

# Gymea Technology High School

## 2019 Annual Report



**Gymea Technology**  
High School

INSPIRE. LEARN. SUCCEED.

8386

## Introduction

The Annual Report for 2019 is provided to the community of Gymea Technology High School as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

### School contact details

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## School background

### School vision statement

The school's vision is encompassed within the school mantra, Inspire Learn Succeed, and is based on the premise that our students' success relies on the school community engaging and inspiring our students as 21st century learners.

Our vision sees all students at Gymea Technology High School achieving success through pursuing:

- excellence within academic study,
- wide ranging and adaptive sports programs,
- extra-curricular experiences that develop character, citizenship and leadership,
- digital skills and citizenship,
- experiences in creative and performing arts.

This inspiration for learning and success is further achieved through an environment that is welcoming, well-resourced and relevant to the learning of our current generation of students that supports collaborative and creative outstanding learning experiences.

### School context

Gymea Technology High School is a co-educational, comprehensive high school with a focus on 21st century teaching and learning. Opportunities within and outside the classroom inspire students to engage in their learning and strive for personal success.

The school has implemented Positive Behaviour for Learning which develops all students as safe, respectful and successful learners within the school and wider community. Our students enjoy a positive and safe learning and social environment that contributes to their growing success.

Learning in this digital age inspires collaboration, creativity, critical thinking and effective communication. This is the approach that underpins the direction of teaching and learning at Gymea.

The Gymea Technology High School community prides itself on the variety and diversity of opportunities offered to students both within the curriculum and through extra curricular activities. Our students do some amazing things that allow them to grow both socially and academically, while being supported through quality programs to enjoy school life.

## Self-assessment and school achievement

This section of the annual report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self-assessment using the School Excellence Framework. The Framework is a statement of what is valued as excellence for NSW public schools, both now and into the future. The Framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

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

Our self-assessment process will assist the school to refine our school plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

<https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability/school-excellence>

### Self-assessment using the School Excellence Framework

Elements	2019 School Assessment
LEARNING: Learning Culture	Excelling
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Excelling
LEARNING: Student performance measures	Sustaining and Growing
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Excelling
LEADING: Management practices and processes	Excelling

## Strategic Direction 1

Engaging learners in all areas of school curriculum

### Purpose

To deliver inspired learning that is relevant to the needs of our students and develop explicit direction that will bring about student success. We will focus on equipping our students with the experiences and skills to engage and be self-directed with their learning.

### Improvement Measures

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

### Progress towards achieving improvement measures

#### Process 1: Programs

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

Evaluation	Funds Expended (Resources)
<p>The school continued with professional learning focused on building consistent explicit approaches with student assessments. It was demonstrated that with greater support for provided to students, their completion and application to assessments had gained improvement. Notifications of assessments becoming more consistent with explicit criteria leading to students achieving in the higher range.</p> <p>The equating process in NAPLAN did not align with in-school measures of improvement in student literacy and numeracy. Mathematics and English staff are mapping student learning to progressions and preparing support initiatives in numeracy and literacy for implementation in 2020.</p> <p>A significant focus on learning skills in Year 7/8 and study skills in Year 10–12 is developing increased dialogue among students and within classes on self-regulating focus areas. Students are demonstrating increased independent learning skills. However, through student surveys students are also indicating study skills and self-regulation skills is an area they would like more support with.</p>	<p>Faculty budgets to support teaching and learning programs are budgeted through the school's RAM Allocation.</p> <p>In 2019 the total funds expended to support engaging learners in all areas of the curriculum was \$ 83817.</p>

## Strategic Direction 2

### Enhancing student wellbeing

#### Purpose

To provide all students with understanding and skills to support their social and academic development. We will focus on nurturing student connectedness to the school community and developing staff capacity to assist students in a wide range of wellbeing areas.

#### Improvement Measures

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

#### Progress towards achieving improvement measures

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

Evaluation	Funds Expended (Resources)
<p>In 2019, the school delivered wellbeing lessons guided by a scope and sequence of wellbeing priorities. These were a mix of positive behaviour for learning, stress management, self-care and study skills related activities.</p> <p>Professional Learning and experiences aided in further building staff capacity in delivering concepts and skills associated with wellbeing.</p> <p>Throughout the year, student activities, student voice and involvement were encouraged and promoted with ongoing student initiatives led in the school.</p> <p>The school continued to focus on positive behaviour for learning to build and maintain positive and respectful relationships that characterise the school.</p> <p>The evaluation discussions at the end of 2019 highlighted that students at Gynea are strongly connected and happy in their school where they feel supported.</p>	<p>The work and gains made in the area of student wellbeing are a result of staff good will and commitment to student development. No specified funds were used specifically. Staff commitment and student connectedness is allowing the school to enhance student wellbeing.</p>

### Strategic Direction 3

#### Professional learning to enhance quality teaching

##### Purpose

To foster a culture of continuous improvement in teaching and learning practices and student wellbeing. We will focus on developing staff capabilities and confidence in evidence based pedagogy and to build a culture of lifelong learning amongst all teaching staff.

##### Improvement Measures

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

##### Progress towards achieving improvement measures

- Process 1:**
- NESA accreditation for all teachers supported through planned and relevant professional learning and activities.
  - Using varied forms of feedback to direct teaching and learning which is developed as practice across all areas of the school through ongoing learning.
  - A strong focus on assessments, literacy and wellbeing will guide the professional learning community activities of the school.

