2022 Annual Report

Glendale Technology High School

8466

Introduction

The Annual Report for 2022 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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Message from the principal

In 2022 we introduced our Guided Pathway to Success (GPS) program allowing students to set goals and encourage them to advance via their own determination. We saw the continuation and growth of STRIVE as it progressed into its second year, and the expansions of wellbeing and support programs.

Our creative and performing arts opportunities continue to grow. We shone at Starstruck and have seen success with students entering in local and state-wide visual arts competitions. We had two outstanding achievements with our Year 12. Samantha was nominated for Art Express, and Ella chosen for exhibit at First Class.

In 2022, we saw the expansion of our career preparation offerings as we became an Employment Pathways Program school. This saw a significant increase in the number of students accessing TAFE and a range of career preparation programs. We have also seen an increase in School Based Apprentices with 32 students gaining or completing apprenticeships in 2022.

Students achieved amazing results in the sporting arena. Students have achieved recognition at State Swimming, State Cross Country and Athletics and many on an individual level. We achieved our strongest results on the soccer field making the final 16 in the State and also an outstanding achievement in lawn bowls. It is fantastic to see so many students achieving at such a high level.

Our Junior AECG students have excelled and worked closely with our partner primary schools to expand the cultural knowledge of our younger generations.

I am so proud to be the Principal of an amazing school, with the support of outstanding staff. The staff work together as an outstanding team; from the Administration staff, to the cleaners, general assistant and all teaching and support staff we are a fantastic team working with amazing students.

2022 has been a fantastic year in which the school continues to expand its success in more areas outside the classroom and we focus on an education for the whole student and educating them for life.

Mr Anthony Angel

Principal

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	2022 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	Sustaining and Growing
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: $111,441.00
Professional learning: $4,560.00

Summary of progress

Our focus in 2022 was on effective ways to drive improvement in Literacy outcomes for students, while maintaining strong established numeracy programs. Focusing on high impact professional learning and collaborative practices staff were guided through the process of developing check in assessments, using data to identify the explicit teaching of progressions through teaching and learning activities. The provision of time and mentoring has increased staff knowledge of specific progressions. Additionally, the expansion of the Lit Crew with team members from most faculties allowed for sharing of strategies within faculties to embed literacy strategies into programs. Consistent language has been established for learning intentions and success criteria across the IILA and Understanding Texts was the agreed focus area. A professional learning model was established for the IILA to build a culture for literacy in our community. The impact of this work for students has been evident in the provision of more focused literacy learning embedded into faculty programmes and the easing of transition issues from Stage 3 to 4 with students familiar with language and teaching processes across sites.

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 65%.	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 58.2%.	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 in the top 2 bands for reading increases 5% to be at or above the school's system-negotiated target.	**10%** 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 in the top 2 bands for numeracy increases by 5.7% to be at or above the school's system-negotiated target.	**6.92%** 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 consistently demonstrating across classrooms the School Excellence Framework element, Data Skills and Use, as excelling when measured against the School Excellence Framework.	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: $431,568.00
Aboriginal background: $139,447.00
Professional learning: $14,340.00

Summary of progress

In 2022, community engagement was maintained and enhanced through inclusion of new processes for Staff training, extended provision of opportunities to take on SBATs, WRC programs were written based on real world issues and all communications to families have moved to digital platforms. Students have been valued and cared for through the inclusion of an SSO in the Learning and Support Team, leading to data driven provision of an increasing number of wellbeing programs and the engagement of an increased number of students in these programs. Learning programs have been similarly developed to support individual student needs. More cultural programmes have been included, providing the opportunity for more students to be engaged.

In 2023, we will continue to access time for Staff training in IILA determined focus areas. The school will work to ensure depth of expertise in the career and transition Staff to ensure continued opportunities for students and refine WRC programmes to support future cohorts. Communication will continue to occur on digital platforms. Cultural, wellbeing and learning data will continue to be gathered to identify student needs and develop and introduce relevant programs. The GPS program will be expanded with the inclusion of families in individual student goal setting meetings. Stage 6 students will continue to be supported with completion of assessment tasks through the Senior Support Teacher located in the Learning Centre.

