

2021 Annual Report

Glenwood High School



8268

Introduction

The Annual Report for 2021 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 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.

School contact details

Glenwood High School
Forman Ave & Glenwood Park Dr
Glenwood, 2768
<https://glenwood-h.schools.nsw.gov.au>
glenwood-h.school@det.nsw.edu.au
9629 9577

School vision

Glenwood High School provides exceptional educational opportunities for students in a challenging and inclusive learning environment. We recognise the individual needs and aspirations of every student and take pride in successfully nurturing young people to become confident, creative, articulate and responsible citizens and leaders in a world that is in constant flux. A strong focus on quality teaching and rigorous literacy and numeracy programs underpin the foundations for learning, high expectations for academic effort and the achievement of personal best.

Our dedicated teaching staff value the professional challenge of striving to ensure each student has every opportunity to achieve success. Our academic results are very strong. We are determined that this is a priority, to have all students achieve at the highest level, no matter their starting point.

Our aim is to develop considerate and responsible individuals who can learn and act independently to attain individual excellence. We consistently reinforce high expectations and our values of respect for self, others and property, readiness for learning and responsibility for our decisions and choices. We are committed to ensuring that every student is known, valued and cared for.

School context

Glenwood High School is a co-educational, comprehensive, community high school in Sydney's north-west sector and includes a Specialised Learning Hub (Support Unit). The school has an enrolment of 1434 students, with more than 50% of the school's enrolment from non-English speaking backgrounds and 12 Aboriginal and Torres Strait Islander students.

The school has a positive reputation in the community drawing enrolments from within the designated drawing area and enjoys supportive links with partner primary schools. Through consistent and continued consultation, via Glenwood From Me (GFM) surveys, 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.

Our school facilitates an extensive list of co-curricular and extra-curricular programs, in areas such as art, music, dance, drama, debating, sport, technology and wellbeing, as well as providing access to additional academic support, which furnishes tremendous opportunities for student growth and involvement outside the classroom.

The school has completed a situational analysis that has identified three areas of focus for this Strategic Improvement Plan (SIP), based on a collection of evidence from students, staff and the school community. This has included a comprehensive review of student outcome measures, effective pedagogical practices and the school's wellbeing metrics, which has underpinned the development of the strategic directions for this School Excellence cycle.

SD 1: Student Growth and Attainment (ACHIEVE)

A revitalised approach to literacy and numeracy across all stages will be the prominent focus of this strategic direction. This will be led by the Head Teacher: Instructional Leader Literacy and the Numeracy Co-ordinator, guiding their respective teams to devise, implement and evaluate targeted initiatives to attain measurable improvement in student literacy and numeracy. Explicit teaching of subject-specific literacy and numeracy skills will be enhanced, as teachers are empowered to: apply an evidence-based approach; embed formative data collection and analysis into their practice; and use the National Literacy and Numeracy Learning Progressions to plan for and monitor student growth. These practices will promote a culture of academic excellence and high expectations, equipping students with the necessary skills to rise to their individual potential, contributing to the successful attainment of school goals.

SD 2: Teaching and Learning Practices (LEARN)

The main initiatives within this strategic direction will focus on improving and developing teaching and learning practices across the school, with specific emphasis on fostering essential student capabilities. A transformed approach to the inclusion of literacy and numeracy instruction, combined with changes to programming and assessment, will see more innovative practices and a responsive pedagogical delivery of content. These strategies will be underpinned by comprehensive faculty reviews and team structures designed to create a collaborative and cross-curricular sharing of expert knowledge and best practice, that will see our students develop the necessary skills to achieve success.

SD 3: Student Personal Development (GROW)

Working to support individual student development will be a central focus within this strategic direction. The Wellbeing Framework(WF) will inform the development and implementation of programs tailored to support student needs. This will ensure staff feel equipped and confident in supporting student wellbeing and engender a positive learning environment and school culture. Consistent evaluation through analysis of student feedback and data, including the Glenwood From

Me (GFM) survey, will ensure the effectiveness of targeted individual and whole-school programs and initiatives, allowing students to succeed and thrive.

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>

Strategic Direction 1: Student growth and attainment

Purpose

In order to maximise student achievement in NAPLAN and the HSC and to build strong foundations for academic success, we will develop targeted and explicit teaching and learning strategies and refine data-responsive practices which support the learning needs of all students.

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.

- Instructional Leadership
- Academic Performance
- Faculty Reviews

Resources allocated to this strategic direction

English language proficiency: \$38,841.00

Aboriginal background: \$10,508.00

Low level adjustment for disability: \$211,217.00

Summary of progress

Instructional Leadership

Instructional leadership was established in 2021, with the appointment of instructional leaders in literacy and numeracy. These teachers lead teams in utilising data from NAPLAN, HSC, HSC Minimum Standards, PAT(Progressive Achievement Tests) and Check-in assessments to design and implement school-wide, evidence-based teaching and learning strategies targeting improvements in reading, writing and numeracy. The school reading focus, as determined through analysis of NAPLAN and Check-in data, was the improvement of student reading comprehension skills and the expansion of student vocabulary knowledge. The use of reading logs in Stage 4, supported by regular checks in Connect and a wide reading program in English lessons, was seen to increase student engagement in reading and their ability to process and reflect on what they were reading. Targeted student withdrawal was also used for students with very low literacy skills in this area. Analysis of Check-in assessment data has already shown a significant increase in student achievement outcomes in reading comprehension in Stage 4 students. The school writing focus, as determined through analysis of NAPLAN and HSC data, was a decrease in simple spelling and grammar errors for Stage 4 and 5 students and increased capacity to address NESA verb expectations for HSC students. This led to a range of activities including Sick Sentences for Year 7 and 9 students, where students had to identify and correct errors in sentences, opt-in writing help for Stage 6 students and a school-wide Stage 6 writing program with faculty support provided by the Literacy Instructional Leaders. Some improvement has been seen in student writing across all stages.

