

2020 Annual Report

Glenwood High School



8268

Introduction

The Annual Report for 2020 is provided to the community of Glenwood High School as an account of the school's operations and achievements throughout the year.

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

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School vision

Glenwood High School provides exceptional educational opportunities for students in a challenging and inclusive learning environment. Programs recognise and engage students through an innovative and academic curriculum which supports and encourages personal achievement. Our inspiring future focused educational setting delivered by quality teachers motivates students through diverse, relevant and intellectual stimuli. Through the celebration of success and a focus on quality feedback for all members of the school's community Glenwood High School will realise its future strategic directions.

School context

Glenwood High School is a co-educational, comprehensive, community in Sydney's north west sector and includes a Support Unit. More than 50% of the school's enrolment is from non- English speaking backgrounds. The school has a dynamic teaching staff with experience ranging from early to late career teachers. This variety and diversity of successful classroom practitioners are supported by a dedicated executive leadership team. The school has a positive reputation in the community drawing enrolments mostly from within the designated drawing area and enjoys close links with partner primary schools. Parental support of the school is strong with the school catering to the individual needs of all students. Through consistent and continued consultation the school community identifies and recognises the aspirational needs of all families and works tirelessly to create an environment for true success in a variety of pathways.

Self-assessment and school achievement

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

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

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

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

For more information about the School Excellence Framework: <https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability>

Self-assessment using the School Excellence Framework

Elements	2020 School Assessment
LEARNING: Learning Culture	Excelling
LEARNING: Wellbeing	Excelling
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	Excelling

Strategic Direction 1

Empowered Learners

Purpose

To empower our students to become confident, creative learners who make a difference in their world. Students are literate, numerate, successful learners, who are innovative, resourceful and highly motivated. Students are future-focused, able to contextualise their learning beyond the classroom, who actively contribute to the school, the community and the society in which they live.

Improvement Measures

- 2% increase of students moving into a higher band in the 2018 HSC, and each year after that
- 90% of students achieving the minimum standard to qualify for the award of HSC by the end of Year 10.
- 100% of students achieving the minimum standard to qualify for the award of HSC by the end of Year 11.
- Maximised student engagement through strategic intervention and positive recognition of student achievement as measured by PBL data.
- Representation in the top three skills bands of Aboriginal and EAL/D students is similar to that of the total school population.

Progress towards achieving improvement measures

Process 1: *Professional Learning Team:*

- Creation of resources that enable online learning to work with classroom learning

Evaluation	Funds Expended (Resources)
Online subscription to Teacher Training Accreditation (TAA) has given the staff access to a huge number of NESA accredited course. TTA has a variety of courses in many subject areas including how to manage online learning. This was very beneficial during Learning From Home, as teachers were able to personalise their own learning to meet their current needs.	<ul style="list-style-type: none">• Release from teaching• TTA subscription fee for online• Faculty planning days• Invigilators Funding Sources: <ul style="list-style-type: none">• Professional learning (\$105958.00)• TTA Subscription (\$9300.00)

Process 2: *Future Focused Learning Opportunities*

- Continue to investigate Project Based Learning events
- A team of staff to investigate how PLAN2 can be used effectively across the school
- Supporting students in their functional level of literacy and numeracy skills in order to attain a HSC
- Student self-reflection on own learning, assessment tasks and achievement reports
- Targeted programs to support post-school opportunities

Evaluation	Funds Expended (Resources)
<p>Project bases learning suffered during 2020, as the TPL focus shifted to supporting teachers to deliver their curriculum in an online environment.</p> <p>The employment of an additional LaST has given faculties access to improved professional learning opportunity and additional support to ensure that their Stage 4 and 5 programs provide more opportunity for explicit teaching of literacy and numeracy.</p> <p>The Literacy and Numeracy Team continued to be engaged with the Literacy and Numeracy Progressions and have completed professional learning on how this fits into PLAN2. Both teams have identified areas to improve the effectiveness of tracking students against the progressions. Gap analysis identifies focus areas in Reading (Top 2 and Top 3 Bands), including comprehension, applying appropriate reading strategies and processing texts, and familiarity with language forms and features. Literacy Check-in data reveals under-performance in inferring meaning, interpreting unfamiliar vocabulary, identifying the main ideas in a text and applying knowledge of text structures and features. Whereas, analysis of both Year 7 and 9</p>	<ul style="list-style-type: none">• Literacy & Numeracy Coordinators release time• Additional LaST employed - 0.8 Funding Sources: <ul style="list-style-type: none">• LaST (\$89694.00)• Low level adjustment for disability (\$112121.00)

Progress towards achieving improvement measures

NAPLAN and Year 9 Check-in data identifies Numeracy focus areas as converting of units, calculating perimeter and area, number strategies (division with remainder), reading and interpreting worded problems.

The Literacy and Numeracy coordinators have spent a considerable amount of time ensuring that students have met the Minimum Standards before leaving high school. The teams have also utilised the Department Check-in assessments as a way to provide feedback on how our students are tracking in regards to the progressions. Both teams have utilised school based 'check-in' that provide more relevant data compared to the department based test.

The school has refined its Report Reflection process from 2019 to make the process more engaging and relevant to students. All students spent time reflecting on their school reports during Connect time. The Senior Executive, Head Teachers, and members from both the MATES and House Captains leadership teams have all enjoyed participating in this process and working alongside our students. The feedback received from both staff and students has been extremely positive. We are already working on how we can make this reflection process even more meaningful for all of our students

Process 3: Wellbeing

- Ongoing analysis of data, including *Glenwood from Me Survey* (GfM) and Sentral, to inform the development of the wellbeing curriculum, offerings, supports and programs.
- Student mentoring where older year group mentors next year group, e.g., Year 11 mentoring Year 10
- Evaluation of the PBL across the school to ensure a whole school focus
- Continue to offer broad curriculum that provides a variety of pathways for students, for example, VET subjects.

