



# GLENWOOD HIGH SCHOOL

Innovation Opportunity Diversity Success



# WELCOME FROM OUR PRINCIPAL

Glenwood High School has a well-deserved reputation for innovation and excellence. It is a place where diversity is celebrated, and every student is valued and appreciated. I believe that a school community should be a tapestry of music, art, sport, student leadership, conversation and academic endeavor.

Our comprehensive curriculum offers a broad choice of subjects and courses to meet a wide range of individual student interests, talent and ability. 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. The least we can do for all our students is to expect that they achieve at the highest level, no matter their starting point.



I believe in the old adage that it takes a village to raise good productive members of society. This is very much the case at Glenwood. With over 1400 students in the school we are like a small village. We pride ourselves on reaching every individual as much as possible. We try hard to tailor our time, our resources and our programs so that every student is known, valued and cared for. This is because we believe that good relationships and partnerships are the cornerstones of good communication and learning.

At Glenwood we recognise the individual needs and aspirations of every student and take pride in successfully nurturing young people to become confident, articulate and responsible citizens and leaders in a world that is in constant flux.

With all construction now complete, we are thrilled to move into our 48 new classrooms, specialised science labs, Performing Arts Centre and staff facilities in Building N. In addition, we have access to the refurbished buildings D, E and J and wonderful new landscaping around Building N, that I'm sure will be popular with staff and students.

Contemporary learning and teaching prepares students for a diverse and interconnected world. We are evolving the ways we teach our students to focus on the skills valued in the changing workforce, and striving to understand the different ways students learn, and support new ways of interacting with information through technology. Flexible learning spaces are designed and equipped to support contemporary learning and teaching.

I am delighted you are considering Glenwood High School for your child. This prospectus offers only a brief glimpse of the rich fabric that makes up the life of our excellent school.

Sonja Anderson

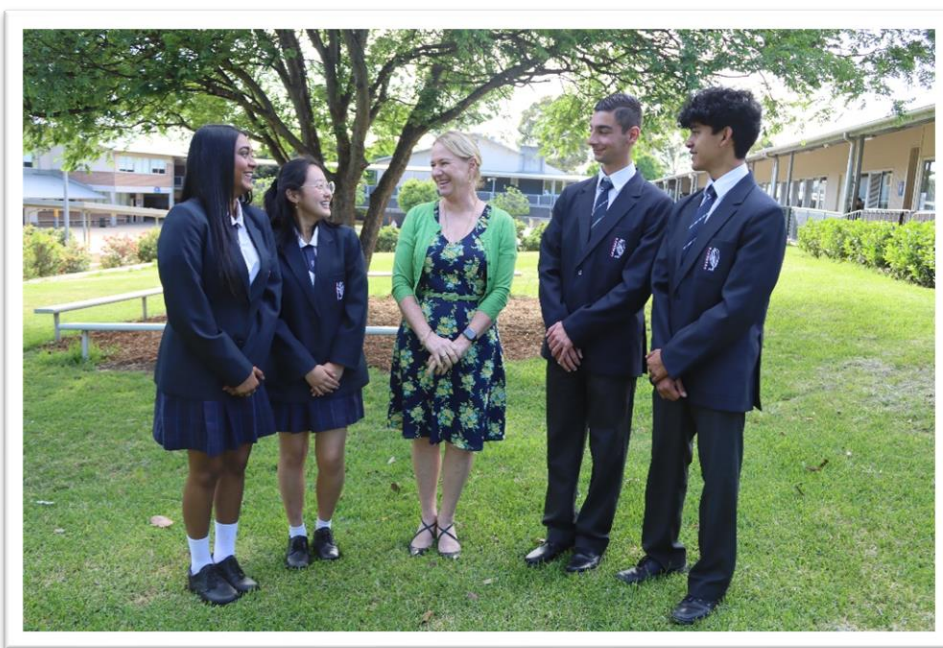
B.A., Dip Ed.

Principal



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# Why Choose Glenwood High School?

Glenwood High School students enjoy quality educational programs and exceptional opportunities delivered in engaging classrooms. Strong educational leadership and dedicated teachers create a supportive, dynamic learning environment, which caters to all abilities and develops potential. Our specialist teachers offer inspiring programs for high performing and gifted students, and provide responsive, personalised support for students needing assistance. Our school community cares for each student and celebrates achievement by providing a wide range of experiences, which nurture individual academic, sporting and cultural talents, as well as talent in the creative and performing arts.