The school numeracy focus, as determined through analysis of NAPLAN and Check-in data, was to increase students skills in measurement, constructing and interpreting graphs and solving worded problems. These skills were targeted using specifically designed worksheets for Year 9 students and visuals prompts displayed in classrooms, as well as "Challenge of the week" questions within Maths lessons. Targeted student withdrawal was also used for students with very low numeracy skills in these areas. Analysis of Check-in assessment data has already shown a small improvement in Year 8 student achievement outcomes when compared to statistically similar school groups. In 2022, literacy initiatives will continue and will be regularly evaluated to see if progress and improvement in student achievement can be sustained over time. A numeracy Instructional leader will also be appointed who will work to further develop the numeracy initiatives for Year 7-10.

HSC Toolbox

This initiative is aimed at improving HSC achievement, while also supporting student well-being. Our focus for 2021 was to establish a team of experienced teachers who would use highly developed teaching practices to build essential skills in Stage 6 students. The HSC Toolbox team started by designing workshops to develop study skills and organisational strategies in students. Unfortunately, the continued roll-out of these workshops was heavily impacted by the COVID school closures, resulting in a delayed start and minimal opportunities for engagement with the current Year 12 cohort. Members of the student advocacy team will be conducting student surveys to determine ways to increase attendance by offering targeted workshops which meet identified areas of interest or student need for Stage 6 students. Next year in

this initiative the HSC Toolbox team will work to establish regular fortnightly workshops which will have an alternating focus of either subject-specific success strategies or sessions on success in Stage 6 for students in Year 12. This will be expanded to incorporate Year 11 in Semester 2.

Faculty Reviews

The recommendations from the TAS (technology and applied studies) faculty review conducted in Term 4 2020 were focused mainly on programming and assessment of Stages 4 and 5, as well as upskilling staff for the new technology syllabus and developing greater consistency across the three faculties. Programs were evaluated for the Stage 4 technology (mandatory) course along with reformed assessment tasks to better support and ensure student progress and achievement. Some progress has been achieved in 2021 with work continuing to be made in other aspects of programming and assessment, as well as to upskill all TAS staff for digital technologies. Beginning in Term 2 2021, the science faculty review began and aimed to update and refine the assessment practices for Stage 6 science subjects. To start this process, students across all Year 11 and 12 science classes were surveyed to garner feedback on current assessment practices. This survey data and faculty processes were to be reviewed in Term 3, however, due to COVID lockdowns the survey review process was delayed until 2022. Also in 2022 the PDHPE (personal development, health and physical education) faculty and one other faculty, yet to be decided, will undergo a review.

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
Proportion of students achieving in the top two bands in NAPLAN reading increases above the system-negotiated target baseline of 29.8%.	24.68% of students achieved in the top two bands in NAPLAN in reading, working towards the lower bound target of 34.60%.
Proportion of students achieving in the top two bands in NAPLAN numeracy increases above the system-negotiated target baseline of 35.7%.	29.13% of students are now in the top two bands in NAPLAN for numeracy, working towards the lower bound target of 40.70%.
Proportion of students achieving expected growth in NAPLAN reading increases above the system-negotiated target baseline of 69.5%.	The percentage of students achieving expected growth in NAPLAN reading decreased to 60.66% indicating progress yet to be seen toward the lower-bound target of 72.50%.
Proportion of students achieving expected growth in NAPLAN numeracy increases above the system-negotiated target baseline of 61.4%.	The percentage of students achieving expected growth in NAPLAN numeracy remained consistent at 41.26% indicating progress yet to be seen toward the lower-bound target of 67.20%.
Proportion of students achieving in the top two bands in HSC increases above the system-negotiated target baseline of 32.0%.	37.74% of students attained results in the top two bands demonstrating progress towards the lower bound target of 38.80%.
Proportion of students achieving in the top three bands in HSC increases above the system-negotiated target baseline of 64.0%.	70.97% of students attained results in the top three bands demonstrating achievement of the lower bound target of 70.90%.
Instructional Leaders (Literacy; Stage 6 - Writing; Numeracy) establish a team and use baseline data to inform whole-school evidence-based teaching and learning strategies.	Instructional leaders established for literacy and Stage 6 writing with a Literacy Faculty and team also established. This team/faculty has established school-wide evidence-based teaching and learning strategies. Instructional leader for numeracy to be established in 2022. Numeracy team has collected and analysed baseline data. This resulted in establishment of small group withdrawals and targeted worksheets developed to improve essential numeracy skills in Year 7 and 9 students in identified areas.
Establishment of an active involvement	HSC Toolbox team collected data to design regular workshops for Year 12

in HSC Toolbox initiatives	students which were designed to target HSC exam strategies, organisation and study skills. Some engagement by students in Year 12. Implementation of this program has been impacted by the school closures in Terms 3 and 4, as well as student work placements.
<ul style="list-style-type: none"> • 4 faculties have engaged in the faculty review process. • Recommendations have been effectively embedded into faculty operations to deliver high quality teaching and learning. 	<p>TAS faculties have completed the faculty review process on Stage 4 technology (mandatory). TAS Faculties have begun implementing the recommendations into faculty processes.</p> <p>The science faculty review is ongoing. Documentary evidence had been collected and partially analysed for implications. Involvement of external HT not occurred due to COVID school closures. Recommendations have not yet been provided to faculty.</p>
Progression towards Delivering across all themes within Student Performance Measures element (SEF)	Self-assessment against the School Excellence Framework shows the school currently performing at Delivering in the element of Student Performance Measures.