Evaluation	Funds Expended (Resources)
<p>In 2019 Glenwood HS implemented a school base survey for both students and parents. Student voice was a big component of the survey with the SRC having input into the design of the questions. The participation rate from both parents and students was staggering and the responses were a lot more overwhelming compared to the Department's Tell Them from Me survey. Due to the positive response we continue with the personalised Glenwood from Me survey for 2020. This is because the survey was developed by both students and staff and asked pertinent questions related to our context and setting. Not only did it encourage student voice but it also ensured student buy-in.</p> <p>The boys mentoring program was modified once again from 2019 and re-branded in 2020 to have allow for more practical opportunities for in-school activities. The IMPACT Program has targeted Year 9 & 10 boys who are disengaged, lacking in confidence in their own abilities and require guidance with future transitions. The students definitely responded to the opportunity to have more practical opportunities. The school was also fortunate to employ a teacher, during Term 4, that had VET experience in both construction and landscaping. The students learnt team work, collaboration and on the job literacy and numeracy skills through project based learning. Unfortunately, the school was not able to secure this teacher for 2021 as he was offered a position in the private sector.</p> <p>PBL has been in operation since the school opened and has underpinned the wellbeing focus at Glenwood HS. The PBL Team believed that there was a need to revitalise PBL as a whole school focus. Throughout 2020 a PBL Coordinator was introduced to conduct a review of PBL and to investigate engaging ways reinvigorate and strengthen the whole school PBL focus. The coordinator's focus was:</p> <ul style="list-style-type: none"> • Conduct a review of PBL at Glenwood High School and make recommendations for future implementation; • Liaise with the PBL Team in establishing a timeframe for a PBL review; • Use evidence based resources from the PBL site to guide the review; • Work with the PBL mentor from Student Services; 	<ul style="list-style-type: none"> • Release time for IMPACT Coordinator • Employment of a trained VET Teacher during Term 4 • Additional Year Adviser release time • Additional Assistant Year Adviser release time • VET Coordinator release time <p>Funding Sources:</p> <ul style="list-style-type: none"> • YA & YAA release (\$31234.00) • VET Coordinator (\$8000.00) • Trained VET Casual (\$26028.25)

Progress towards achieving improvement measures

- Work with Year Advisers and the student leadership teams (Prefects, House Captain Coordinator and SRC) to engage student voice with the review;
- Communicate to the school community the outcomes of the review and future directions. Work with the PBL Team to develop new approaches to PBL at Glenwood High School; and
- Assist the PBL Team in developing resources and strategies to effectively utilise PBL.

Strategic Direction 2

Quality Teaching practice

Purpose

Professional learning is carefully planned and evaluated to ensure the development of all staff. Teachers thrive in a supportive environment, where collaboration is fostered through collegial discourse. Quality teaching practices are embedded in programs to improve student outcomes for our future-focused learners.

Improvement Measures

- To improve teacher performance through the delivery of targeted professional learning by aligning individual teacher professional development goals to whole-school TPL focuses
- To increase teacher capacity to effectively analyse data to make curriculum changes to add value to HSC results.
- Greater understanding of data literacy and accurate interpretation of data among the teaching staff to inform their teaching practice.
- To provide opportunities for teachers seeking higher accreditation and teachers making inquiries in furthering the level of accreditation

Progress towards achieving improvement measures

Process 1: *Professional Learning Team*

- SDD agendas are explicitly aligned to the Standards and staff PDP goals, incorporating reflective practice and the logging of hours to attain maintenance of accreditation requirements.
- TPL Team develops learning opportunities that empowers staff to personalise their learning.
- Through Instructional Leadership and targeted, in-class professional learning, we will build the pedagogical practices of teachers, including to explicitly and effectively teach writing.

Evaluation	Funds Expended (Resources)
<p>Improvements to students' writing led by the Instructional Leader has been very successful. The Instructional Leader has worked with an additional KLA throughout 2020, with COVID-19 interrupting the target of additional KLAs. However, the Instructional Leader did reach out to Stage 6 students via a Google Classroom. This allowed students Learning From Home to have additional support with their writing.</p> <p>Targeted professional learning aligned with individual teacher professional development goals has been achieved through the specific approaches undertaken within the PDP process, while also implementing teacher-specific project development opportunities such as the G20/20 initiative. G20/20 gave staff the opportunity to personalise their professional learning while investigating and working on a project that they thought would benefit their classroom practice. Staff shared their projects at the end of the year celebratory 'Bazaar'. Overall positive results from the G20/20 initiative will see it further developed and implemented into 2021. The G20/21 project will require staff to link their professional learning to the Department's What Works Best research.</p>	<ul style="list-style-type: none">• Faculty release time• 20% of TPL time for staff to complete G20/20

Process 2: *Faculties, Executive & Teams*

- Faculties use a variety of data sources to implement Project HSC
- Develop a set of protocols and expectations which draw on best - practice for faculties to redesign teaching programs that explicitly integrate higher order skills and rich assessment tasks (of, as and for learning)

Evaluation	Funds Expended (Resources)
<p>The class of 2020 achieved astounding results. Our highest ATAR was 98.8, which was closely followed by 98.75. We had 20 students with an ATAR above 90., with another 30 students with an ATAR above 80. We celebrated having 84 students on the honour roll. This list acknowledges students who received the highest band possible for one or more courses. 2020 HSC</p>	<ul style="list-style-type: none">• Instructional Leader• Faculty release time• External invigilators <p>Funding Sources:</p> <ul style="list-style-type: none">• Instructional Leader (\$83290.00)

Progress towards achieving improvement measures

results, also saw an increase in the number of courses outperforming the state in the top two bands. Other noteworthy achievements from the class of 2020 are:

- First in the State for Indonesian;
- First in the state for Automotive Examinations;
- Encore honour roll for Music 1;
- Nomination in Art Express; and
- Encore nomination for Music.