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## Our Mission Statement



Glenwood High School's mission is to empower students to become successful, creative learners, who will confidently assume the role of active global citizens. Students at Glenwood High School are literate, numerate, successful learners who are innovative, highly motivated and productive users of technology. Students learn to be critical thinkers who are able to contextualise their learning beyond the classroom. Students show respect for themselves and their peers, creating an inclusive and empathetic learning environment.

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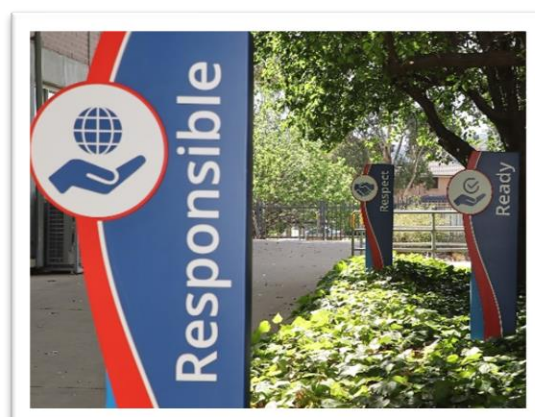
## Our Core Values

The Glenwood High School core values are built on the principles of Positive Behaviour for Learning (PBL). Our values influence the way our school community works together, communicates and makes decisions. These values are taught explicitly in the classroom and through the activities and relationships between the school and the community. They guide student welfare and discipline and are embedded in everything we do both within and beyond the classroom.

Respect Yourself, and Property

Ready for Learning

Responsible for Your Actions



# Our School Campus

Glenwood High School was built in 2005 and uses a new system for financing public schools, the Public Private Partnership system. A private consortium, known as Axiom Education, built and equipped the school on government owned land and leases the facility back to the State Government for a maximum of thirty years. During this period, the consortium is responsible for maintaining the facilities, as well as providing security and cleaning services, thus freeing up school resources.

The new school building features new flexible learning spaces. These learning environments offer teachers flexibility in teaching methods and provide a variety of opportunities to enhance student collaboration, communication and engagement. The flexible learning spaces are adaptable and can accommodate up to four class groups in each space. It features inclusive learning zones with break-out spaces, enabling students to learn in new ways and with new technologies.

The school facilities are extensive and include a number of specialist learning facilities, classrooms and sporting facilities. These include:

Computer Laboratories

Seminar Rooms

Domestic and Commercial

Fitness Centre and Courts Tutorial

Kitchens

Learning Centre Visual Art Studio

General Classrooms

Wood and Metal Workshops

Library

Machine Workshop

Music Performance Space

Outdoor Learning Spaces

Performance Centre

Photographic Darkroom

School Auditorium Science

Laboratories



Glenwood High School is provided with a high-speed network, supported by the NBN, that permits computers and other electronic learning devices to be used virtually anywhere within the school, while providing a link to the school network as well as the Internet. There are currently five computer labs in service, while we are building additional facilities in order to better cater for our young learners. All computers used across the school are Windows-based, excluding Visual Arts/Photography/Music where Mac laptops are used.



## Our Staff

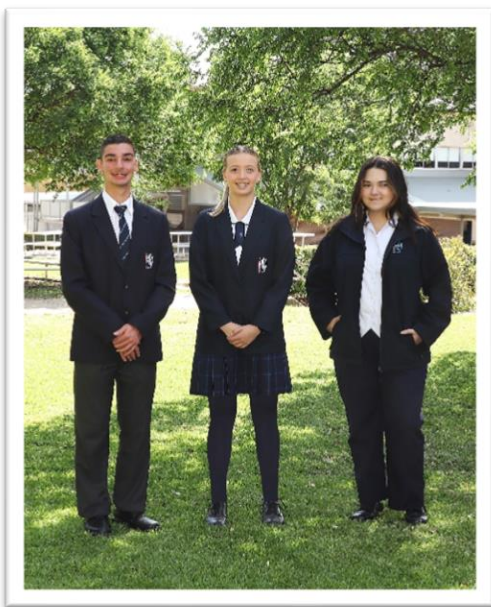
The school staff consists of over 118 teaching staff including the Principal, 4 Deputy Principals, 20 Head Teachers, 2 Librarians, Learning and Support Teachers, Careers Advisor, Classroom Teachers, 3 Instructional Leaders, Teachers' Aides and School Administration Support Staff. The staff are divided into faculties corresponding to the Key Learning Areas. Two school counsellors, along with a chaplain and Student Support Officer, join a dynamic wellbeing team, which also includes Year Advisors for each student cohort. In addition, there is a Specialised Learning Hub to assist students with their learning and support needs.