Strategic Direction 2: Teaching and Learning Practices (Learn)

Purpose

In order to develop and refine teaching and learning practices, fostering quality teaching, innovative practice and student-centred learning, staff members will consistently implement targeted whole-school initiatives.

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.

- Effective implementation of the Quality Teaching Framework and What Works Best

Resources allocated to this strategic direction

Professional learning: \$11,500.00

Summary of progress

Effective implementation of the Quality Teaching Framework and What Works Best

Our focus for 2021 was to establish teams which investigate current teaching and learning practices within the school and use this to establish key focus areas for the improvement of quality teaching, reflective of the Quality Teaching Framework (QTF) and What Works Best (WWB). Quality teaching teams were established which explored aspects of teaching related to assessment, feedback and high potential and gifted education. The Quality Teaching Rounds (QTR) initiative also became more widespread across the school. The High Potential and Gifted Education (HPGE) team focused on training to up-skill the team members on the new policy, as well as applying this policy to effectively amend teaching and learning programs so that they support gifted students across all classes. Work was also done to design a new methodology for selection of students from Year 6 into the Year 7 HPGE classes, incorporating the traditional PAT tests in conjunction with student video submissions and possibly other components which would allow gifted students to showcase a wide range of skills. In 2022 the team will explore the Curiosity and Powerful Learning course to determine how its use could have the greatest impact on lifting achievement in students. Recruitment and increased participation into Quality Teaching Rounds (QTR) across all faculties were the focus areas for this year. Staff were recruited at staff meetings resulting in 28 staff now participating in training and/or conducting rounds, with increased involvement from executive staff and representation across all faculties. As a result of this year's success, the progress measure for 2022 has been modified. The new progress measure is aiming to increase the engagement of faculty head teachers in QTR. This should promote greater engagement by teaching staff, and make future progress measures related to staff percentage engagement easier to achieve. The Quality Teaching: Feedback team used survey data to determine the specific focus within feedback that would have the greatest impact on student outcomes. Learning intentions and success criteria was viewed as the most effective way to implement an improved and regular feedback mechanism for students. Members of the team trialed various strategies in their classrooms to up-skill staff in their team in utilising learning intentions and success criteria effectively in their classrooms so that lifting of student achievement of lesson outcomes became evident. Team members used this to create a presentation to be delivered at a staff meeting in Term 1, 2022. The Quality Teaching: Assessment team started out this year by surveying students and teachers to determine an assessment focus which would make the greatest impact. The data indicated that incorporating reflection into formal assessment tasks would help to build reflexive learners who reflect on how well they attempted tasks and how prepared they were for tasks. This would be created in the format of a template that could be used by both teachers and students to reflect on assessment practices. Some work was also done on the possibility of developing formative assessment strategies within faculties. Next year in this initiative the quality teaching teams will work with faculty groups to incorporate these into teaching, learning and assessment practices and will evaluate the effectiveness of professional learning using the High Impact Professional Learning model. New focus areas will be selected from WWB which reflect identified areas for improvement from staff survey data. This will support further improvement in teaching practice across the school.

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
Increase in number of faculties engaging in QTR	Increased participation in QTR across the school with an additional four faculties being represented. This equates to all faculties being represented,

Increase in number of faculties engaging in QTR	which is above the 2021 progress measure. This led to an adjustment to the 2022 progress measure.
QT teams are established and collect baseline data, from WWB self assessment, to inform whole-school evidence-based professional learning to support feedback and assessment strategies.	Two quality teaching teams have been established with the focus areas of effective feedback and best practice in assessment. Baseline data has been collected by both teams on teacher understanding of WWB and QTF. This has informed the focus areas for TPL to be delivered in 2022 by these teams.
Teams collect baseline data , from HIPL self assessment tool, to inform whole-school evidence-based professional learning to support the delivery of sustained quality teaching practice	HIPL self-assessment completed in Term 2. Feedback presented to all staff and used by teams to begin developing new activities informed from the results.
Progression towards Excelling across all themes within Curriculum and Assessment.	Self-assessment against the School Excellence Framework shows the school currently performing at Sustaining and Growing, with progress towards excelling in the elements of Curriculum and Assessment. This progress has been achieved across the following themes: <ul style="list-style-type: none"> • Differentiation; and • Formative assessment.
Progression towards Excelling across all themes within Effective Classroom Practice and Learning and Development.	Self-assessment against the School Excellence Framework shows the school currently performing at Sustaining and Growing, with progress towards excelling in the elements of Effective Classroom Practice and Learning and Development. This progress has been achieved across the following themes: <ul style="list-style-type: none"> • Collaborative practice and feedback; • Professional learning; • Lesson planning; and • Explicit teaching.