2020 saw a significant growth in HSC results. The school received its best very rank, however the school is still focused on lifting student performance which is evident in the new Strategic Improvement Plan.

Strategic Direction 3

Connected Leadership

Purpose

Collaborative leadership and community engagement to foster dynamic connections between teachers, students, parents and the local community. Leading to a learning environment of educational excellence that maintains a culture of innovation that is responsive to local and global contexts.

Improvement Measures

- Increasing the number of students, parents and carers actively using school communication, indicated by the GfM survey and engagement in media platforms.
- 10% increase in parent satisfaction in school communication from previous GfM surveys.
- All teachers on target to meet accreditation requirements for 2023
- All available funds are expended to enhance the effectiveness of learning and school operations, in line with funding source and student need.

Progress towards achieving improvement measures

Process 1: PATHWAYS

Design and implement a pathway curriculum, in consultation with various organisations for Stages 5 & 6 to increase student awareness of career options

Evaluation	Funds Expended (Resources)
<p>The new Glenwood Fitness Centre was officially opened. This was a joint project between the school and the P&C. The P&C applied for a community grant in 2018 to build an indoor/outdoor space for all students to utilise. The school also contributed a substantial amount of funds to create an engaging space for all students to access through school based curriculum. One program that has been designed is BAM. Body and Mind is a wellbeing program that has been designed by members of the PDHPE faculty with the aim to highlight the importance of creating a balanced lifestyle. Students work in small groups completing a variety of activities which potentially can have a positive effect on reducing stress, improving focus and building confidence. The sessions have introduced students to safe techniques within a gym environment and aim to encourage students to continue to include physical activity as an important outlet in their lives. They have also been exploring the importance of building routines in study and life, the benefits of mindfulness and ways to build resilience.</p> <p>Due to COVID restriction 2020 saw a number of our specialised mentoring programs placed on hold. This was very evident with a Career Mentoring Program not able to operate through 2020. The school is looking forward to getting the program back on track in 2021.</p>	<ul style="list-style-type: none">• Grant from P&C• School funds - \$200 000• Fitness Centre equipment• Release time for BAM program <p>Funding Sources:</p> <ul style="list-style-type: none">• Fitness Centre (School Funds) (\$200000.00)• BAM release time (\$18823.00)• Fitness Centre Equipment (\$40000.00)

Process 2: COMMUNICATION

Continue to strengthen and build community links through regular positive interaction with the school community, through the use of Sentral, Facebook, Glenwood TV, parent sessions in the iCentre, GHS App, Instagram, YouTube, GHS Intranet and the website

Communication policy to streamline processes to deliver information and provide services to strengthen parental involvement, indicated by greater parent involvement in communication platforms.

Evaluation	Funds Expended (Resources)
Communication has been strengthened with both students, parents and the wider community. Numerous survey opportunities have been undertaken, with greater uptake by parents than in previous years, while also utilising the SRC to provide a student voice opportunity and a base for community	<ul style="list-style-type: none">• Sentral• School app• School Bytes• Instagram

Progress towards achieving improvement measures

connection.

Due to COVID restriction 2020 parent access onsite changed and the school needed to be more creative in engaging with its community. The Promotional Team worked tirelessly trying to think of creative way to engage with our community during learning from home. The team produced a Friday Funny that was uploaded to the school's social platforms. The promotional team was able to monitor feedback from the community via Facebook posts.

The school produced a number of resources to ensure that the community were informed during learning from home. These included:

- info-graphics - an easy to understand visual for both students and parents.
- How to be ready for online learning;
- 2020 Parents' Guide to Google classroom;
- GHS Google Classroom for students.

Virtual assemblies, parent teacher evenings, virtual subject selection information sessions meant that more members of the community were able to have access more than before. Feedback from our COVID online Parent/Teacher evening was very positive. Even though we did experience some technical glitches, overall our community like the online meetings and some even committed that they thought they were more personal, because other parents were not waiting around for their 'turn'.

- GHS Intranet
- School website
- YouTube
- Glenwood TV

Funding Sources:

- Sentral (\$9000.00)
- School Bytes (\$7500.00)
- School App (\$1000.00)

Process 3: ACCREDITATION

Investigate school-based registered courses at school level

Opportunity to pursue highly accomplished and lead teacher levels

Evaluation	Funds Expended (Resources)
<p>The school has utilised as much as possible registered courses to ensure all staff are on track of meeting the NESA requirements. COVID restriction meant that the school was unable to have accredited guest speaker onsite, however the school has an online subscription with Teacher Training Australia (TTA). TTA provides high quality online professional development courses for classroom teachers. This package was very productive and useful during learning from home School Development Days. It allowed staff to have access while at home, which ensured that professional learning was still accessible.</p> <p>Some staff have indicated that they are planning to pursue higher accreditation, however the expense and workload has been a hurdle that some staff have not yet manage to overcome. They have been actively supported by the HT TAL, however, at this point in time, they are still in the investigation stage of this process</p>	<ul style="list-style-type: none"> • TPLs funds • TTA subscription <p>Funding Sources:</p> <ul style="list-style-type: none"> • Professional learning (\$9300.00)