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% of the time increases by 6.6% to be at or above the school's system-negotiated target.	The number of students attending greater than 90% of the time or more has decreased by 4.78%.
The proportion of Aboriginal students completing the HSC while maintaining their cultural identity to be trending toward the Principal Network based annual target increase of 17.1%.	The percentage of Aboriginal students attaining HSC whilst maintaining their cultural identity has decreased by 2%.
The proportion of students reporting positive wellbeing through the Tell Them From Me survey increases by 5.4% to be at or above the school's	Tell Them From Me data indicates 56.08% of students report a positive sense of wellbeing (Expectations for success, advocacy, and sense of belonging at school).

system-negotiated target.	
The proportion of student results in the top 3 bands in the HSC increases by 7.2% to be at or above the school's system-negotiated target.	42.06% of students attained results in the top three bands demonstrating achievement of the lower bound target.

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: $22,410.00
Low level adjustment for disability: $6,945.00
Professional learning: $52,000.00
Per capita: $25,000.00

Summary of progress

The activities that the school undertook in this strategic direction were designed to holistically address quality teaching and to enhance real world applications to learning for students. Continued training in PIVOTAL and the Glendale Way was undertaken, with an online module of PL being launched and accessed by the majority of staff. Professional learning in the teaching and assessment of competencies through the STRIVE program was undertaken. This Professional Learning improved staff understanding in many faculties and improved the feedback students received about their progress and what they needed to do to improve in the future. A Motivated to STRIVE elective was developed to support identified students to access support in undertaken assessment in the Stage 5 curriculum. This program successfully supported students transitioning from Year 8 and enabled most to be able to achieve at a level they are capable of.

In 2023 the school will improve processes to monitor the consistency of application of the WICOR strategies across all faculty programs and support the opportunities for authentic assessment in Stage 5. A staffing position has been established in 2023, to enhance the consistency of assessment and feedback provided across the school on competency achievement for students. Support for M2L students will also continue through an expansion of the Motivated to STRIVE units of work.

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
School demonstrating evidence of excelling as measured against the School Excellence Framework within the Curriculum element.	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
School demonstrating evidence of excelling as measured against the School Excellence Framework within the Learning Culture element.	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
Refugee Student Support $1,663.00	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. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Other funded activities **Overview of activities partially or fully funded with this targeted funding include:** • additional staffing for targeted interventions to support student learning **The allocation of this funding has resulted in the following impact:** The targeted interventions being implemented have allowed one on one support to ensure all tasks are understood and confidence is built through a connection to the school. Students have completed all tasks, attendance has been maintained above 80% and students have participated in school activities demonstrating a connection to the school. One student successfully transitioned to TAFE for further education. **After evaluation, the next steps to support our students will be:** Increased support through explicit literacy and numeracy work to enhance student achievement reported through NAPLAN.
New Arrivals Program $11,380.00	The New Arrivals Program funding provides on arrival, intensive English tuition for eligible, newly arrived English as an additional language or dialect (EAL/D) students at the beginning and emerging phases of English language proficiency at Glendale Technology High School. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Other funded activities **Overview of activities partially or fully funded with this targeted funding include:** • employing a specialist teacher to provide intensive English language support focusing on language development to participate successfully in schooling **The allocation of this funding has resulted in the following impact:** Improved outcomes for identified students in the areas of student confidence within the classroom and completion of assessments, as identified by completion rates of tasks being 100%, attendance has been maintained above 80% and students have participated in school activities demonstrating a connection to the school. **After evaluation, the next steps to support our students will be:** Immersion in cultural base activities and increased connection and engagement with local community supports to foster more of a community based approach to supporting students.
Integration funding support $164,760.00	Integration funding support (IFS) allocations support eligible students at Glendale Technology High School in mainstream classes who require moderate to high levels of adjustment. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Other funded activities **Overview of activities partially or fully funded with this targeted funding include:** • additional staffing to assist students with additional learning needs