Evaluation	Funds Expended (Resources)
<p>The school maintains a strong culture of professional learning targeted at developing teachers as quality practitioners and focused on key school objectives.</p> <p>In 2019, greater input into the design and delivery of professional learning was undertaken with learning sessions explicitly linked to teaching standards with defined learning intentions.</p> <p>Cross faculty learning is a key characteristic of school based professional learning where teachers regularly vary the mix of learning groups that transcend faculties.</p> <p>The Professional Development Framework is integral to enhancing teaching quality with professional development goals linked to school directions and teacher's professional needs.</p>	<p>Professional learning funds were used during 2019 to enable school based initiatives, external course attendance and online learning opportunities. The expenditure to support this target in 2019 was \$ 30954.</p>

Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	\$71975	<ul style="list-style-type: none"> <li>• Employment of staff to provide educational and planning support including a full time Aboriginal Education Officer.</li> <li>• Special events connecting community and celebrating culture.</li> </ul>
<b>English language proficiency</b>	\$37042	<ul style="list-style-type: none"> <li>• Staffing of ESL support within the curriculum.</li> <li>• Case managing students within years 7 – 12</li> </ul>
<b>Low level adjustment for disability</b>	\$115 459	<ul style="list-style-type: none"> <li>• Employment of learning support staff to assist students from 7 – 12 including a Learning and Support Teacher and two 2 SLSO.</li> <li>• Further development and refinement of educational support plans.</li> </ul>
<b>Socio–economic background</b>	\$48 026	<ul style="list-style-type: none"> <li>• Resources to assist in the delivery of newly implemented syllabuses and development of programs.</li> <li>• Purchase and implementation of Numeracy program (Essential Assessment) resources to differentiate learning for Junior students.</li> <li>• Enhancement of classroom technologies to support student learning.</li> </ul>
<b>Support for beginning teachers</b>	\$49874	<ul style="list-style-type: none"> <li>• Reduced load for teachers including release time for teacher mentors.</li> <li>• Coordinated / timetabled release time for beginning teachers to consolidate their learning, lesson planning and observations of practice.</li> <li>• Participation in appropriate professional learning specifically designed to induct teachers into the profession.</li> </ul>



## Student information

### Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	358	355	348	352
Girls	246	257	263	287

### Student attendance profile

School				
Year	2016	2017	2018	2019
7	93.8	95.8	93.9	93.9
8	92.9	91.6	94	91
9	90.8	92.6	89.2	93.2
10	90.3	90.7	91.6	87.4
11	87.4	93.4	90.6	93.1
12	90.4	91.8	92.1	93.5
All Years	91	92.7	92	92.1
State DoE				
Year	2016	2017	2018	2019
7	92.8	92.7	91.8	91.2
8	90.5	90.5	89.3	88.6
9	89.1	89.1	87.7	87.2
10	87.6	87.3	86.1	85.5
11	88.2	88.2	86.6	86.6
12	90.1	90.1	89	88.6
All Years	89.7	89.6	88.4	88

### 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	10
Employment	2	7	21
TAFE entry	0	0	12
University Entry	0	0	50
Other	0	0	7
Unknown	0	0	2

### Year 12 students undertaking vocational or trade training

18.60% of Year 12 students at Gymea Technology High School undertook vocational education and training in 2019.

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

91.9% of all Year 12 students at Gymea Technology High School expected to complete Year 12 in 2019 received a Higher School Certificate or equivalent vocational education and training qualification.

## Workforce information

### Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	1
Head Teacher(s)	7
Classroom Teacher(s)	35.5
Learning and Support Teacher(s)	0.7
Teacher Librarian	1
School Counsellor	1
School Administration and Support Staff	9.88
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, scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2019, 3.9% of the Department's workforce identify as Aboriginal people.

### Workforce ATSI

Staff type	Benchmark <sup>1</sup>	2019 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
School Support	3.30%	7.20%
Teachers	3.30%	2.90%

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

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

### Teacher qualifications

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

### Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice.

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

## Financial information

### Financial summary

The information provided in the financial summary includes reporting from 1 January 2019 to 31 December 2019. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2019 <b>Actual</b> (\$)
<b>Opening Balance</b>	853,576
<b>Revenue</b>	7,727,453
Appropriation	7,209,422
Sale of Goods and Services	73,685
Grants and contributions	422,707
Investment income	6,585
Other revenue	15,055
<b>Expenses</b>	-7,609,044
Employee related	-6,521,802
Operating expenses	-1,087,242
<b>Surplus / deficit for the year</b>	118,409

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.

	2019 <b>Approved SBA</b> (\$)
<b>Targeted Total</b>	11,525
<b>Equity Total</b>	279,847
Equity - Aboriginal	71,975
Equity - Socio-economic	48,026
Equity - Language	37,042
Equity - Disability	122,803
<b>Base Total</b>	6,422,125
Base - Per Capita	143,364
Base - Location	0
Base - Other	6,278,761
<b>Other Total</b>	316,486
<b>Grand Total</b>	7,029,982