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	<ul style="list-style-type: none"> • Staff release • ASLSO - employed to work with students • Grant achieved to help with the Aboriginal Welcome Garden. Murra Mittaggar designed garden with Busk Tucker plants and yarnning area • Murra Mittaggar to provide design for Welcome Garden Funding Sources: <ul style="list-style-type: none"> • Aboriginal background loading (\$15 146.00) 	<p>Aboriginal Education is overseen by the Aboriginal Education Team (AET), who strive to ensure that all Aboriginal and Torres Strait Islander students are receiving what they need to achieve their future goals.</p> <p>A requirement of from the Department of Education is the development of Personalised Learning Plans. "All schools: will develop Personalised Learning Pathway (PLPs) for all Aboriginal students in Kindergarten to Year 12". The National Aboriginal and Torres Strait Islander Education Action Plan: 2010-2014-NSW: Delivery and Actions. The PLP process at Glenwood High school seeks to involve the family of the child, as well as the child, in developing a meaningful and quality year plan. The Aboriginal Education Team organised and conducted Personalised Learning Pathway Plans for all students at Glenwood High School in 2020. The PLP initially assisted the teachers in planning excursions, events, funding and community involvement for all our students and supports for the families and carers in our community. From the PLP interviews, the AET are able to determine additional funding for literacy, numeracy and academic achievement in the senior students, as well as identifying students in Stage 4 &5 who may need additional educational supports.</p> <p>Two Aboriginal Student Learning Support Officers (ASLSO) were employed to assist with students achieving academic success after the COVID-19 remote learning period. The ASLSO have been very impactful with assisting not only academic success, but cultural engagement, improvements in attendance and overall improvements to students' self-esteem.</p> <p>Due to COVID-19, many programs were unable to be facilitated, however, previously the Aboriginal Education Team was successful in gaining a \$4000 grant to construct an Aboriginal bush tucker and Dreaming garden within the school property. The project was concluded in 2020, with students, teachers and community stakeholders being a part of the process. A joint initiative with the Pathways Team and Mura Mittaggar, saw a beautiful reflection garden constructed at the front of the school. Darug elders performed a smoking ceremony, inviting both aboriginal and non-aboriginal students to be a part of the process. Within the school, the Aboriginal students were given many opportunities to go to dance and cultural workshops, with a GHS teacher, that explored their identity and gave them practical, beyond the classroom leadership and community experiences.</p> <p>Furthermore, as part of Reconciliation Week,</p>

Aboriginal background loading	<ul style="list-style-type: none"> • Staff release • ASLSO - employed to work with students • Grant achieved to help with the Aboriginal Welcome Garden. Murra Mittaggar designed garden with Busk Tucker plants and yarnning area • Murra Mittaggar to provide design for Welcome Garden Funding Sources: <ul style="list-style-type: none"> • Aboriginal background loading (\$15 146.00) 	<p>students narrated a story that was distributed with a video to the whole school community to reflect on reconciliation week during a lock down period.</p> <p>A student survey of all the ATSI students was completed in 2020 with the results reflecting in 2021 students wanted more learning from elders; frequent yarnning time with each other; and more access to language learning.</p>
English language proficiency	Funding Sources: <ul style="list-style-type: none"> • English language proficiency (\$48 086.00) 	<p>The EAL/D RAM Equity Funding made available in 2020 was used to provide a staffing allocation of 0.2 for a specialised EAL/D teacher. There were 35 students who were eligible for EAL/D support. Four students were in the Developing Phase. An EAL/D SLSP was developed and distributed for each of these students. The remainder of students were in the Consolidating Phase.</p> <p>The EAL/D School Evaluation Framework was used to assist with planning and evaluation of the EAL/D program. Glenwood High School is on average, at the sustaining level across all three elements. The Learning Elements of the program included:</p> <ul style="list-style-type: none"> • to continue to promote a culture of valuing language ensuring the English language is learnt through meaningful syllabus content. <p>The Teaching Elements included:</p> <ul style="list-style-type: none"> • continued use of enrolment data to identify students • students mapped against the EAL/D Tracking Tool • understanding the students' Content Schema and moving this to their Formal Schema • identify the language and literacy demands of syllabus to move from BICS to CALP. <p>The Leading Elements included:</p> <ul style="list-style-type: none"> • provide specialised scaffolding/resources for faculties • individual and team teaching to enable staff to develop their capacity, and understanding, of the literacy and language demands on EAL/D students. <p>The EAL/D program continues to aim towards excelling in all areas.</p>
Low level adjustment for disability	<ul style="list-style-type: none"> • Additional LaST employed • NEAL, YARC and PAT tests • 0.6 Instructional Leader • SLSOs employed and allocated to support staff via the LST Funding Sources: <ul style="list-style-type: none"> • Low level adjustment for disability (\$99 966.00) 	<p>Learning and Support Team continue to support students with low-level disability to ensure that they are able to access the curriculum. The school has a 1.100 LaST allocation to support students. The ongoing support from additional staff being employed as either as a LaST, Instructional Leaders and SLSOs, from both RAM and school funds, have enabled increased student focus, motivation and engagement in learning, resulting in task completion and</p>