Integration funding support $164,760.00	**The allocation of this funding has resulted in the following impact:** Improved outcomes for identified students in our Motivated to Learn program in the areas of literacy in particular understanding texts, attendance and sense of belonging at school. These have been identified by an 87% of students demonstrating Stage appropriate indicators through the use of PLAN2, compared to 52% at the start of the Motivated to Learn Program. 98% of parents and students engage in extra-curricular activities and 72% of students awarded Merit Awards demonstrating a strong sense of belonging. **After evaluation, the next steps to support our students will be:** Expansion to address Numeracy skills in particular multiplicative strategies, engaging with Strategic Numeracy support. Expansion of targeted extra-curricular activities focusing on areas identified by students to increase sense of belonging.
Socio-economic background $779,419.00	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. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Evidence Driven Practice • Community engagement and collaboration • All students known, valued and cared for • The Glendale Way • Innovative Teaching Practices • Other funded activities **Overview of activities partially or fully funded with this equity loading include:** • professional development of staff through Targeted Reading Program to support student learning • employment of external providers to support students with additional learning needs • resourcing to increase equitability of resources and services • employment of additional staff to support CLaP program implementation. • providing students without economic support for educational materials, uniform, equipment and other items • resourcing to increase equitability of resources and services • employment of additional staff to support LIT Crew program implementation. **The allocation of this funding has resulted in the following impact:** Explicit teaching of literacy, in particular reading and understanding texts is evident in classrooms through a survey of visibly learning intentions and success criteria. Consistency enhanced across all Stages 1 to Stage 5 as evidence through sharing of work samples demonstrating students achieving identified understanding texts continuum indicators. Improved outcomes for students in the areas of understanding texts, as identified through PLAN 2 data showing an increase in the number of students achieving Stage appropriate indicators. Improved outcomes for students in the areas of wellbeing and sense of belonging as identified through a 9% reduction in the number of students suspended. 32 students completed School Based Apprenticeships and Traineeships, increasing the retention rate for students completing the HSC. **After evaluation, the next steps to support our students will be:** Increased monitoring of targeted programs to monitor impact of specific programs and implementation of practices to ensure all students wellbeing is monitored instead of targeting specific students. The need for increased communication and stronger actions to ensure sustainability with increased changes in staffing.
Aboriginal background	Aboriginal background equity loading is used to meet the specific learning

$139,447.00	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. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Community engagement and collaboration • All students known, valued and cared for **Overview of activities partially or fully funded with this equity loading include:** • employment of specialist additional staff (SLSO) to support Aboriginal students • employment of specialist additional staff (AEO) to support Aboriginal students **The allocation of this funding has resulted in the following impact:** Improved outcomes for identified students in the areas of retention through to the HSC, as identified by having 73% of Aboriginal students completing the HSC, and achieving the Network based target. Improved attendance of Aboriginal students within Stage 6 and all students meeting HSC minimum standards. 5 Aboriginal students successfully completing a School Based Traineeship. **After evaluation, the next steps to support our students will be:** Identified the need for increased connection to country, focus on kinship and leadership opportunities for Stages 4 and 5 to enhance sense of belonging at the school and improve attendance within Stages 4 and 5. Increased cultural awareness of staff to ensure Aboriginal cultural perspectives are evident in all teaching programs to connect with students and families and increase attendance rates.
English language proficiency $31,882.00	English language proficiency equity loading provides support for students at all four phases of English language learning at Glendale Technology High School. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Other funded activities **Overview of activities partially or fully funded with this equity loading include:** • provision of additional EAL/D support in the classroom and as part of differentiation initiatives **The allocation of this funding has resulted in the following impact:** The targeted interventions being implemented have allowed one on one support to ensure all tasks are understood and confidence is built through a connection to the school. Students have completed all tasks, attendance has been maintained above 80% and students have participated in school activities demonstrating a connection to the school. One student successfully transitioned to TAFE for further education. **After evaluation, the next steps to support our students will be:** Increased support through explicit literacy and numeracy work to enhance student achievement reported through NAPLAN.
Low level adjustment for disability $324,845.00	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. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan**

