program. Data collected through the program and supported by student progression against the literacy progressions is demonstrating a strong growth in the area of reading. Increased engagement within the classroom as students struggling a range of needs are assisted to engage in learning with the classroom.</p> <p>After evaluation, the next steps to support our students with this</p>

<p>Low level adjustment for disability</p> <p>\$333,000.00</p>	<p>funding will be: An evaluation of the program costing against the number of students engaged in the program was identified as a concern. In 2022 the program will have an increase in the number of students engaging in the program. MACLIT is providing strong program based data and triangulated against teacher identified literacy progression data. Inclass targeted support identified by the Learning and Support Team has seen an increase in class confidence and attendance. The limited allocation to this area will need to be increased in 2022 due to the increasing demand for students with mental health needs and inability to engage in learning within the classroom.</p>
<p>Professional learning</p> <p>\$168,000.00</p>	<p>Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy at Glendale Technology High School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Community engagement and collaboration • All students known, valued and cared for • The Glendale Way • Innovative Teaching Practices <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Engaging in external programs to support cultural leadership and engagement with Aboriginal students • engaging a specialist teacher to unpack evidence-based approaches to teaching writing and explore modelled, interactive, guided and independent writing • Engaging in external programs to support the delivery of AVID <p>The allocation of this funding has resulted in: Staff participation in the Stronger Smarter program to build cultural leadership capacity with executive staff. Increased connection with executive staff across the community of schools to build knowledge and understanding of schools data and use of PLAN2 Increased staff confidence in the explicit teaching of writing, inquiry, collaboration, organisational skills and reading beyond the AVID classes and across the school</p> <p>After evaluation, the next steps to support our students with this funding will be: Increased capacity to bring schools together to improve the language consistency in the explicit teaching of reading will be a strong focus in 2022. Better use of new allocated positions within the primary settings will allow for this.. AVID continues to grow and is starting to see an impact on all classrooms across the school in particular the use of collaborative learning strategies utilised by Stage 6 students. Confidence in the use of PLAN2 is increasing with the need to further expand its use in the design of specific tasks linked to monitor student progress against the literacy progressions,</p>
<p>School support allocation (principal support)</p> <p>\$42,000.00</p>	<p>School support allocation funding is provided to support the principal at Glendale Technology High School with administrative duties and reduce the administrative workload.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Employment of Business Manager to support the completion of administrative tasks.

<p>School support allocation (principal support)</p> <p>\$42,000.00</p>	<p>The allocation of this funding has resulted in: Having the administrative support for WHS compliance and financial management has enabled a stronger focus on leading teaching and learning. Improvements in leading professional learning and staff improvements.</p> <p>After evaluation, the next steps to support our students with this funding will be: This role will continue into 2022 with the expansion to include a greater focus on school planning and documentation.</p>
<p>Flexible Funding for Wellbeing Services</p> <p>\$20,000.00</p>	<p>The flexible funding for wellbeing services allocation is provided to support student wellbeing at Glendale Technology High School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • employment of Student Support Officer to support the Learning Support Team in the implementation of engagement programs and the evaluation of school based data <p>The allocation of this funding has resulted in: Funding has seen the development of communication tools for families to assist in the connection with external supports. The strategies are now utilised across the Lake Macquarie Network and our employed SSO has been engaged external to the school.</p> <p>After evaluation, the next steps to support our students with this funding will be: In 2022 this role will be expanded with the permanent employment of the SSO. The allocated funding will be redirected to other initiatives across the school.</p>
<p>COVID ILSP</p> <p>\$471,000.00</p>	<p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2021.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employment of teachers/educators to deliver small group tuition • employing/releasing staff to coordinate the program <p>The allocation of this funding has resulted in: The implementation of two methods of delivery. In 2021 we approach numeracy support with students working in small groups within the classroom. Literacy was supported through small group withdrawal. A stronger understand of the literacy progressions across the school as tutors are based in all KLA staffrooms and able to share the knowledge that they have built through the constant reporting against the literacy and numeracy progressions.</p> <p>After evaluation, the next steps to support our students with this funding will be: Numeracy approach resulted in stronger improvement in students and other benefits including greater engagement by other students not within the program, and stronger identified connection between the work the tutor was providing and the classroom teacher. In 2022 both literacy and numeracy will take the approach of working within the classroom. A structure meeting</p>