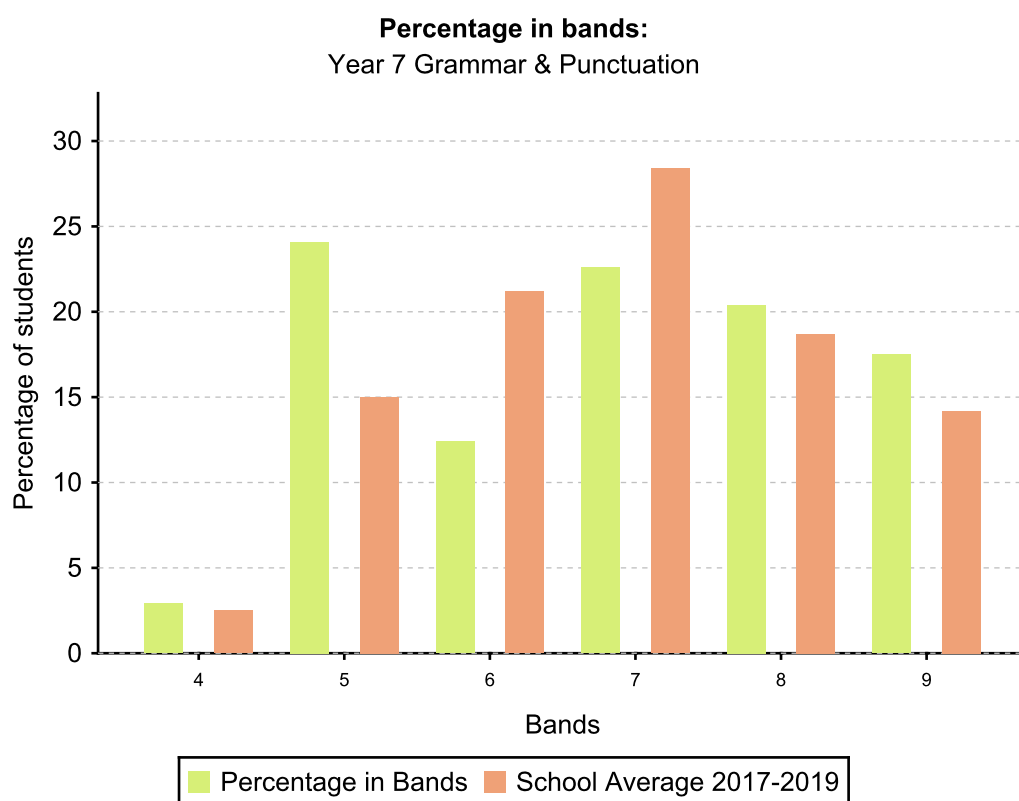
Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

## 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.

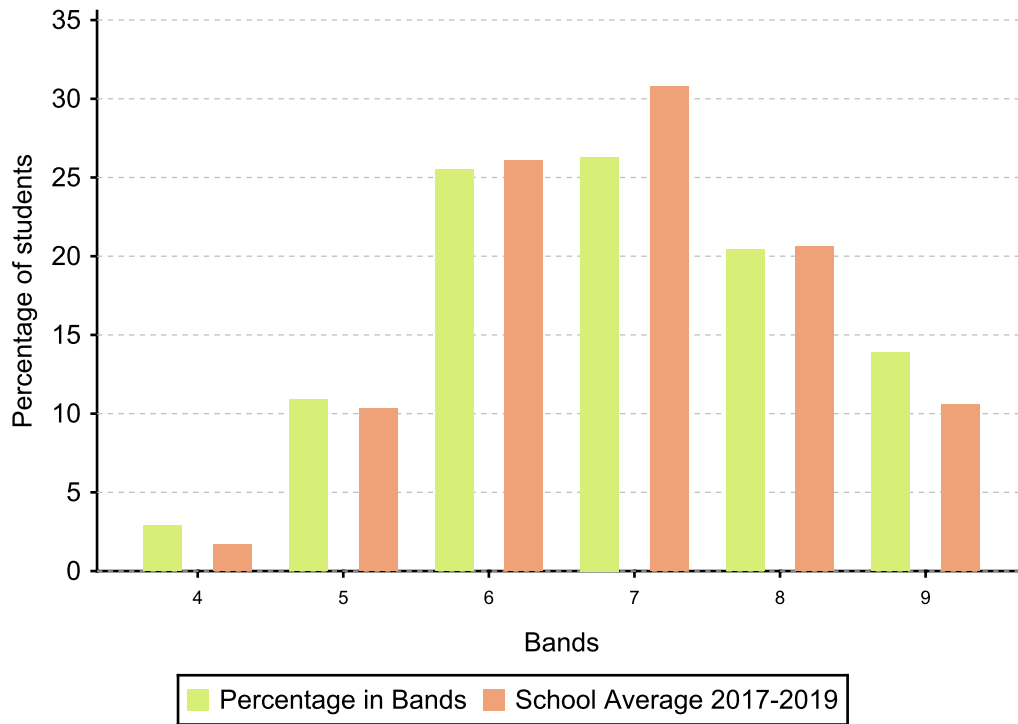
From 2018 to 2021 NAPLAN is moving from a paper test to an online test. Individual schools are transitioning to the online test, with some schools participating in NAPLAN on paper and others online. Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should be treated with care.