All teaching staff are NESA accredited as qualified teachers, holding a university degree in their subject field and teaching qualifications such as a Masters in Education from a recognised tertiary institution. Teachers at Glenwood High School undertake ongoing professional learning to ensure the latest pedagogical practice is implemented in their classrooms. Their innovative use of technology helps motivate and engage all learners. A culture of high expectations drives a fearless pursuit of educational excellence across the school. Teachers focus on building student resilience through a number of valued and successful wellbeing programs.

## School Uniform

The school uniform is integral to the maintenance of the school's high standards and expectations regarding student achievement and behaviour. Our school uniform is worn with pride while on the grounds and off campus.



Our students understand how important it is to wear their uniform correctly as this reflects their positive attitude towards themselves, their learning and the school in general. It indicates a sense of belonging to the Glenwood High School community and reinforces that they are proud of themselves and their school. Wearing the uniform gives a sense of routine to every day and allows students to feel part of the school community.



# Library

The School Library is open every morning before school, every recess (except Fridays) and every lunchtime. All students are encouraged to utilise the library facilities for general reading or for study and to take advantage of the Homework Centre, which operates after school on Tuesdays from 3pm to 4pm.

General library use includes: borrowing, returning, quiet reading, assignment and/or completion, photocopying, use of the computers and printing. The Homework Centre is a means for students to obtain assistance and support with their homework or assessment tasks.



Library skills are incorporated into the school curriculum to ensure students are equipped with essential research and referencing skills. All Year 7 students have the opportunity to learn how to use the library resources effectively as a valuable learning experience.

All classes in Year 7 to Year 10 have a period of wide-reading in the school library once a fortnight. 'Wide-reading', as the name suggests, is reading for enjoyment and students are encouraged to read across broad category of genres and formats. It is a proven strategy for building academic background knowledge, developing resilience and all-round wellbeing, as well as improving spelling, vocabulary building and writing skills.

At Glenwood High School, wide-reading is promoted through successful reading challenges, competitions, writing clubs and special events such as the Premier's Reading Challenge, the GHS Reading Challenge, and various competitions associated with each month's library display.





# High Potential and Gifted Education

Glenwood High School is an educational institution which maintains high expectations for learning, providing a supportive environment in which students have every opportunity to excel. The High Potential and Gifted Education team, comprising teachers from all faculties, aims to provide relevant and engaging learning opportunities to students, while supporting activities which identify and celebrate ability in a wide range of learning areas. Continued monitoring of student performance including school-based assessment, in-class performance and teacher feedback ensure that our students have access to a challenging and positive learning environment.

Our participation in conferences and workshops has ensured that Glenwood High School remains at the forefront of contemporary pedagogical practice, developed thorough research and trialling in schools.

Enrichment opportunities include debating and public speaking, junior dance ensemble, Premier's Reading Challenge, NSW History Mastermind Competition, School musical, Choir, and the ASX Sharemarket Game. The school has a proud tradition of exemplary results in national competitions such as the Mathematics, Science and Geography competitions, with a large number of students achieving Distinctions and even High Distinctions. Where appropriate, for highly gifted students, we offer acceleration or compacting of curriculum within subjects. Student participation in extra-curricular activities allows for students to engage in activities which interest and challenge them.

Glenwood High School aims to celebrate ability in a wide range of learning areas, thereby catering for the diverse needs and interests of our students.





# Student Wellbeing

At Glenwood High School we understand the value of effective health and wellbeing approaches and the connection for improving learning and life outcomes.

Glenwood High School Wellbeing forms part of a whole school prevention and early intervention approach that is inclusive of all students. We aim to improve students' health literacy and support healthy behaviour through engagement with the whole school community while strengthening all staff capacity to recognise and respond early to students' health and wellbeing needs.

Part of our support structure at GHS include:

The Head Teacher Wellbeing, School Counsellors, Student Support Officer, Chaplain, Student Social Workers, Year Advisor and Assistant Year Advisors and Student leadership and support groups.