Strategic Direction 3: Student Personal Development (Grow)

Purpose

In order to develop confident, creative and responsible citizens, specific initiatives that promote a growth mindset, emotional intelligence and community engagement will be embedded into our wellbeing focus, providing students with the opportunity to flourish.

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.

- Effective implementation of the Wellbeing Framework
- Educational Leadership

Resources allocated to this strategic direction

Location: \$193,200.00

Professional learning: \$2,500.00

Summary of progress

Effective implementation of the Wellbeing Framework

Our focus for 2021 was to establish teams which investigate methods in which to better support and address student wellbeing needs in order to further their academic progress and achievement. The Connect/Succeed/Thrive team focused on developing a detailed understanding of the Wellbeing Framework to help ensure success in the wellbeing initiatives implemented across the school. Working with Safeguarding Kids Together (SKT), they undertook an audit of current programs and initiatives to ensure all elements of the framework were being addressed in an impactful way, developing a scope and sequence for all year groups. As well as this, the team conducted an analysis of current data trends to ascertain areas of need by the students. The team is now exploring the implementation of data-informed projects to support student wellbeing, including collaboration with the Connect Team to enhance the approach across multiple areas. The Connect Team has taken a collaborative approach alongside the long-running Positive Behaviour for Learning (PBL) Team as well as the Connect/Succeed/Thrive Team to reform the wellbeing-centred lessons implemented during the Connect periods in the school timetable. With a focus on reinforcing PBL expectations, while addressing data-informed behaviour concerns identified through the PBL Team, the Connect Team developed a range of stage-appropriate materials that have led to greater engagement and retention of expectations by students, along with an ease in implementation for staff. They developed a clear scope and sequence which allowed for flexibility based on current data-informed concerns, and regularly communicated the program to all staff through team presentations and frequent reminders. In 2022, the goal for the Connect Team is to expand this impact further through more hands-on activities, particularly for Stage 4, incorporating student leaders in their delivery. The newly-formed Behaviour and Engagement Team also worked collaboratively with the PBL Team in understanding the current behaviour concerns represented through relevant data sources, along with issues raised by staff in both addressing behaviour and supporting students in the classroom. Following a staff survey, the team were able to isolate areas of staff need for support, alongside the data-identified areas of concern for behaviour management. From this point, they worked with the PBL Team in developing support information on preventative measures, redevelop the behaviour management flowchart, and reclassify major and minor behaviours with the help of SKT. This has led to a greater awareness of the cause of a number of student behaviours, leading to the development of strategies to manage these within the classroom, along with clear and transparent behaviour management procedures. In 2022, they will be working closely with Real Schools to continue providing support to staff on the management of behaviour and strategies to best support students, while also continuing with the PBL Team and SKT to further develop and refine behaviour management strategies and documentation for staff. The Student Advocacy Team was established to provide student voice in a range of whole-school teams, while also helping to facilitate events within the school to foster student engagement. The team was able to work with the SRC to advertise across the student body for the opportunity, resulting in a few teams being able to incorporate student voice more effectively by Term 4. While the team worked to facilitate a range of whole-school events, this year they developed and implemented an RUOK? Day focus while learning from home, centred around student wellbeing and rebuilding connections with friends, peers, teachers and support networks while online. In 2022, the student involvement in teams across the school will increase, along with the running of whole-school events. The inclusion of student voice as part of addressing wellbeing has seen a huge rise due to the Student Advocacy Team, and is a contributor to the increase of students feeling a sense of belonging and advocacy within the school.

Educational Leadership Review

Following community consultation with similar schools, wellbeing data analysis and feedback from senior executive staff,

the Educational Leadership Review Team was able to redesign our executive structure to include four Head Teacher Secondary Studies positions. In 2021, the team developed role statements with a clear focus on meeting the changing needs of Glenwood High School to ensure that students are at the focus of what we do, with the goal to utilise data to ensure responsive practices in supporting student growth and development, and measuring the impact in higher academic achievement. These positions will be implemented in 2022.

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
Increase the proportion of students attending 90% of the time above the system-negotiated target baseline of 80.8%	The percentage of students attending school 90% of the time is 77.74%. While this is below the baseline target of 80.82%, due to COVID, this might not be a true reflection of actual attendance.
Increase the proportion of students reporting a sense of belonging, advocacy and expectations of success in the Glenwood From Me survey above the school-identified baseline of 60.7%.	The proportion of students reporting a sense of belonging has increased from the baseline of 60.7% to 88.1% in the Glenwood from Me survey.
Baseline data collected to measure Aboriginal and Torres Strait Islander student attendance and engagement equivalent to non-Aboriginal students.	Baseline data (RAP) on attendance and engagement of Aboriginal and Torres Strait Islander students has been collected. This has resulted in changes to the role statements for ASLSOs to be wellbeing and community-focused.
The Connect/Succeed/Thrive team is established and collect baseline data to identify student wellbeing needs.	The Connect/Succeed/Thrive team was established and, with the support of the Safeguarding Kids Together Team, implemented a survey which is being used to inform changes to the wellbeing scope and sequence for each cohort.
Baseline data regarding proportion and incidence of negative Sentral data entries, N-award warnings and suspensions across all stages collected to identify areas of student concern.	Baseline data was collected on the number of negative incidences (major and minor) and suspension recorded on Sentral, as well as the number of N-warnings issued per grade. The data has indicated that the highest number of negative incidences, N-warnings and suspensions involves Stage 5 students.
Progression towards Excelling across all themes within Educational Leadership.	Self-assessment against the School Excellence Framework shows the school has now progress towards sustaining and growing in the elements of Educational Leadership. This progress has been achieved across the following theme: <ul style="list-style-type: none"> • Instructional Leadership
Progression towards Excelling across all themes within Wellbeing.	Self-assessment against the School Excellence Framework shows the school currently performing at Sustaining and Growing, with progress towards excelling in the elements of Wellbeing. This progress has been achieved across the following themes: <ul style="list-style-type: none"> • A planned approach to wellbeing; and • Behaviour