### Literacy and Numeracy Graphs



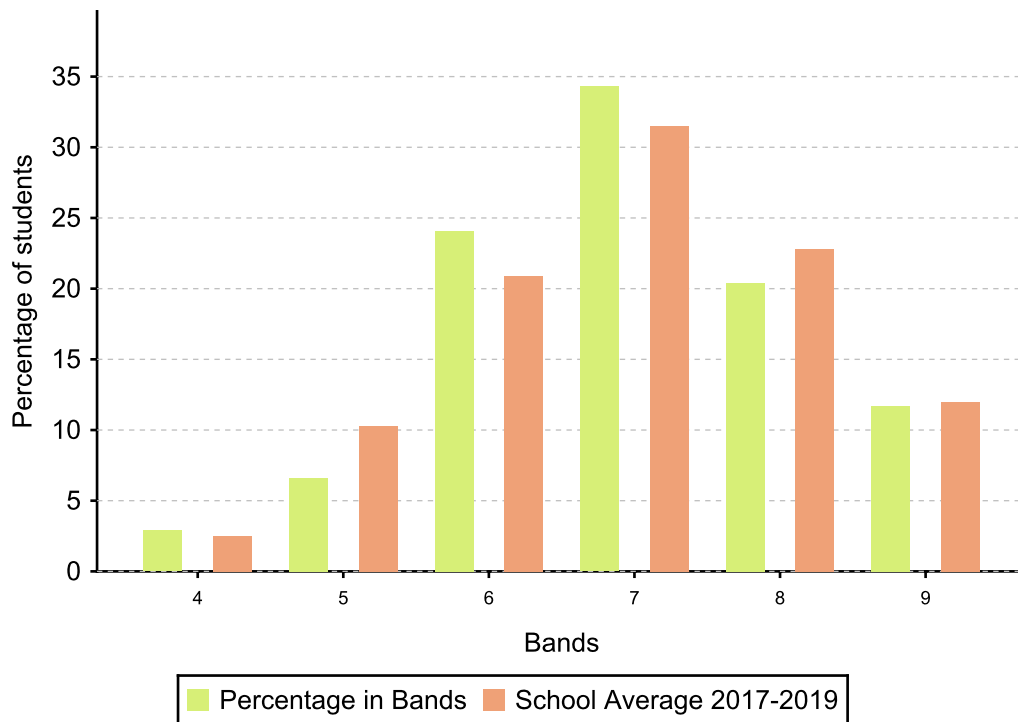
Band	4	5	6	7	8	9
Percentage of students	2.9	24.1	12.4	22.6	20.4	17.5
School avg 2017-2019	2.5	15	21.2	28.4	18.7	14.2

**Percentage in bands:**  
Year 7 Reading



Band	4	5	6	7	8	9
Percentage of students	2.9	10.9	25.5	26.3	20.4	13.9
School avg 2017-2019	1.7	10.3	26.1	30.8	20.6	10.6

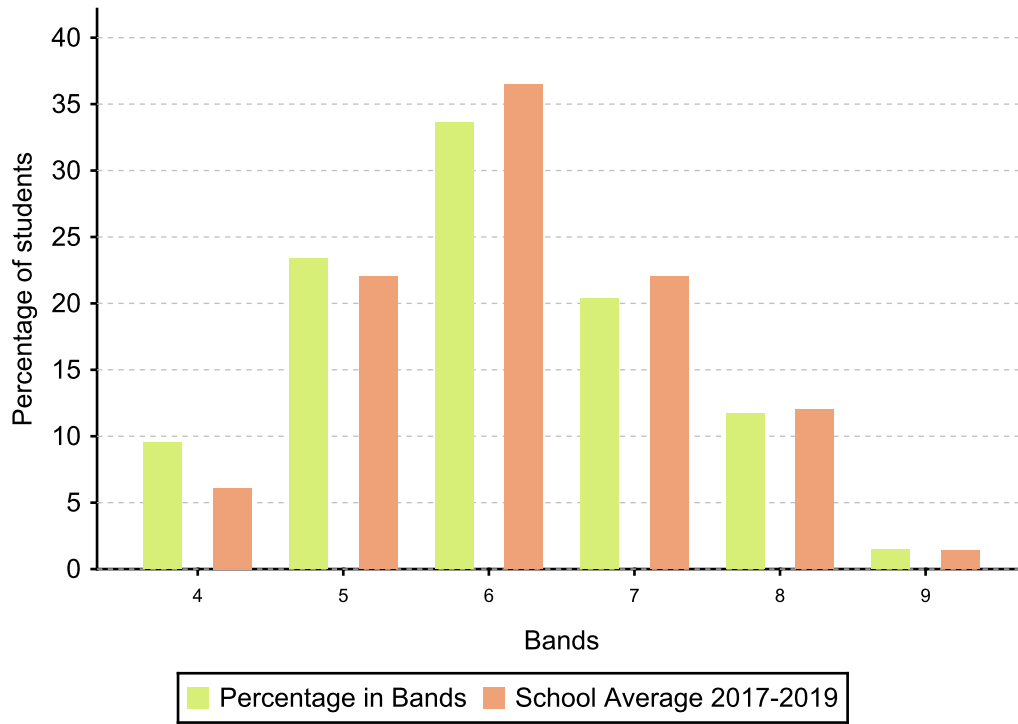
**Percentage in bands:**  
Year 7 Spelling



Band	4	5	6	7	8	9
Percentage of students	2.9	6.6	24.1	34.3	20.4	11.7
School avg 2017-2019	2.5	10.3	20.9	31.5	22.8	12