<p>COVID ILSP</p> <p>\$471,000.00</p>	<p>time for all tutors will be implemented to allow further professional learning and build the capacity for consistent teacher judgement against the progressions.</p>
<p>Per capita</p> <p>\$153,000.00</p>	<p>These funds have been used to support improved outcomes and the achievements of staff and students at Glendale Technology High School</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • Employment of additional staffing in the role of Deputy Principal to support increased instructional leadership. <p>The allocation of this funding has resulted in:</p> <p>The role has enabled stronger connections with families, increased monitoring of student progress and increased access to classrooms by executive to provide instructional leadership.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>The role has enabled the smooth addition of extra special education classes and greater connections with students and community. In 2022 the role will continue with a greater focus on supporting teachers understanding of differentiation and students individual determination.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	420	400	409	392
Girls	359	374	390	376

Student attendance profile

School				
Year	2018	2019	2020	2021
7	87.3	89.1	89.4	86.9
8	87.1	85.9	87	81.9
9	81.9	85.1	85.5	82.2
10	80.2	75.3	85.3	79.5
11	81.3	77.9	77.6	77.8
12	82.2	86.9	86.5	85.8
All Years	83.6	83.8	85.7	82.1
State DoE				
Year	2018	2019	2020	2021
7	91.8	91.2	92.1	89.7
8	89.3	88.6	90.1	86.7
9	87.7	87.2	89	84.9
10	86.1	85.5	87.7	83.3
11	86.6	86.6	88.2	83.6
12	89	88.6	90.4	87
All Years	88.4	88	89.6	85.9

Attendance

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 2020. 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.

Attendance figures in 2021 were calculated differently to align with the third edition of ACARA's National Standards for Student Attendance Data and Reporting. Changes include treating partial absences over 120 minutes as a half day absence (instead of their actual value, calculated as a proportion of a nominal 6-hour day) and covers all weeks during Semester 1. Prior to 2021, the final week of Term 2 was excluded.

Furthermore, the Department implemented an automated attendance feed (AAF) system in Semester 1 2021. AAF transfers data automatically from third-party attendance management systems to the Department's centralised data warehouse every night. The AAF has significantly improved data quality in 2021, which has affected data comparability

with previous years.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2021, COVID-19 continued to affect student attendance. Analysis of attendance codes showed a change in the structure of absence reasons in 2021.

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	3	1	18
Employment	28	38	21
TAFE entry	21	7	16
University Entry	0	1	37
Other	45	17	9
Unknown	3	9	0

Year 12 students undertaking vocational or trade training

50.00% of Year 12 students at Glendale Technology High School undertook vocational education and training in 2021.

Year 12 students attaining HSC or equivalent vocational education qualification

100% of all Year 12 students at Glendale Technology High School expected to complete Year 12 in 2021 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)	47.6
Learning and Support Teacher(s)	1.9
Teacher Librarian	1
Teacher ESL	0.2
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 2021, 4.3% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

Workforce ATSI

Staff type	Benchmark ¹	2021 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	4.40%
Teachers	3.30%	3.20%

Note 1 - The NSW Public Sector Aboriginal Employment Strategy 2019-2025 takes a career pathway approach in that it sets an ambitious target of 3% Aboriginal employment at each non-executive grade of the public sector by 2025.

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.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2021 to 31 December 2021. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2021 Actual (\$)
Opening Balance	1,931,090
Revenue	12,335,853
Appropriation	12,112,423
Sale of Goods and Services	26,189
Grants and contributions	184,672
Investment income	1,088
Other revenue	11,481
Expenses	-13,642,735
Employee related	-11,659,284
Operating expenses	-1,983,451
Surplus / deficit for the year	-1,306,882
Closing Balance	624,207

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.

	2021 SBAR Adjustments (\$)
Targeted Total	184,488
Equity Total	1,312,865
Equity - Aboriginal	137,853
Equity - Socio-economic	784,420
Equity - Language	70,071
Equity - Disability	320,521
Base Total	9,275,585
Base - Per Capita	204,924
Base - Location	0
Base - Other	9,070,661
Other Total	588,879
Grand Total	11,361,817