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$206,407.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Glenwood High School in mainstream classes who require moderate to high levels of adjustment.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • staffing release for targeted professional learning around [course] <p>The allocation of this funding has resulted in the following impact: Targeted support with specific learning and physical disabilities to ensure they have equitable access to the learning.</p> <p>After evaluation, the next steps to support our students will be: To continue to support our students by engaging Student Learning Support Officers (SLSO) and teaching staff to ensure all students continue to have success in their learning.</p>
<p>Socio-economic background</p> <p>\$87,888.00</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Glenwood High School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • additional staffing to implement [program/initiative] to support identified students with additional needs • providing students without economic support for educational materials, uniform, equipment and other items <p>The allocation of this funding has resulted in the following impact: Additional SLSO staff employed to support students' needs in literacy and numeracy. Professional learning provided to staff to build capacity in teaching literacy and numeracy within their classroom.</p> <p>After evaluation, the next steps to support our students will be: Continue to engage SLSO in supporting identified students. Further professional Learning via instructional leaders to continue to build capacity of staff teaching literacy and numeracy.</p>
<p>Aboriginal background</p> <p>\$11,359.34</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Glenwood High School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Instructional Leadership • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of specialist additional staff (SLSO) to support Aboriginal

<p>Aboriginal background</p> <p>\$11,359.34</p>	<p>students</p> <p>The allocation of this funding has resulted in the following impact: The employment of Aboriginal Student Learning Support Officer (ASLSO) to work with Aboriginal and Torres Strait Islander students on developing cultural awareness and Personal Learning Pathways (PLPs).</p> <p>After evaluation, the next steps to support our students will be: Positive student engagement from Aboriginal Torres Strait Islander students has lead to an increased engagement in cultural activities within the school. Therefore, the continuation of the employment of ASLSO will be implemented for 2022.</p>
<p>English language proficiency</p> <p>\$39,618.00</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Glenwood High School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Instructional Leadership • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • additional teacher time to provide targeted support for EAL/D students and for development of programs <p>The allocation of this funding has resulted in the following impact: This allocation has resulted in EALD students being more confident and prepared to engage in developing their language skill, as noted in teacher observation and work samples.</p> <p>After evaluation, the next steps to support our students will be: Continue to provide release time to support additional EALD teachers to work with students in small group tuition.</p>
<p>Low level adjustment for disability</p> <p>\$223,295.00</p>	<p>Low level adjustment for disability equity loading provides support for students at Glenwood High School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Instructional Leadership • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of LaST and interventionist teacher • development of a needs-based learning and support program in which specialist staff collaborated with classroom teachers to build capacity in meeting the literacy needs of identified students <p>The allocation of this funding has resulted in the following impact: This allocated funding having resulted in identified students achieving growth in literacy and numeracy, as shown in Year 8 Check-In and Minimum Standards data.</p> <p>After evaluation, the next steps to support our students will be: To continue to employ additional staff and provide release time to support targeting literacy and numeracy programs.</p>
<p>COVID ILSP</p> <p>\$98,087.31</p>	<p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2022.</p>

<p>COVID ILSP</p> <p>\$98,087.31</p>	<p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • providing intensive small group tuition for identified students who were... <p>The allocation of this funding has resulted in the following impact: Tutor worked with targeted students to reduce learning gaps due to remote learning. The majority of students in the program achieving significant progress towards their personal learning goals.</p> <p>After evaluation, the next steps to support our students will be: Continue to implementation of literacy numeracy small group tuition using data sources to identify specific student need.</p>
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Student information

Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	776	732	714	721
Girls	693	694	689	686

Student attendance profile

School				
Year	2018	2019	2020	2021
7	95.6	94.4	96.5	93.9
8	93.8	93.8	94.4	93.2
9	92.6	93.3	95.6	90.9
10	93.2	92.0	94.1	90.4
11	92.4	92.3	94.1	90.9
12	93.2	90.8	94.3	91.5
All Years	93.5	92.8	94.9	91.8
State DoE				
Year	2018	2019	2020	2021
7	91.8	91.2	92.1	89.7
8	89.3	88.6	90.1	86.7
9	87.7	87.2	89.0	84.9
10	86.1	85.5	87.7	83.3
11	86.6	86.6	88.2	83.6
12	89.0	88.6	90.4	87.0
All Years	88.4	88.0	89.6	85.9

Attendance

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

Attendance figures 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 has significantly improved data quality in 2021, which has affected data comparability

with previous years.

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

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	3	9
Employment	5	3	2
TAFE entry	1	6	6
University Entry	0	0	85
Other	8	12	2
Unknown	0.4	3	2

Year 12 students undertaking vocational or trade training

19.90% of Year 12 students at Glenwood High School undertook vocational education and training in 2021.