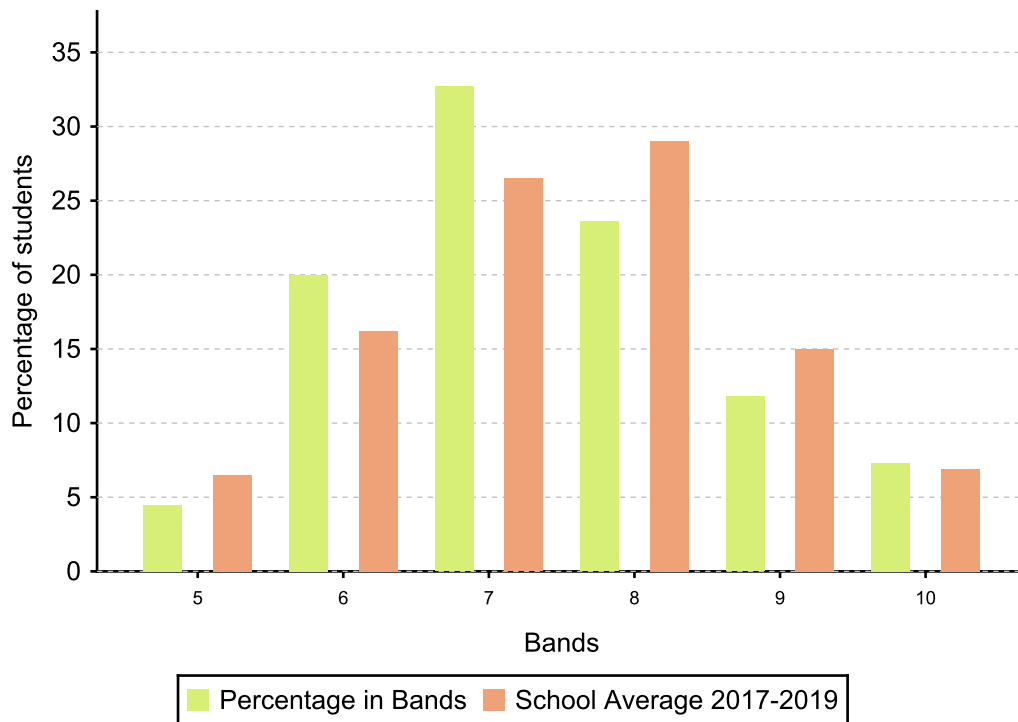
### Percentage in bands:

#### Year 7 Writing



Band	4	5	6	7	8	9
Percentage of students	9.5	23.4	33.6	20.4	11.7	1.5
School avg 2017-2019	6.1	22	36.5	22	12	1.4

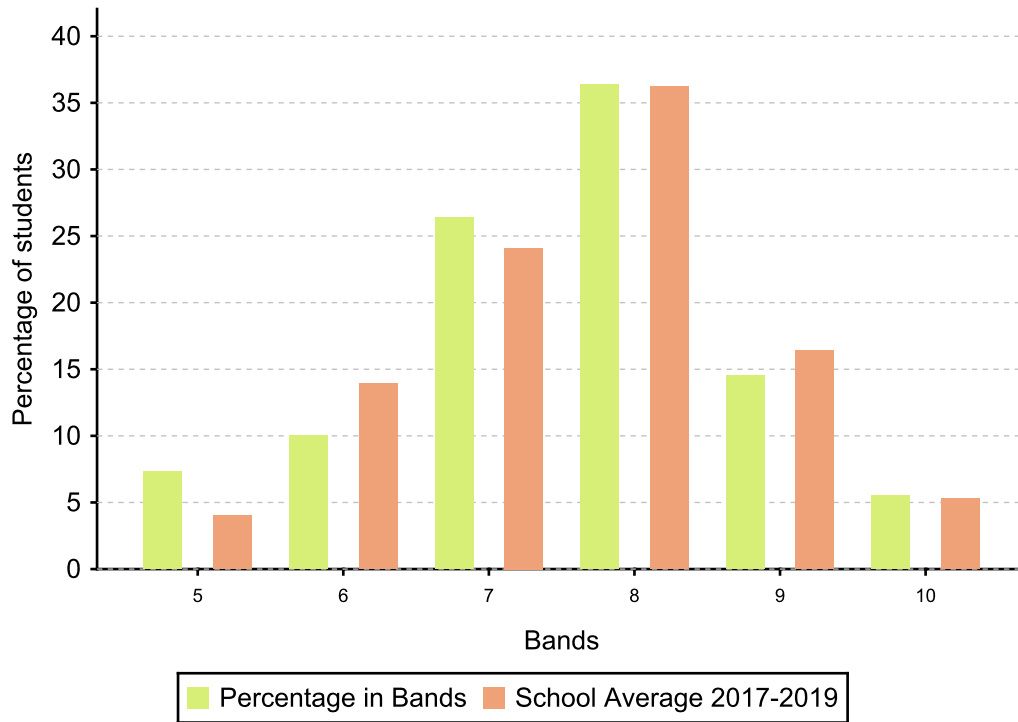
### Percentage in bands: Year 9 Grammar & Punctuation



Band	5	6	7	8	9	10
Percentage of students	4.5	20.0	32.7	23.6	11.8	7.3
School avg 2017-2019	6.5	16.2	26.5	29	15	6.9