<p>Low level adjustment for disability</p>	<ul style="list-style-type: none"> • Additional LaST employed • NEAL, YARC and PAT tests • 0.6 Instructional Leader • SLSOs employed and allocated to support staff via the LST <p>Funding Sources:</p> <ul style="list-style-type: none"> • Low level adjustment for disability (\$99 966.00) 	<p>requirements met.</p> <p>This funding was used to provide SLSO support for individual students identified through the Learning Support Team as needing assistance in learning and/or engagement. During this time, 98 LST referrals were made and 202 requests for Learning Support by classroom teachers for LaST interventions were logged through Sentral.</p> <p>From Stage 4-6, the LaST co-ordinated the additional testing of upwards of 50 students through either the NEALE or YARC evidenced based testing. By completing this testing, the LaST was able to compile a more thorough and comprehensive snapshot of a student, disseminate relevant information to teachers and, where applicable, apply for Disability Provisions for examinations and assessments.</p> <p>83 SLSPs were either created or reviewed during 2020. The LaST conducted initial stakeholder meetings at the beginning of the SLSP process, and communicated the information to staff through Sentral and specific targeted meetings for each student. By communicating the information for the SLSP, the LaST was able to gather data on the implementation of strategies, optimising learning through targeted support, and comprehensively reviewing evidence-based strategies for further implementation. Teachers also felt they were more knowledgeable in programming for students with additional learning needs, thus increasing their skills across their KLA. Post testing showed improved reading levels in the targeted students, as well as increased confidence levels. Referrals to the Learning Support Team have continued to positively increase.</p> <p>Additional supports enabled increased student focus, motivation and engagement in learning, resulting in task completion and course requirements met. Parents/carers felt they were valued participants in the consultative and collaborative process, as per DET requirements and the school focus for community engagement.</p> <p>The LaST conducted over 200 Stage 3 assessments as part of the school's Primary/Secondary Transition Team using the PAT Tests. The collation of assessment data has been vital in providing additional knowledge about a student before the arrive at high school, thus allowing a proactive response to in class supports and additional resources for each student. In 2020, 27 students (11% of the grade) were identified as needing additional supports. the period of the past 5 years of PAT testing, there has been a significant increase in the early response rate for Year 7 students needing</p>
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<p>Low level adjustment for disability</p>	<ul style="list-style-type: none"> • Additional LaST employed • NEAL, YARC and PAT tests • 0.6 Instructional Leader • SLSOs employed and allocated to support staff via the LST <p>Funding Sources:</p> <ul style="list-style-type: none"> • Low level adjustment for disability (\$99 966.00) 	<p>any additional assistance. Overall, 249 (20%) students identified as severely lacking in the either numeracy and/or literacy skills before starting high school. Comprehensive programs, SLSPs, stakeholder meetings and other resources are explored prior to a student starting, making GHS a proactive responder to early interventions for students needing additional learning supports. The information is also used to identify any welfare concerns, as the LaST is able to gather additional information from primary school teachers whilst the assessments are being conducted and distributes this to the appropriate YA, Deputy and team stakeholders.</p> <p>During Learning From Home (LFH) SLSO supported students either by online or telephone support. SLSOs also made 'how to' resources for students finding it difficult to access the curriculum when Learning From Home. SAS staff were also utilised during LFH as additional support. They would make courtesy calls home to parents, based on Sentral data, to see if there were any technology issues that interfered with access to the online learning environment.</p>
<p>Socio-economic background</p>	<ul style="list-style-type: none"> • SLSO employed • MacqLit and MultiLit programs <p>Funding Sources:</p> <ul style="list-style-type: none"> • Socio-economic background (\$95 257.00) 	<p>Students who received socio-economic background funding were identified through the fortnightly meeting of the LST, in which students were discussed, resources allocated and comprehensive evaluations were conducted for student improvement or further engagement in external stakeholders for student improvement.</p> <p>School Learning Support Officers (SLSO) were employed to work in the Year 7 and 8 classes, as well as in identified Year 9 and 10 classes, either in one-to-one assistance or whole class assistance. They were co-ordinated by the LaST to clarify, simplify and explain tasks, as well as improving focus and motivation in students, whilst also allowing the teacher more time for teacher directed learning in the classroom.</p> <p>In withdrawal programs, the socio-economic funding was used to continue supporting the literacy and numeracy needs of Stage 4 and Stage 5, with the successful implementation of the MacqLit and MultiLit programs, as well as programs developed by the LaST in the Learning Centre to address comprehension and reading skills below that of Stage 4. This impacted very positively on the NAPLAN results and this is indicated with the school results improving above state average. The school also had a 100% success rate in the Minimum Standards Assessment for over 250 Year 10 students.</p> <p>The LaST is commended for the outstanding efforts and successful engagement during the remote learning period caused by the COVID-19 pandemic response. During this time, the</p>

Socio-economic background	<ul style="list-style-type: none"> • SLSO employed • MacqLit and MultiLit programs Funding Sources: <ul style="list-style-type: none"> • Socio-economic background (\$95 257.00) 	<p>Learning Centre (co-ordinated by the LaST) set up a digital learning platform where all students were able to access supports and self-refer for academic assistance. Furthermore, students could request phone conferences and zoom options if they wanted one-to-one small group assistance from the LaST or an appointed SLSO. The platform was also used to upload targeted instructional videos created by the SLSO for Mathematics and key concepts, and this was extremely successful in assisting all students across the school, as well as allowing classroom teachers more time for whole class learning. The LaST also co-ordinated communication between SASS and parents/caregivers so that students were supported through online learning. If students were not engaging parents were made aware of the supports and resulted in a feeling of support as part of the Glenwood High School community. The LaST created and disseminated classroom resources for all the students on LifeSkills in the mainstream setting and supported classroom teachers in delivering this through scheduled online sessions.</p>
Support for beginning teachers	Funding Sources: <ul style="list-style-type: none"> • Support for beginning teachers (\$86 886.00) 	<p>In 2020 the school's HT Teaching and Learning facilitated the provision of professional learning and support for beginning permanent and temporary teachers. This occurred in a number of ways, with a comprehensive induction program being offered along with mentoring support and the provision of additional release time.</p> <p>In regard to the induction program, this was offered in Semester 1 (Term 1) and Semester 2 (Term 3) and was seven hours in duration, with weekly hour-long seminars being run after school on a Tuesday afternoon. The program was divided into two parts with Part 1 being offered to all new teachers regardless of their experience level. It covered the following topics: Important School Information, Understanding School Procedures and the School's Key Personnel. The second part of the program (Part 2) was specifically tailored to beginning teachers and covered the following topics: The Role of the Teacher, Classroom Management, Quality Teaching, Professional Expectations and Responsibilities, Effective Communication, The Professional Teaching Standards, Achieving Accreditation Requirements and Career Planning. In total, two early career teachers successfully completed the full induction program and another four teachers (with two being beginning teachers and the other two being new to the school but experienced) attended three or more of the sessions offered.</p> <p>In relation to mentoring for all permanent and temporary beginning teachers, these individuals were provided with mentoring support through formal and informal meetings with the school's HT Teaching and Learning.</p>