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

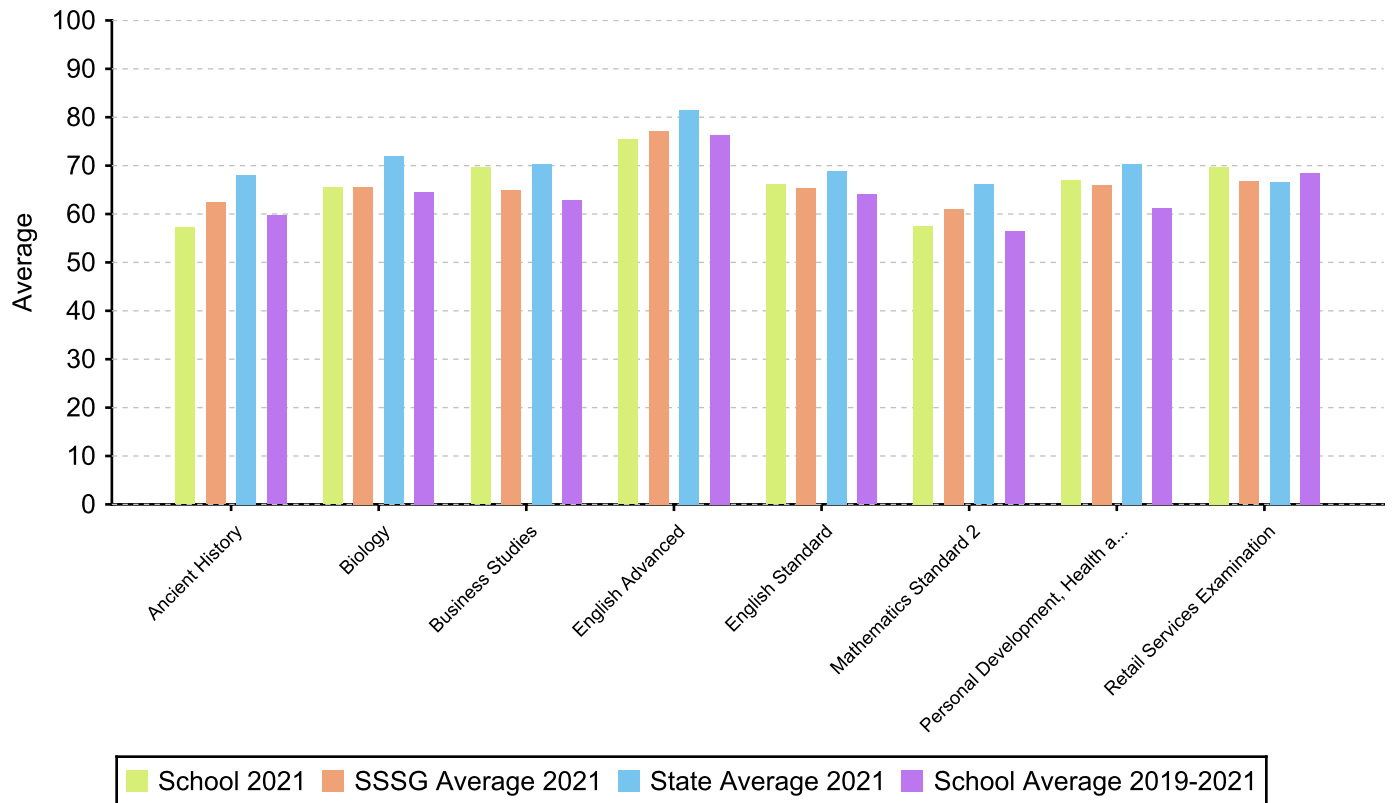
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

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.

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 2021	SSSG	State	School Average 2019-2021
Ancient History	57.2	62.4	68.1	59.7
Biology	65.5	65.7	71.9	64.6
Business Studies	69.6	64.9	70.4	62.8
English Advanced	75.4	77.2	81.4	76.3
English Standard	66.1	65.4	68.8	64.0
Mathematics Standard 2	57.5	61.0	66.1	56.4
Personal Development, Health and Physical Education	67.0	66.0	70.3	61.2
Retail Services Examination	69.7	66.7	66.6	68.5

Parent/caregiver, student, teacher satisfaction

To determine parent and community satisfaction the school uses a range of means including, Tell Them From Me, social media interactions, attendance at school based functions and feedback collected through an annual Industry Breakfast. Unfortunately in 2021 face to face events were cancelled and so feedback was not able to be collected. Parents have voiced their support and satisfaction of the school and enrolment numbers continue to trend upwards. Reporting through Tell Them From me students have shown decrease in their sense of belonging at the school. This is associated to much learning from home and a greater disconnect from the school with periods of online learning. Staff have shown through the PMES survey results a 10% increase from 75% to 85% in the aspects of "My manager encourages and values employee input" and a 6% increase in the promotion of collaboration. 89% of parents indicated satisfaction of the customer needs are considered when planning.

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

Multicultural Education Policy

Teachers are responsible for addressing the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. The Principal is 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.