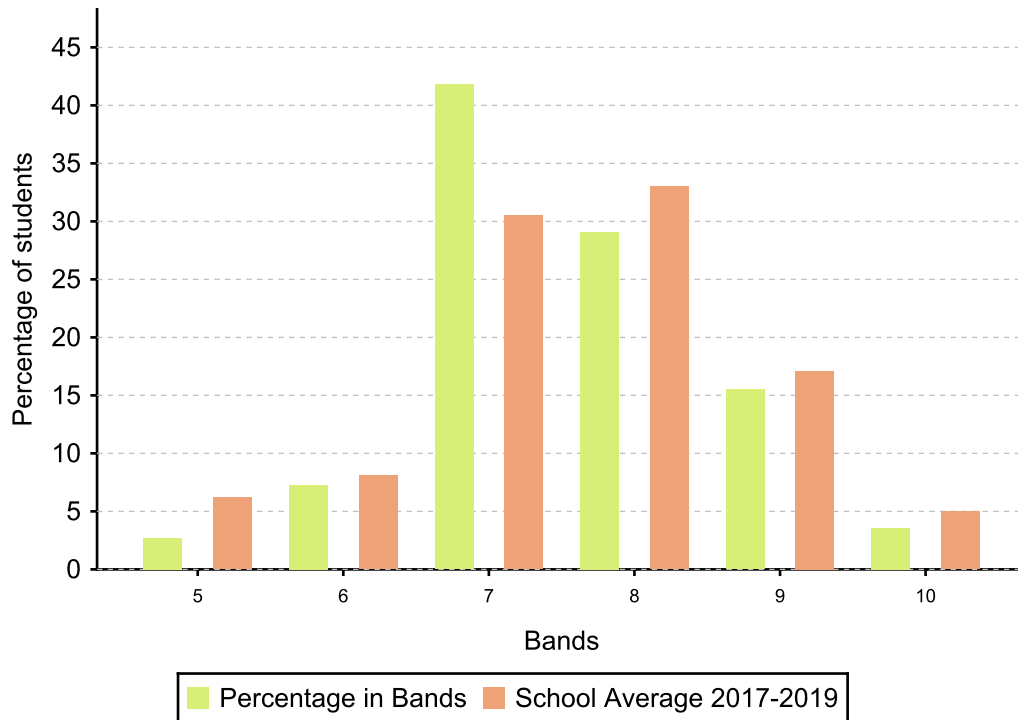


**Percentage in bands:**  
Year 9 Reading



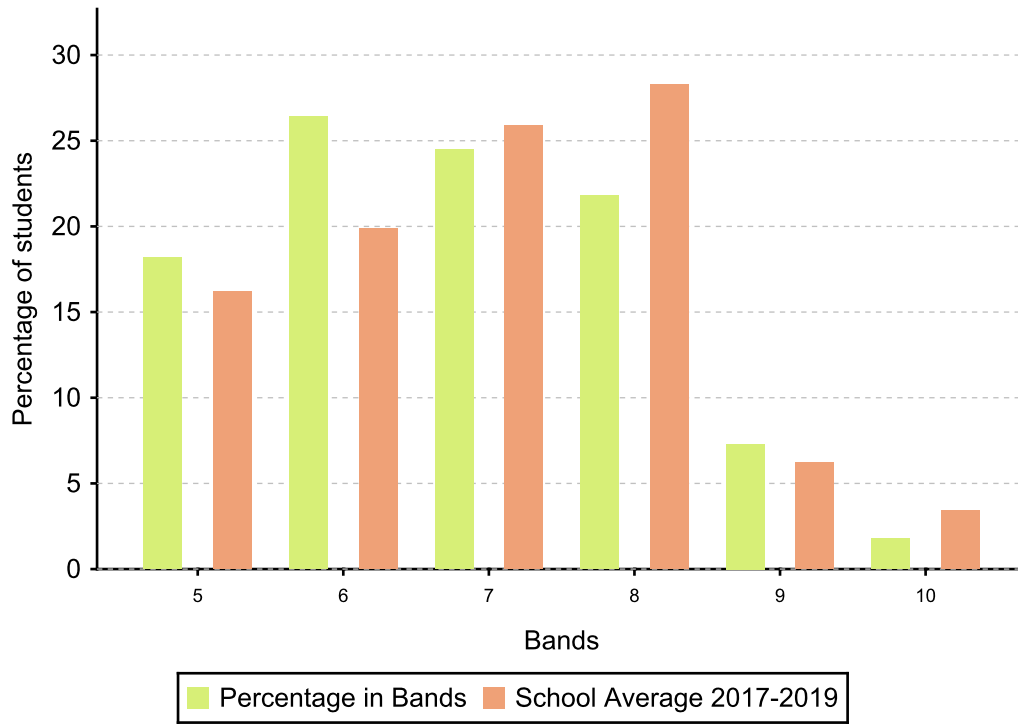
Band	5	6	7	8	9	10
Percentage of students	7.3	10.0	26.4	36.4	14.5	5.5
School avg 2017-2019	4	13.9	24.1	36.2	16.4	5.3