Low level adjustment for disability $324,845.00	**including:** • Innovative Teaching Practices • Other funded activities **Overview of activities partially or fully funded with this equity loading include:** • providing support for targeted students within the classroom through the employment of School Learning and Support Officers • employment of additional staff to support teachers to differentiate the curriculum and develop resources and classroom activities resulting in improvement for students with additional learning needs **The allocation of this funding has resulted in the following impact:** Improved outcomes in literacy, in particular understanding texts as evidence through PLAN 2 data and students achieving stage appropriate indicators. It is also evident in entry and exit data from QuickLit program showing an effect size of 1.4 for students within the program. Improved outcomes for identified students within the Minute Mastery program, as evidence through improved NAPLAN numeracy results. Students within the Minute Mastery program have also shown a 1.3 effect size compared between entry and exit assessment conducted within the program. Motivated to Strive program established has seen an increase in student completion rates of assessment tasks. No students within the program achieved an N Award warning compared to 4% of students being N Awarded in Stage 5. Increased monitoring and early identification of students needing support through the employment of a school funded Deputy Principal. **After evaluation, the next steps to support our students will be:** Increased support for staff in differentiation of assessment to ensure all students ability to demonstrate their understanding. Improved explicit teaching within the STRIVE program to increase student engagement and attendance.
Professional learning $70,900.00	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. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Evidence Driven Practice • All students known, valued and cared for • Innovative Teaching Practices **Overview of activities partially or fully funded with this initiative funding include:** • engaging a specialist teacher to unpack evidence-based approaches to teaching reading and explore modelled, interactive, guided and independent understanding of texts • staff release to access professional learning **The allocation of this funding has resulted in the following impact:** A continuum of learning across Stages 1 - 4 within the community of schools. This is evidenced through the sharing of work samples across schools. Teacher confidence in the explicit teaching of writing, inquiry, collaboration, organisation and reading is evidenced through staff survey results, Stage 6 students evidenced utilising strategies within the learning centre. **After evaluation, the next steps to support our students will be:** Increased work on building consistency across partner primary schools to ensure a sound consistent base students are arriving at the school. Expansion of AVID program to include induction processes for new staff.
COVID ILSP	The purpose of the COVID intensive learning support program is to deliver

$440,417.00	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 2022.
	Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including: • Other funded activities
	Overview of activities partially or fully funded with this targeted funding include: • employment of teachers/educators to deliver small group tuition
	The allocation of this funding has resulted in the following impact: There were gaps in the results achieved with inconsistency in ILSP withdrawal program. Strong growth evidence through PLAN 2 in the areas of Spelling and Understanding Texts, with 94% of students who completed the program demonstrating improvement in reported PLAN 2 data.
	After evaluation, the next steps to support our students will be: Greater need to ensure consistency in tutors working with students.
Student support officer (SSO) $101,340.00	These funds have been used to support improved outcomes and the achievements of staff and students at Glendale Technology High School
	Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including: • Other funded activities
	Overview of activities partially or fully funded with this Staffing - Other funding include: • Employment of Student Support Officer to provide targeted support to students.
	The allocation of this funding has resulted in the following impact: Improved outcomes for identified students in the areas of sense of belonging and attendance, as identified by 28 differing programs established seeing an increase in student attendance by 11% of students within programs.
	After evaluation, the next steps to support our students will be: Improved monitoring of impact for students engaged in implemented wellbeing programs and increased monitoring of a wider student cohort to ensure all students known valued and cared.