Many wellbeing programs have been implemented into Glenwood High with the goal to improve students' wellbeing and engagement. Some of these include:

Breakfast Club, Raise Mentoring, Community mentoring program, STAGE Mentoring, Real Talk Boys, Peer Days, Camps, IMPACT to name a few.



## Year Advisors

Year Advisors are an important part of any school's student welfare and academic supports.

The role of the Year Advisor is to provide guidance and promote the wellbeing of students in the relevant year group. They help teachers understand the practical needs of individual students every year and monitor trends in individual students, relating to academic progress, classroom behaviour, attendance, social behaviour and adjustment. They refer students, where necessary, to the counsellor, Principal, Deputy Principal and Head Teacher (Student Wellbeing). Year Advisors disseminate appropriate information to school personnel regarding issues affecting students in the year.

The relevant Year Advisor is the best contact person at school to discuss academic progress, extended leave due to illness or holidays, or any other concerns or issues you wish to discuss regarding your child's education.

## School Counsellors

Glenwood's school counsellors provide valuable support for our students. They are an integral part of our school's wellbeing team and work closely with students, parents and teachers.

School counsellors strengthen the student welfare offered at school by providing counselling and psychological assessment of students with special needs. Counsellors normally work across primary and secondary schools with students from pre-school to Year 12.

# Camps

## Year 7

Camp is a great opportunity for the cohort to come together, have fun and consolidate their transition into high school. The camp is a huge event, with students travelling up to Tea Garden's Great Aussie Bush Camp for two nights. Students partake in a variety of activities that develop their confidence and their ability to work within a team.



## Year 11

The Year 11 camp is called the 'Life Ready' program. It is designed by the Department to help senior students address issues of health, safety and wellbeing at a time when they face significant changes and challenges in their lives. 'Life Ready' aims to prepare and support these students as they encounter situations related to identity, independence and their changing responsibilities. It has been found to build students' sense of empowerment and respect for themselves and others.



## Mentoring

The Glenwood High School Community Mentoring program aims to build partnerships between local businesses, community groups, individual community members and Glenwood High School, by bringing people with experience in life, education and business together to guide and mentor our chosen young participants.

The mission statement of the mentoring program is to build confidence in the development of personal and career goals in selected Year 11 students at Glenwood High School.

The main aims are to:

- Make the classroom more meaningful to students through connecting learning to real life applications by creating opportunities for learning beyond the classroom.
- Provide mentoring opportunities for young people that have a positive impact upon the confidence, self-esteem, career direction and motivation of participants.
- Expand the awareness of the links between education and career opportunities to enhance the participants' employability, career development and life skills.

The mentors are sourced from the community and are individuals engaged in a variety of businesses, employment or voluntary activities which are matched to the expressed areas of interests of the mentees.



## The Learning Hub

The Learning Hub is a wonderful resource students can access to seek learning support from specialist teaching and support staff. It operates as a collaborative space for both staff and students.

Students may be offered or provided access to the Learning Hub when they require additional support to understand and engage with their classwork or assessment tasks. The Learning Hub is used to facilitate numerous learning opportunities for students including targeted programs, small group tuition and individualised academic support, with a particular focus on developing literacy and numeracy skills. Learning and Support Teachers will additionally support students in the classroom, working collaboratively with teachers to meet individual and collective learning needs.



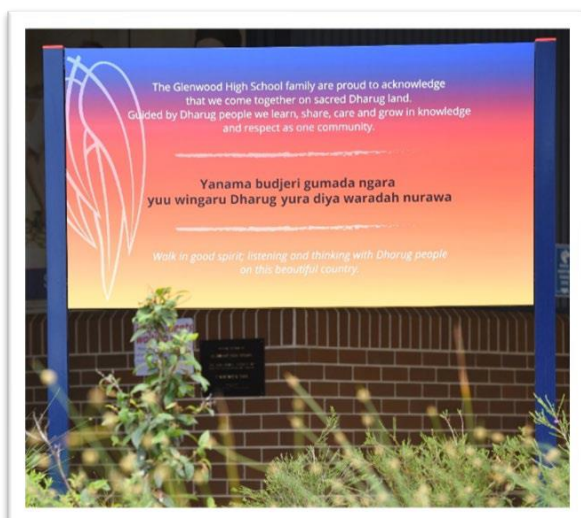
The Learning Hub space offers the following:

- Communication with parents, teachers and students to develop Student Learning Support Plans for students with identified needs.
- Disability Provisions for assessment tasks and examinations, including NAPLAN and the HSC, for students with a diagnosed disability.
- LaST and SLSO support for students with additional learning needs that impact on engagement in the classroom and academic achievement.
- Specialised academic programs that are evidence-based and align with the vision of improving learning outcomes for all students.
- Support with assessment tasks and classwork, during recess, lunch and Senior Study periods.