<p>Support for beginning teachers</p>	<p>Funding Sources:</p> <ul style="list-style-type: none"> • Support for beginning teachers (\$86 886.00) 	<p>From this professional dialogue was generated, which allowed for the sustained development of quality pedagogical practices.</p> <p>One permanently appointed early career teacher who qualified for additional relief time through beginning teacher support funding was allocated a reduction in fortnightly face-to-face teaching periods. Furthermore, she was also afforded whole days of release when needed. In addition, five temporary early career teachers who qualified for beginning teacher support funding were given whole days of release when needed, however, this was hampered somewhat due to the lack of availability of casual staff. Overall, the additional time off class did assist these teachers to develop their teaching practice and achieve their professional obligations, such as completing student reports, marking assessment tasks, completing accreditation annotations etc.</p> <p>Finally, in 2020 five early career permanent and temporary teachers were guided through the accreditation process, with all successfully meeting NESA requirements and achieving their accreditation at the Proficient level.</p>
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Student information

Student enrolment profile

	Enrolments			
Students	2017	2018	2019	2020
Boys	773	776	732	714
Girls	702	693	694	689

Student attendance profile

School				
Year	2017	2018	2019	2020
7	96.0	95.6	94.4	96.5
8	94.2	93.8	93.8	94.4
9	93.2	92.6	93.3	95.6
10	92.0	93.2	92.0	94.1
11	93.4	92.4	92.3	94.1
12	92.8	93.2	90.8	94.3
All Years	93.5	93.5	92.8	94.9
State DoE				
Year	2017	2018	2019	2020
7	92.7	91.8	91.2	92.1
8	90.5	89.3	88.6	90.1
9	89.1	87.7	87.2	89.0
10	87.3	86.1	85.5	87.7
11	88.2	86.6	86.6	88.2
12	90.1	89.0	88.6	90.4
All Years	89.6	88.4	88.0	89.6

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

Management of non-attendance

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

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

Post school destinations

Proportion of students moving into post-school education, training or employment	Year 10 %	Year 11 %	Year 12 %
Seeking Employment	1.9	18.2	5.37
Employment	29.26	10.92	6.1
TAFE entry	8.36	5.46	15.6
University Entry	0	0	49.1
Other	31.35	12.74	1.79
Unknown	0	0	22.04

Year 12 students undertaking vocational or trade training

18.23% of Year 12 students at Glenwood High School undertook vocational education and training in 2020.

Year 12 students attaining HSC or equivalent vocational education qualification

98.9% of all Year 12 students at Glenwood High School expected to complete Year 12 in 2020 received a Higher School Certificate or equivalent vocational education and training qualification.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	3
Head Teacher(s)	16
Classroom Teacher(s)	71.9
Learning and Support Teacher(s)	1.1
Teacher Librarian	1.4
School Counsellor	2
School Administration and Support Staff	19.37
Other Positions	1.2

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

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

Workforce ATSI

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

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

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

Teacher qualifications

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

Professional learning and teacher accreditation

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

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

Financial information

Financial summary

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

	2020 Actual (\$)
Opening Balance	2,936,078
Revenue	15,650,514
Appropriation	14,961,860
Sale of Goods and Services	31,865
Grants and contributions	632,625
Investment income	5,951
Other revenue	18,214
Expenses	-15,089,598
Employee related	-13,545,443
Operating expenses	-1,544,155
Surplus / deficit for the year	560,916
Closing Balance	3,496,994

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

Financial summary - Equity loadings

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

	2020 SBAR Adjustments (\$)
Targeted Total	125,145
Equity Total	378,777
Equity - Aboriginal	15,146
Equity - Socio-economic	95,257
Equity - Language	48,086
Equity - Disability	220,289
Base Total	13,460,379
Base - Per Capita	348,837
Base - Location	0
Base - Other	13,111,542
Other Total	654,827
Grand Total	14,619,127

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

School performance - NAPLAN

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

The My School website provides detailed information and data for national literacy and numeracy testing. Go to myschool.edu.au to access the school data.