Student information

Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	400	409	392	386
Girls	374	390	376	394

Student attendance profile

School				
Year	2019	2020	2021	2022
7	89.1	89.4	86.9	82.9
8	85.9	87.0	81.9	79.8
9	85.1	85.5	82.2	76.3
10	75.3	85.3	79.5	77.3
11	77.9	77.6	77.8	74.6
12	86.9	86.5	85.8	78.2
All Years	83.8	85.7	82.1	78.2
State DoE				
Year	2019	2020	2021	2022
7	91.2	92.1	89.7	85.5
8	88.6	90.1	86.7	82.1
9	87.2	89.0	84.9	80.5
10	85.5	87.7	83.3	78.9
11	86.6	88.2	83.6	80.0
12	88.6	90.4	87.0	83.9
All Years	88.0	89.6	85.9	81.7

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 from 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 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.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2022, student attendance was impacted by a range of factors:

- Families evacuating and relocating due to NSW floods
- Sick students staying at home until a negative COVID-19 test was returned
- Household members testing positive to COVID-19
- The easing of COVID-19 border controls at the beginning of 2022 which allowed families to travel inter-state and overseas.

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	0	8
Employment	0	48	43
TAFE entry	0.5	27	6
University Entry	0	0	30
Other	0	24	4
Unknown	0	0	6

Year 12 students undertaking vocational or trade training

43.40% of Year 12 students at Glendale Technology High School undertook vocational education and training in 2022.

Year 12 students attaining HSC or equivalent vocational education qualification

93.3% of all Year 12 students at Glendale Technology High School expected to complete Year 12 in 2022 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)	47.9
Learning and Support Teacher(s)	1.9
Teacher Librarian	1
School Counsellor	2
School Administration and Support Staff	18.48
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 2022, 4.6% of the department's overall workforce identify as Aboriginal and/or Torres Strait Islander Peoples.

Aboriginal and Torres Strait Islander school workforce composition

Staff type	Benchmark[1]	2022 Aboriginal and/or Torres Strait Islander representation[2]
School Support	3.00%	4.10%
Teachers	3.00%	3.30%

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 2022 to 31 December 2022. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with department policy requirements.

	2022 **Actual** ($)
Opening Balance	624,207
Revenue	12,845,997
Appropriation	12,505,394
Sale of Goods and Services	29,270
Grants and contributions	284,200
Investment income	7,946
Other revenue	19,187
Expenses	-12,742,505
Employee related	-11,819,945
Operating expenses	-922,560
Surplus / deficit for the year	103,492
Closing Balance	727,700

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.

	2022 **SBAR Adjustments** ($)
Targeted Total	155,966
Equity Total	1,270,600
Equity - Aboriginal	138,196
Equity - Socio-economic	780,210
Equity - Language	31,383
Equity - Disability	320,812
Base Total	9,679,917
Base - Per Capita	202,892
Base - Location	0
Base - Other	9,477,026
Other Total	700,459
Grand Total	11,806,942