**Percentage in bands:**  
Year 9 Spelling



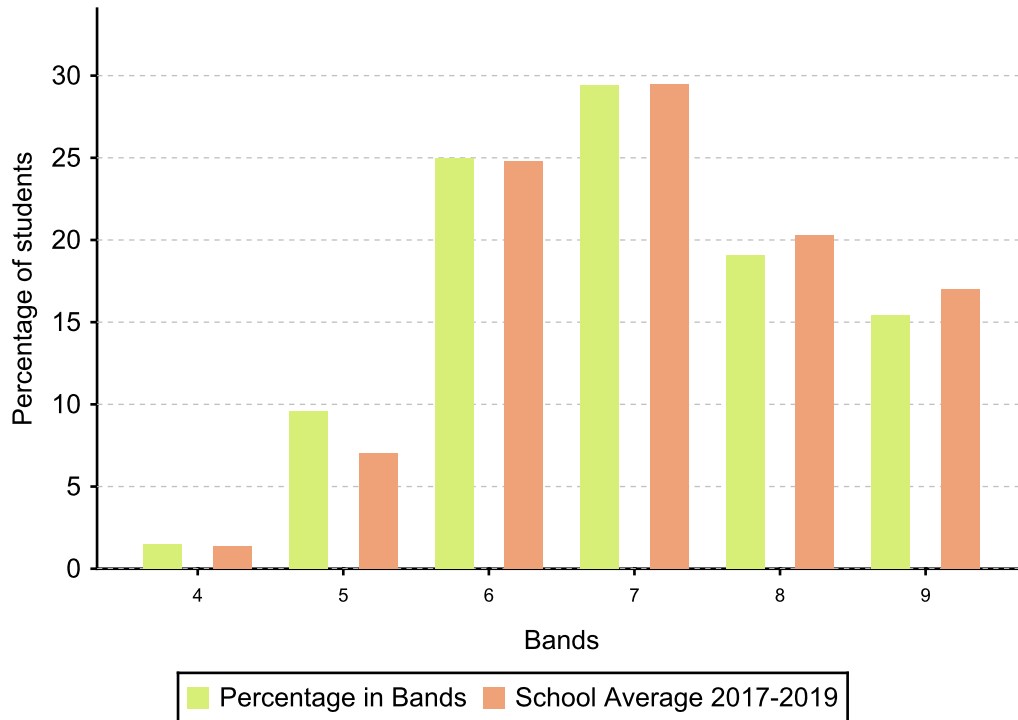
Band	5	6	7	8	9	10
Percentage of students	2.7	7.3	41.8	29.1	15.5	3.6
School avg 2017-2019	6.2	8.1	30.5	33	17.1	5

**Percentage in bands:**  
Year 9 Writing



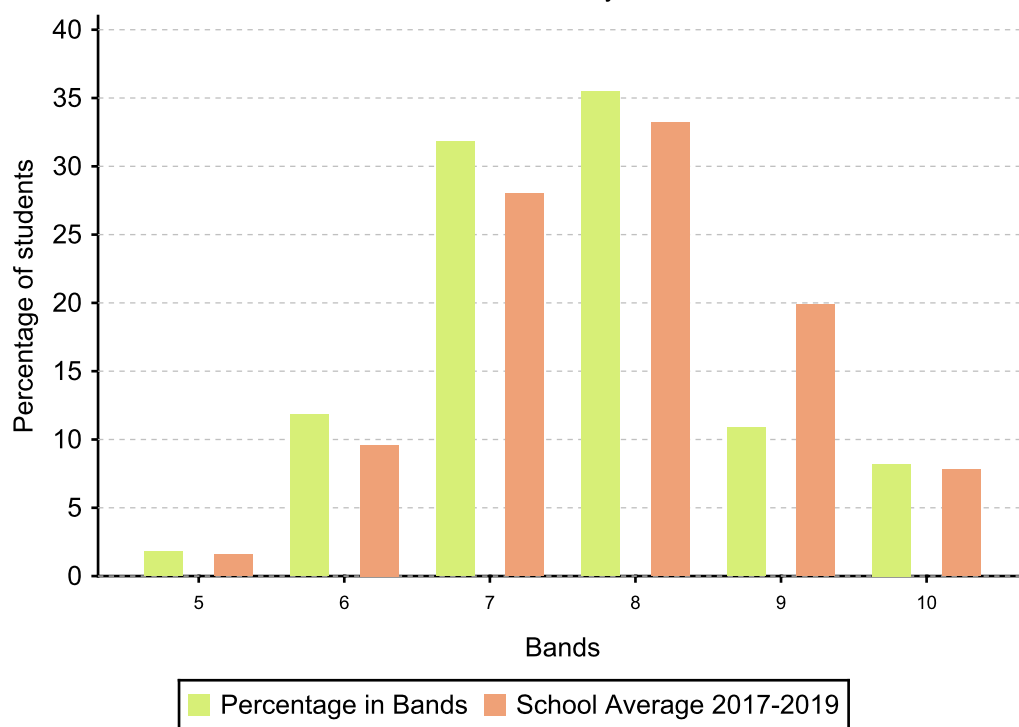
Band	5	6	7	8	9	10
Percentage of students	18.2	26.4	24.5	21.8	7.3	1.8
School avg 2017-2019	16.2	19.9	25.9	28.3	6.2	3.4

**Percentage in bands:**  
Year 7 Numeracy



Band	4	5	6	7	8	9
Percentage of students	1.5	9.6	25.0	29.4	19.1	15.4
School avg 2017-2019	1.4	7	24.8	29.5	20.3	17