Year 12 students attaining HSC or equivalent vocational education qualification

99.5% of all Year 12 students at Glenwood High School expected to complete Year 12 in 2021 received a Higher School Certificate or equivalent vocational education and training qualification.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	3
Head Teacher(s)	16
Classroom Teacher(s)	72.1
Learning and Support Teacher(s)	1.1
Teacher Librarian	1.4
School Counsellor	2
School Administration and Support Staff	19.37
Other Positions	1

*Full Time Equivalent

Workforce composition statement

From 2022 onwards, the new Assistant Principal Curriculum and Instruction (APCI) roles form part of entitlement. The FTE of these roles are counted as per entitlement in line with other non-deputy principal/head teacher executive positions as there isn't any off-set requirement from the teaching allocation. The APCI is included under the Assistant Principal(s) position grouping.

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 Departments overall workforce identify as Aboriginal and/or Torres Strait Islander People.

Workforce ATSI

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

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

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

Teacher qualifications

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

Professional learning and teacher accreditation

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

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 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.

	2021 Actual (\$)
Opening Balance	3,496,994
Revenue	16,135,503
Appropriation	15,476,141
Sale of Goods and Services	36,813
Grants and contributions	604,609
Investment income	2,820
Other revenue	15,120
Expenses	-16,869,265
Employee related	-14,006,625
Operating expenses	-2,862,640
Surplus / deficit for the year	-733,762
Closing Balance	2,763,232

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

Financial summary - Equity loadings

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

	2021 SBAR Adjustments (\$)
Targeted Total	184,361
Equity Total	362,162
Equity - Aboriginal	11,359
Equity - Socio-economic	87,889
Equity - Language	39,618
Equity - Disability	223,296
Base Total	13,723,252
Base - Per Capita	352,223
Base - Location	0
Base - Other	13,371,029
Other Total	732,514
Grand Total	15,002,289

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

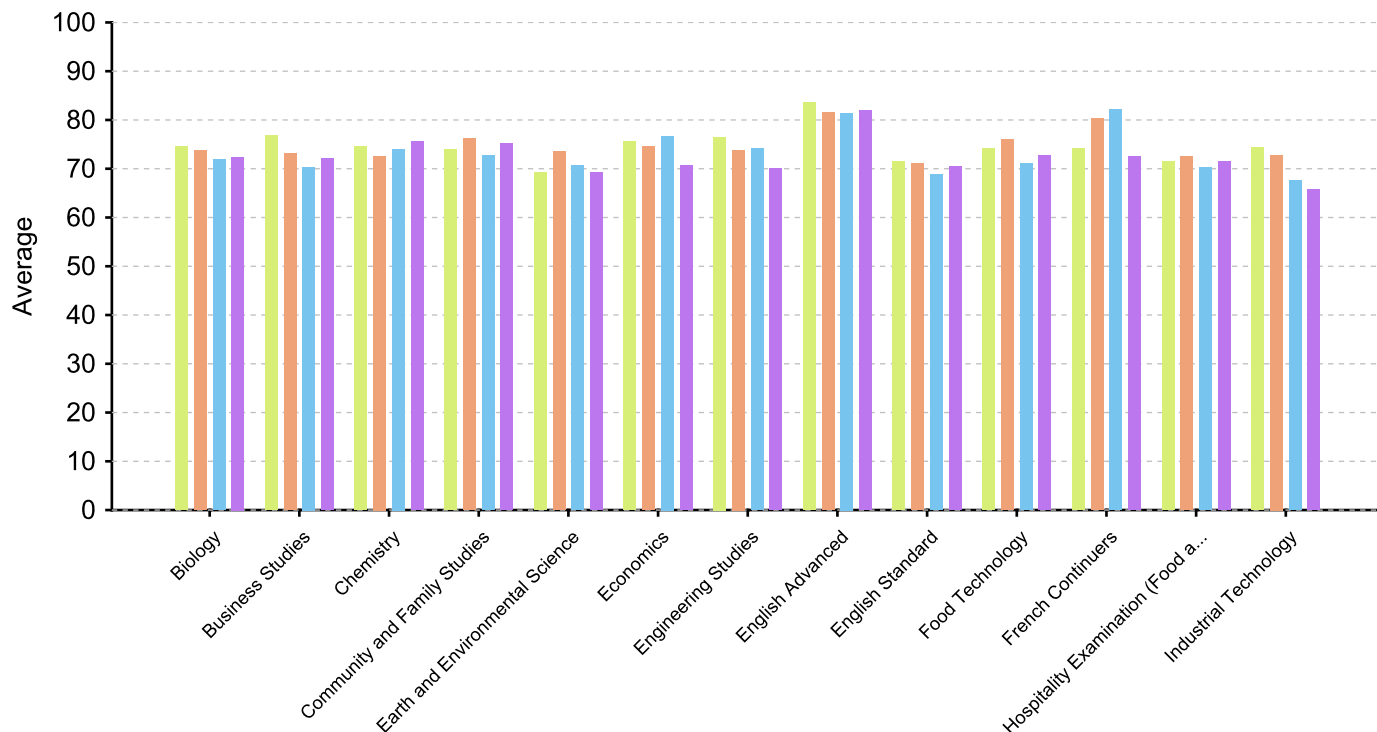
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

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.