## Indigenous Students

Our school supports Aboriginal students through a variety of projects organised within the school and with the local Dharug community, supported by strong relationships with elders.

Our students are involved in annual celebrations for NAIDOC Week and Reconciliation Week with various cultural activities throughout these weeks.










# Glenwood High School

## POSITIVE BEHAVIOUR FOR LEARNING

GHS VALUES	Using learning spaces	In the school grounds	Out in the community	When using ICT	All areas
 <b>READY</b>	Have all your equipment Be organised Participate positively	Take part in school events Contribute to a clean and tidy environment	Be safe and mindful of others Be polite	Use the internet as a learning resource Follow the GHS BYOD policy	Use good manners Encourage and support others Follow staff instructions
 <b>RESPECT</b>	Listen to others Let others learn	Put rubbish in the bin Look after our equipment and facilities Share the space	Be considerate of the public Model GHS values	Make positive contributions Obtain informed consent before sharing or posting	Respect personal space, privacy and property Ask for help Wear school uniform correctly Report misuse and damage
 <b>RESPONSIBLE</b>	Enter and exit in an orderly manner Work cooperatively	Stay within designated areas	Abide by road rules Use public transport with care	Protect and be aware of personal information Report cyberbullying	Maintain appropriate noise levels Appreciate diversity

## Positive Behaviour for Learning (PBL)

At Glenwood, we use Positive Behaviour for Learning (PBL) – a whole-school approach for creating a positive, safe and supportive school climate where students can learn and develop. Our whole school community works together to establish expected behaviours and teach them to all students. Glenwood High School's 3 R's are;



**Ready** for Learning



**Respect** for yourself, others and property



**Responsible** for your actions

## Behaviour Expectations Matrix

The school's three key expectations and a matrix of expected behaviours in all settings guide all interactions. These key expectations are embedded into school policies, welfare structures, school planning and also form the language of instruction and expectation for students and staff. The explicit behaviour expectations at Glenwood High School which are firmly linked to learning achievement, act as a roadmap to success for students.

The behaviour matrix has been developed by the Behaviour and Engagement Team and endorsed by staff. The team meets fortnightly, and is made up of teaching staff, senior executive staff, and students.

## PBL Values lessons

Each term, the Connect team designs and presents PBL Values lessons which are undertaken during Connect. These lessons are designed to address any data-identified concerns amongst our students, in order to re-address the positive behaviour expectation in relation to our 3 R's. Each term's lesson focus is published in The Redgum newsletter.

## PBL Acknowledgement System

This positive culture for learning combined with constant reward and recognition of student success results in a safe and effective learning environment for all. Positive behaviour is encouraged through the use of the acknowledgement system. This acknowledgement can be earned through faculties and whole-school involvement, ensuring fairness and equality for students demonstrating Ready, Respect and Responsibility. These rewards are linked to our school's house system, with points allocated to a student's house group upon receiving an award.

# Glenwood's PBL Acknowledgement System ☆☆☆☆☆

Glenwood's PBL system involves gaining rewards through House points! Not only can students gain their bronze, silver, gold and medal of excellence awards through this, but it also contributes to their House's overall amount of points throughout the year.

### ✧ How do you earn house points?

- Participating in carnivals and school events (1 pt)
- House games Yr 7 (1 pt)
- placing in school carnivals:
  1. First place (5 pts)
  2. Second place (3 pts)
  3. Third place (2 pts)
  4. Participation (1 pt)
- ☆Student of the week☆ (5 pts)
- Representation of school in extra-curricular activities like dance, debating, band, etc. (5 pts)
- Leadership involvement (5 pts)
- Presentation day awards (15 pts)
- And more!!!