**Percentage in bands:**  
Year 9 Numeracy

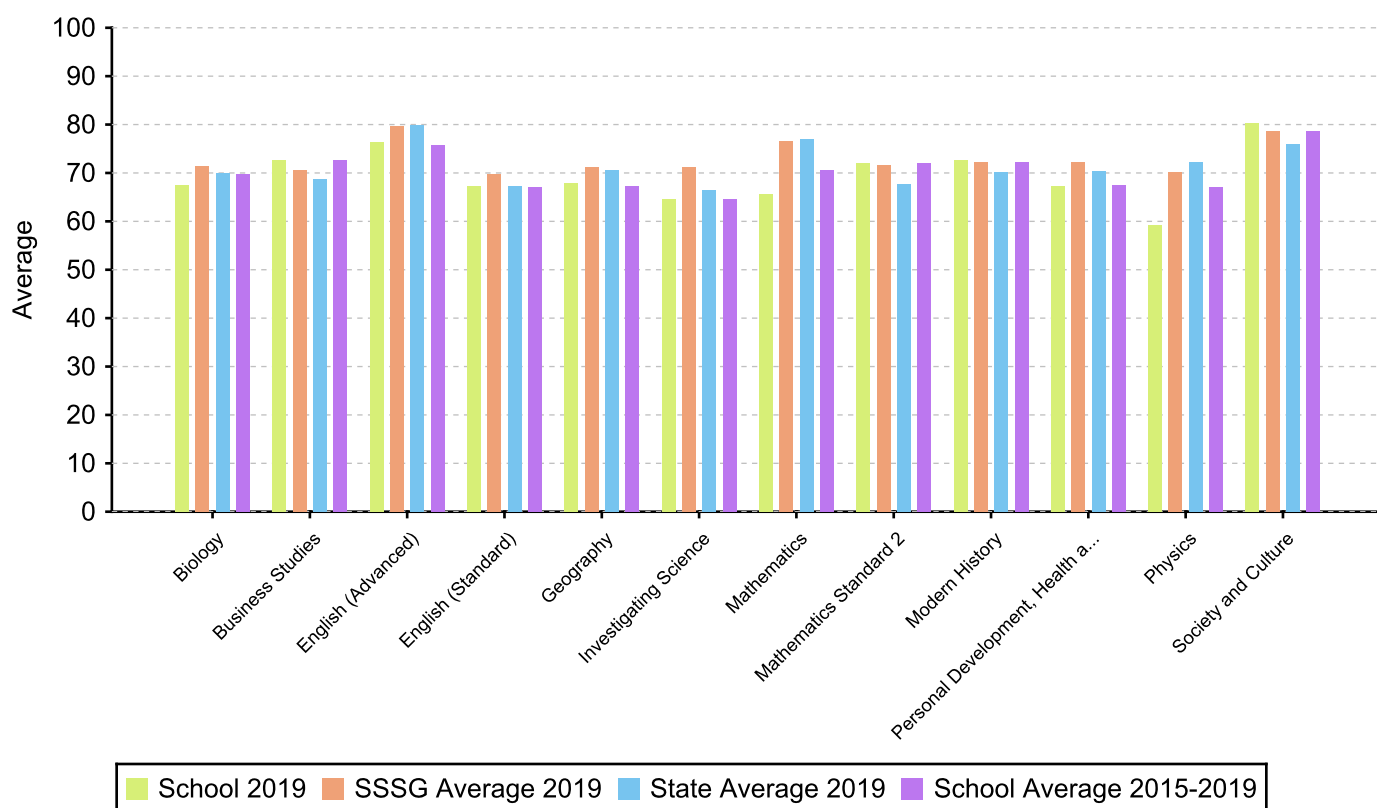


Band	5	6	7	8	9	10
Percentage of students	1.8	11.8	31.8	35.5	10.9	8.2
School avg 2017-2019	1.6	9.6	28	33.2	19.9	7.8

## 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 2019	SSSG	State	School Average 2015-2019
Biology	67.5	71.4	69.9	69.7
Business Studies	72.7	70.6	68.6	72.5
English (Advanced)	76.4	79.6	80.0	75.8
English (Standard)	67.3	69.8	67.3	67.0
Geography	67.9	71.3	70.6	67.3
Investigating Science	64.5	71.3	66.5	64.5
Mathematics	65.6	76.5	76.9	70.6
Mathematics Standard 2	72.0	71.7	67.7	72.0
Modern History	72.7	72.3	70.2	72.3
Personal Development, Health and Physical Education	67.3	72.3	70.5	67.4
Physics	59.3	70.2	72.1	67.1
Society and Culture	80.3	78.5	75.9	78.7

## Parent/caregiver, student, teacher satisfaction

In 2019 the school undertook an annual reflection on school programs and practices around school life to help refine directions within the school's plan and operation.

Capturing the reflection of outgoing year 12 students again provided the school with a broad insight on learning and life. Key strengths identified in this reflection continued to identify the relationship between students and staff, availability of technology in the school, facilities for students and a focus on student wellbeing. Some areas where students thought the school could do better included cooling of learning spaces and availability of a variety of canteen food.

Our P&C continually meet and offer advice and questions around student learning and other school programs.

All students in the school provided feedback through surveys on school life including learning and wellbeing.

A look into their study approaches and how they manage examinations and homework was again gathered showing a growing confidence in this area as compared to previous years.

Students were also given the opportunity to identify areas where the school could target programs to support their wellbeing that would direct the wellbeing curriculum for 2020.

# Policy requirements

## Aboriginal Education Policy

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

Evidence of effective implementation of the policy included:

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

## Anti-Racism Policy

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

## Multicultural Education Policy

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

The Student Leadership Assembly hosted a Multicultural Day that brought the whole school together in celebrating the diversity of our school community. Students ran stalls with a variety of cultural activities providing opportunities for students to deepen their knowledge about a wide variety of cultures. The day enabled all to experience a wonderful sense of inclusivity and celebration.