2020 NAPLAN

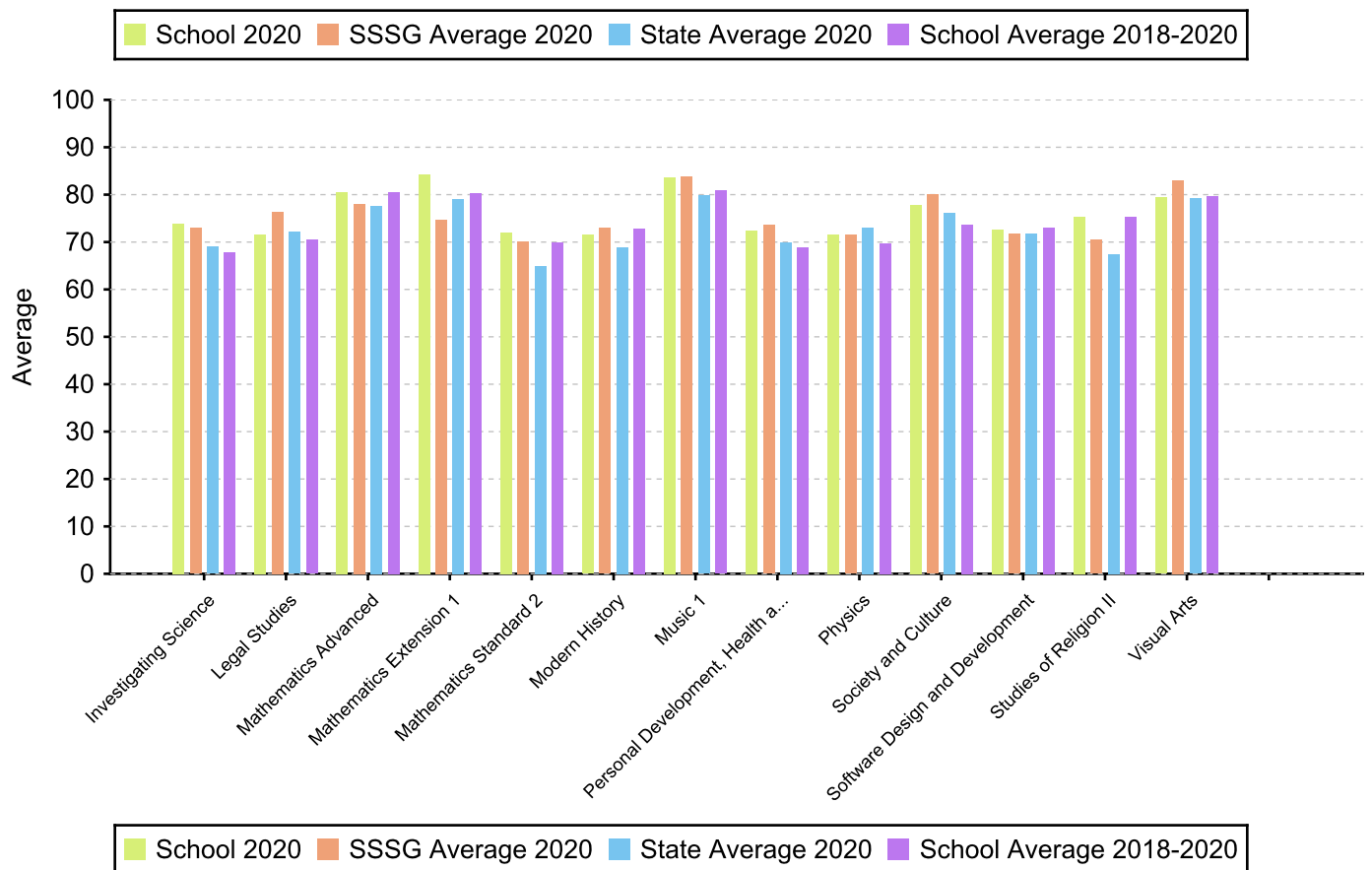
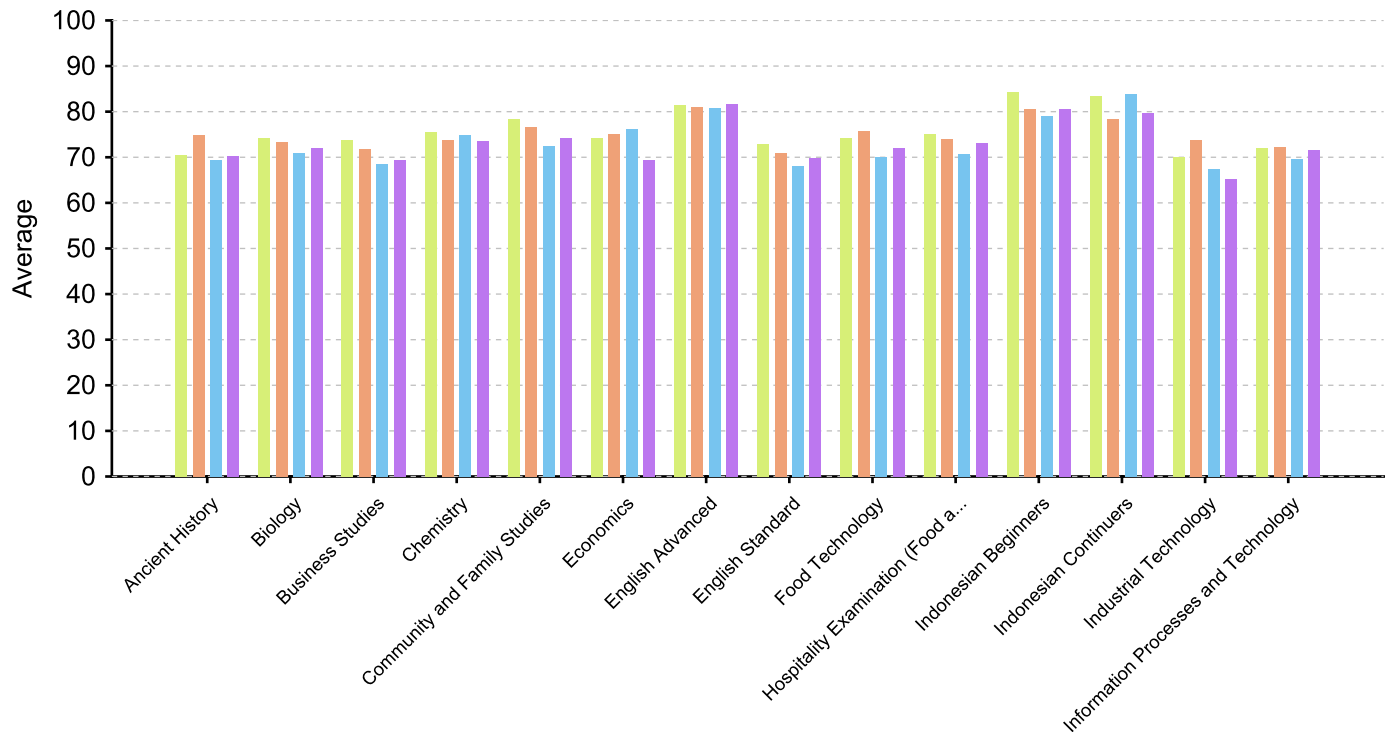
As agreed by the Education Council, the National Assessment Program (or NAPLAN) did not proceed in 2020 due to the COVID-19 pandemic. This was to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