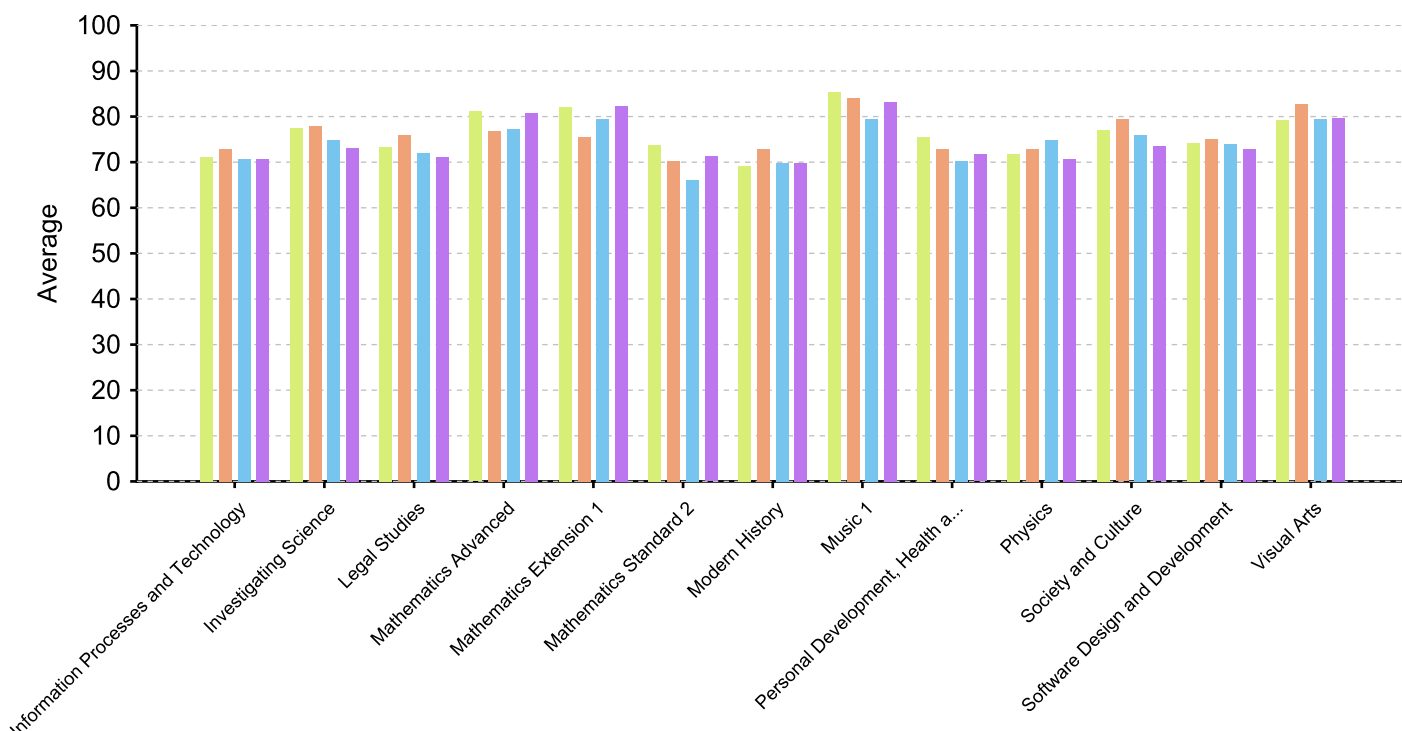
School performance - HSC

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.



■ School 2021
 ■ SSSG Average 2021
 ■ State Average 2021
 ■ School Average 2019-2021



■ School 2021
 ■ SSSG Average 2021
 ■ State Average 2021
 ■ School Average 2019-2021

Subject	School 2021	SSSG	State	School Average 2019-2021
Biology	74.6	73.8	71.9	72.4
Business Studies	76.9	73.1	70.4	72.1
Chemistry	74.5	72.6	74.1	75.6
Community and Family Studies	74.0	76.3	72.7	75.2
Earth and Environmental Science	69.3	73.5	70.6	69.2
Economics	75.5	74.5	76.7	70.6
Engineering Studies	76.5	73.8	74.1	70.1
English Advanced	83.6	81.5	81.4	81.9
English Standard	71.5	71.1	68.8	70.5
Food Technology	74.1	76.0	71.0	72.8
French Continuers	74.2	80.4	82.2	72.4
Hospitality Examination (Food and Beverage)	71.4	72.4	70.3	71.5
Industrial Technology	74.3	72.8	67.7	65.7
Information Processes and Technology	71.1	72.9	70.8	70.8
Investigating Science	77.5	77.9	74.9	73.1
Legal Studies	73.4	75.9	72.0	71.1
Mathematics Advanced	81.1	76.8	77.4	80.8
Mathematics Extension 1	82.1	75.5	79.5	82.3
Mathematics Standard 2	73.7	70.3	66.1	71.3
Modern History	69.2	72.9	69.7	69.9
Music 1	85.4	84.0	79.4	83.1
Personal Development, Health and Physical Education	75.5	73.0	70.3	71.7
Physics	71.7	72.8	74.8	70.8
Society and Culture	77.1	79.4	76.0	73.4
Software Design and Development	74.2	75.0	74.0	72.9
Visual Arts	79.3	82.7	79.4	79.8

Parent/caregiver, student, teacher satisfaction

Glenwood prides itself on consistently reflecting on our practices by collecting feedback from all our stakeholders.