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.
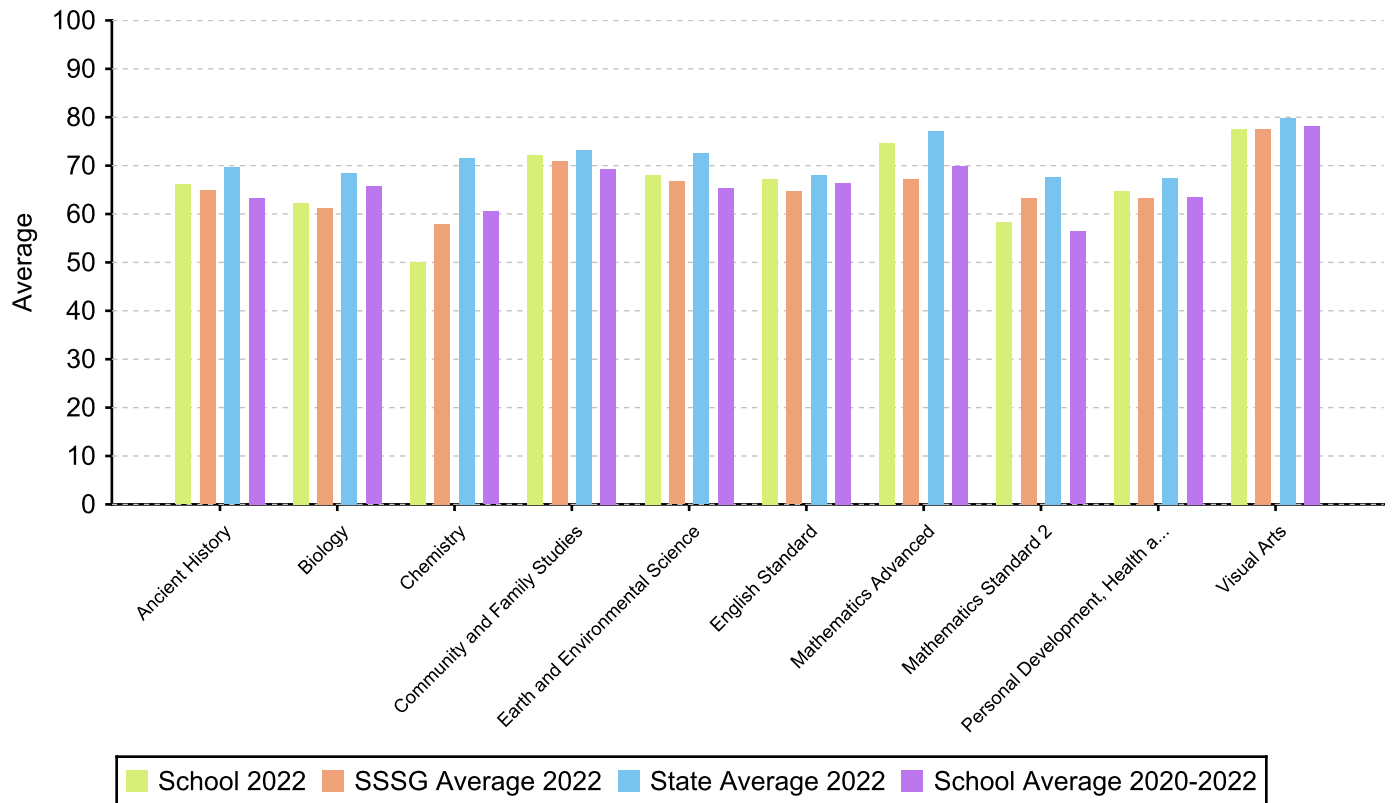
Subject	School 2022	SSSG	State	School Average 2020-2022
Ancient History	66.1	64.9	69.6	63.3
Biology	62.3	61.3	68.5	65.7
Chemistry	50.1	57.9	71.7	60.5
Community and Family Studies	72.2	70.9	73.2	69.2
Earth and Environmental Science	68.1	66.7	72.5	65.4
English Standard	67.2	64.7	68.1	66.4
Mathematics Advanced	74.7	67.2	77.1	70.0
Mathematics Standard 2	58.3	63.3	67.6	56.4
Personal Development, Health and Physical Education	64.8	63.4	67.5	63.5
Visual Arts	77.6	77.5	79.8	78.2

Parent/caregiver, student, teacher satisfaction

Each year the school utilises the Tell Them From Me tool to survey parent and student feedback. The school collects community feedback through an Industry Based Breakfast. The school has recorded a strong community perception with over 100 local businesses in attendance and 100% providing feedback that they are happy with the current approaches the school is taking. Students through the Tell Them From Me survey indicated decline in connection to the school with the need for the school to look strengthening student voice. The school had limited parents engage through the Tell Them From Me Survey. A survey of Year 7 parents through our GPS program indicated 98% are happy with the current practices and operation of the school in regards to the support provided for their child through transition.

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.