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

School performance - HSC

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

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



Subject	School 2020	SSSG	State	School Average 2018-2020
Ancient History	70.6	74.9	69.4	70.3
Biology	74.3	73.4	70.8	71.9
Business Studies	73.7	71.7	68.6	69.5
Chemistry	75.6	73.7	74.8	73.6
Community and Family Studies	78.3	76.6	72.4	74.3
Economics	74.2	75.1	76.1	69.4
English Advanced	81.5	81.1	80.8	81.7
English Standard	72.8	70.9	68.1	69.9
Food Technology	74.2	75.7	70.2	72.0
Hospitality Examination (Food and Beverage)	75.1	74.1	70.8	73.1
Indonesian Beginners	84.4	80.5	79.0	80.7
Indonesian Continuers	83.5	78.3	83.9	79.7
Industrial Technology	70.1	73.8	67.5	65.2
Information Processes and Technology	72.1	72.1	69.6	71.7
Investigating Science	73.9	73.0	69.0	67.9
Legal Studies	71.6	76.5	72.1	70.4
Mathematics Advanced	80.6	78.1	77.7	80.6
Mathematics Extension 1	84.2	74.7	79.1	80.4
Mathematics Standard 2	72.0	70.2	64.9	70.0
Modern History	71.5	73.0	68.9	72.8
Music 1	83.7	83.8	79.8	80.8
Personal Development, Health and Physical Education	72.5	73.6	69.9	68.9
Physics	71.6	71.5	73.0	69.7
Society and Culture	77.8	80.0	76.2	73.7
Software Design and Development	72.7	71.7	71.8	73.1
Studies of Religion II	75.4	70.5	67.5	75.4
Visual Arts	79.4	83.1	79.2	79.6

Parent/caregiver, student, teacher satisfaction

Throughout 2020 the school engaged in a number of surveys with its community.

Online Learning Survey

During COVID we surveyed students and parents about their online learning experience. Results were mixed in regards to confidence in using technology effectively and majority of this stemmed from the different platforms that were being used across the school. The biggest group that had difficulties were Year 7 and this was due to their recent arrival to high school and not being familiar with the different platforms. Due to the time frame of when the NSW State Government announced that schools will be teaching students remotely did have an impact on some staff. Not all staff had the expertise to deliver their lessons remotely. However, it was overwhelming to see staff come together to support one another. There was a lot of staff sharing their skills and knowledge and running learning sessions in the use of software such as Google Classroom, Microsoft Teams, including running online meetings in the evening from home. There were some cases where the online learning platform could have been used more effectively, rather than a depository of work to be completed. There is great scope for building the capacity of teachers to explicitly teach students how to use technology safely and ethically. Further, using technology for collaboration and communication needs to be embedded into faculty teaching programs.

Glenwood Graduate

Suggestions and feedback from staff, students and parents for priorities to drive the next school excellence cycle was gathered through the Glenwood Graduate initiative. This data was analysed to help identify the three strategic directions for the School Improvement Plan through staff identification of the main skills and characteristics students need to be successful post-school. This process created an increased connection with the strategic directions by staff, students and the community and many of the identified areas for improvement will be used to develop the key initiatives within the three strategic directions.

Glenwood From Me survey

In 2019 Glenwood HS implemented a school based survey for both students and parents. The participation rate from both parents and students was staggering and the responses were a lot more overwhelming compared to the Department's Tell Them from Me survey. Due to the positive response the school decided to continue with the personalised Glenwood from Me survey that is suited to the needs of our school. This is because the survey was developed by both students and staff and asked pertinent questions related to our context and setting. Not only did it encourage student voice but it also ensured student buy-in. The results were compiled by SRC from the student and parent Glenwood From Me surveys.

Parent survey (Years 7-10)

- Identified 'sustained work/study ethic' as the most significant academic skill
- Highlighted the desire for greater focus and support on study skills
- Grateful for social and teamwork skills taught across KLAs and in welfare-associated events and opportunities
- Appreciative of the wide range of extracurricular activities on offer

Student survey (Stage 5)

- The majority valued their education and understood it's benefit for future career and study options
- Identified a desire for continual focus of effective learning environments
- Greater support on how to best utilise their devices for their learning, specifically in organisation
- Students more likely to engage in external extracurricular activities than in-school ones
- Appreciative of the focus on indigenous culture within the school setting, with a need to continually illustrate and showcase its relevance

The data that we have collected from our community has been very valuable in allowing the school to look inward and forward as we prepare for the new strategic Improvement Plan.

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.