Staff reflection and input

While Glenwood HS has implemented the Glenwood From Me survey to ascertain feedback from all stakeholders, the information staff has provided has led to an analysis of the various initiatives implemented across a range of academic and wellbeing areas to support student growth and development. Overall, this feedback was inherently positive. Staff identified and emphasised:

- substantial enhancement of capacity to teach literacy and numeracy across various KLAS
- identification and implementation of additional supports for Stage 6 students
- enhancement of quality assessment practices
- reflection of current wellbeing initiatives underway in Connect to address identified areas of concern in 2022
- identification of future professional learning to be addressed in 2022

As well as this, staff reflected on the collegiality and positive relationships exhibited within the workplace, along with the positive relationships established and maintained with students, highlighting Glenwood HS's ability to foster a school culture and climate nurturing student growth and achievement.

Parent satisfaction

Glenwood HS values the input of parents to ensure actions taken reflect inclusive practice for all stakeholders. In 2020, Parent Teacher Evenings were conducted online via Zoom to maintain connection with parents while learning from home. Following positive feedback, this was continued in 2021, with higher rates of attendance than previous years. Similarly, GHS held Subject Selection Information Evenings for both Years 8 and 10 online through the creation and compiling of a range of videos outlining both the RoSA and HSC process and procedures, subject offerings and course breakdowns, experiences of past students, etc. Following feedback from parents, this was well-received, making the information not only more accessible but able to be returned to during the selection process if needed. As such, this process will continue in 2022. Additionally, a Term 3 COVID Report was produced in 2021 to allow parents an insight into how their child was progressing with their learning while at home, which was appreciated by parents. The Glenwood From Me survey continues to be a key form of feedback, with the 2021 results illustrating high rates of safety and value for their child while at Glenwood, while also demonstrating the high expectations teachers have of their child to succeed. Feedback will continue to inform actions taken in 2022.

Student Forums

The SRC this year hosted year group student forums, where 15-20 students from grades 7-11 participated in surveys and round-table discussions. Students were questioned on aspects of schooling to provide a snapshot of Glenwood High School at the beginning of the implementation of the current Strategic Improvement Plan, focusing on the three Strategic Directions of 'Achieve', 'Learn' and 'Grow'.

Stage 4 students valued the educational standards and PBL values of the school, and most students enjoyed coming to school each day. However, some students indicated that they could not see the benefits of some of the initiatives being run in 2021 to their education. Stage 5 students indicated a strong connection to the school and their peers, but indicated that having a productive school-life balance while managing the pressures associated with making decisions about their plans after school was challenging. Year 11 students indicated that while the transition to Stage 6 has been challenging and stressful due to the increased workloads and task expectations, they felt supported and encouraged by their teachers to do their best. This information will help to inform programs and initiatives implemented in 2022.

Student Focus Groups

Glenwood HS has always been committed to advocating for student voice. This is evident in our annual student developed Glenwood from Me survey. To add to commitment to increase student voice the school engaged with independent facilitators to conduct focus groups with randomly selected students from a range of cohorts.

The benefits of listening to and acting on student voice allows for us to plan for relevant wellbeing and initiatives that are targeted and tailored for our school's context.

Overall, the feedback was positive from the students. Students identified and emphasised:

- they like their teachers and were able to list a variety of reasons
- they like that their school was inclusive and were able to give relevant examples
- they like the choice of activities available to them
- they like that their school environment is supportive and were able to articulate examples
- Students were able to articulate a range of extracurricular activities that offered support to

Listed below are the common themes from the students to the questions posed by the facilitators:

Tell me about your school/what do you like the most?

Teachers

- Always ready and quick to help
- Approachable, cool,
- Good teacher-student relationships
- Good at doing their job making learning interesting
- Chaplain - morning breakfast Club: pancakes

Choice of activities

- Classes to pick from
- Sports
- Creative and Performing Arts
- Table-top games/Clubs
- Harmony Day
- Many different pathways

Inclusive

- Multicultural and respectful community
- Taking pride in ethnic origins
- Showcasing Aboriginal culture
- Positive environment in the classroom

Supportive Environment

- No matter what there is always support at school
- Encouraged to celebrate different cultures
- Good facilities

What are some of the things you consider to be important at school?

- That I can trust my teachers
- Learning
- Wellbeing
- Safety
- Academic success
- Friendship Giving and receiving respect
- Harmony Day
- Lessons are dynamic and engaging

What could the school do better to support you at school?

- Extra Help with Stress
- Extra support around mental health
- Help with rules & consistent applications of expectations
- Get rid of gum from under the desks
- Vaping

Describe what your school does to make you feel safe?

- Emergency drills and clear instructions
- Cameras around the school
- Welcoming and positive school culture
- Teachers take time to check-in and see how students are doing
- Teachers on duty
- Board games
- Lots of help, such as MathsHelp, ScienceHelp and mental health support
- Good response to the Incident (additional school counsellors, police presence, reassurance that everything will be alright)

How does the school support you to have your say?

- Suggestion Box
- SRC
- Access to HTs and executive
- Surveys - SRC Glenwood from Me, School surveys, TTfM (though the students do not take TTfM survey seriously)
- You can always talk to the teachers
- Other noticeable mentions: House Captains, Student Advocacy Team, volunteer groups, help in running events e.g. RUOK Wellbeing Day

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.