Bronze-  
20 points



Silver-  
40 points



Gold-  
60 points

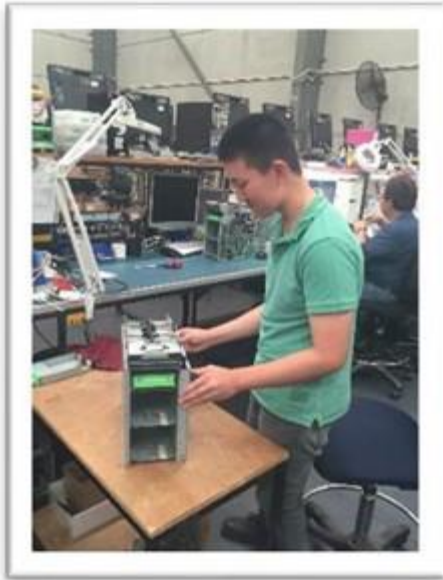


MEDAL OF  
EXCELLENCE-  
100 Points

P.S Points  
accumulate

*The 100 students who  
earn the most points each  
term will be able to come  
to our REWARD DAYS.*

# Careers



Careers gives students the opportunity to reflect on their interests/goals and explore various career options. This exploration will enable students to gain an understanding of the many different career opportunities available to them and create a personalised Career Pathway. This process will highlight the various study requirements necessary and assist with subject selection for Year 11 so students can achieve their goals.

As part of the Careers Education Course, students will have the opportunity to participate in a Work Experience Program. This program runs for one week and is an integral part of the Careers Education Course at this school. The aim is for students to gain first-hand experience in the workforce of their chosen area.

Careers Education provides students through the Senior Years with information regarding post-school options including Apprenticeships, Traineeships, University Admission, TAFE and other tertiary education. Students will also gain insight into available courses, open days and workshops available to the students.

Our students have been involved in many programs through Careers including: The Young Women's Leadership, UNSW Engineering Camp, NAB Inspirations Workshops, Productivity Boot Camp, Careers Insight Days, Career Expo, Community Mentoring, IMPACT, and Work Skills Program.

Glenwood High school is excited to introduce PACTS workshops for the first time this year. The series of workshops held at school with the Careers Advisor will empower parents to create career conversations with their child and provide relevant information regarding career pathways. More information is forthcoming.





# Courses of Study

Our broad, innovative curriculum and highly-skilled staff motivate and engage our learners resulting in Glenwood High School being the school of choice for our community. We prepare our students for their future as they learn to confidently use and critically assess information using various communication technologies which challenges their knowledge and understanding of the world.



## Stage 4

During their first stage at high school, Year 7 and Year 8 (Stage 4) students study a variety of subjects:

Computer Studies

English

Geography

History

Home Economics

Language Other Than English –  
French or Indonesian

Industrial Arts

Mathematics

Music

Personal Development/Health/Physical  
Education

Science

Technology

Visual Arts

## Stage 5

In Year 9 and Year 10 (Stage 5), our students study a core range of subjects comprising English, Mathematics, Science, History, Geography and Personal Development/Health/Physical Education. In addition, students have the opportunity to select three elective subjects from the vast range that is offered:

Child Studies

Commerce

Dance

Design and

Technology

Drama

Elective

Geography

Elective History

Electronics

Engineering

Food

Technology

French

Graphics

Technology

Indonesian

Information Software and Technology

International Studies

Metal Technology Multimedia

Music Photography

Physical Activity and Sports Studies

Visual Arts

Visual Design

Textiles Technology

Timber Technology

## Stage 6

Glenwood High School is accredited with the NSW Board of Studies, Education and Teaching Standards, meaning that students can qualify for the NSW Higher School Certificate award. In Year 11 and Year 12, students must study at least 2 units of English. Other available units students can select may include:

Biology  
Business Studies  
Chemistry  
Community and Family Studies  
Design and Technology  
Dance  
Drama  
Earth and Environmental Science  
Economics  
Engineering Studies  
English:  
- English Advanced  
- English Standard  
- English Studies  
- English Extension (Preliminary)  
- English Extension 1 (HSC)  
- English Extension 2 (HSC)  
Entertainment  
Exploring Early Childhood  
Food Technology  
French Beginners  
French Continuers  
Geography  
Graphics  
History:  
- Ancient History  
- Modern History  
- Extension History  
Hospitality  
Indonesian Beginners  
Indonesian Continuers  
Industrial Technology  
Information and Digital Technology  
Information Processes and Technology  
Investigating Science  
Legal Studies  
Mathematics:  
- Mathematics Standard 1  
- Mathematics Standard 2  
- Mathematics Advanced  
- Mathematics Extension I  
- Mathematics Extension II  
Metal  
Multimedia  
Music I

PD/H/PE  
Photography and Digital Media  
Physics  
Society and Culture  
Software Design and Development  
Sport, Lifestyle and Recreation Studies  
Sport Coaching  
Studies of Religion II  
Textiles and Design  
Timber  
Visual Arts  
Visual Design  
Vocational Education



# Our Faculties

## Creative and Performing Arts (CAPA)

The Creative and Performing Arts is a vibrant and integral part of the Glenwood High School culture and community. While each Creative Arts subject has specific knowledge and skills content, they all provide students with unique ways to learn about and appreciate themselves, their culture and the world they live in, as well as developing a respect for others' points of view. These subjects enable students to develop skills, understanding and values that extend well beyond the classroom.

Across all the Creative Arts, students are encouraged to think individually as they represent ideas in artworks or performance works. They are also encouraged to work collaboratively and develop the abilities needed to work effectively as part of a team. Students are involved in creative forms of inquiry and problem solving in their investigation and making of a wide variety of works. They demonstrate their understanding of the particular field in their analysis and writing.

In Years 7 and 8, students will be introduced to Creative and Performing Arts through the Music and Visual Arts that are mandatory courses.

In Music, students will explore the concepts through performance, composition and musicology. Stage 4 Music has a practical focus with students learning keyboard, guitar, drumming and music technology.

The Visual Arts course explores expressive forms such as drawing, painting, ceramics, sculpture and photography. Students will also be introduced to artists and artworks through historical and critical study.

There are several Creative Arts options in Stage 5 which students can select. These courses offer more opportunity for in-depth study of their particular areas of interest in Music, Musical Theatre, Visual Arts, Dance, Drama, Visual Design, Ceramics and/or Photography and Digital Media. In each of these courses, students are guided towards becoming more independent as they explore their own ideas and they become proficient in a number of practical and analytical skills.



Students who elect to study Creative Arts subjects in their senior years will gain significant levels of autonomy in regards to their making or performing. They will be given learning opportunities and experiences that enable them to investigate areas of significance to them and to create and resolve works that communicate their ideas to their varied audience. They will be provided with the means to understand and appreciate the contribution that the Creative Arts makes to society both historically and in the contemporary world.



The Creative Arts Faculty offers a variety of extra-curricular activities that students can become involved in. These include art club, choir, band, hip hop, junior and senior dance ensemble, competitions, excursions and the annual and very successful school musical.



All students involved in Creative Arts, as formal study or extra-curricular activities, are given many opportunities to share their talents. Glenwood High School students have been represented in many competitions and festivals including Schools Spectacular, the Synergy Dance Festival and Drama Festivals and the State Dance Festival, Penrith Eisteddfod, Blacktown Show, the Pixel Prize, Operation Art, Art Express and World Pinhole Day to name a few. They are given opportunities within the school community to perform at formal assemblies and other events. Each year there is a whole school celebration of the Creative Arts with our MADDness evening that is a combination of all areas. There is a Visual Arts, Visual Design and Photography exhibition and a performance that includes Dance, Drama and Music from all year groups.

The facilities at Glenwood High School allow for a wide variety of Creative Arts experiences. Presently there are two specific performance spaces that accommodate larger groups and have been used for audience performance events. One of these spaces has a sprung floor for Dance as well as a stage lighting rig for Drama performances, the other houses a class set of keyboards and has space for setting up various formations of instruments. Each of the Music classrooms has a piano and sound equipment and access to the performance space and instrument store. There are also two large well-lit Visual Arts Studios with adjoining classrooms. The studios provide areas for specialty workshops and for students to work on larger artworks or on group activities. Glenwood High School has a fully equipped darkroom for the exploration of wet photography, computer banks for digital artmaking and a photographic studio for students to create varied effects using studio lighting. There are two kilns and ceramic facilities and equipment for printmaking including an etching press.

We are excited and looking forward to enjoying the new and impressive performance and art spaces in the new building this year.

Creative and Performing Arts students enjoy the opportunities provided to learn in active and practical ways. They enjoy expressing their ideas and having input into their learning. These students develop skills and confidence in many areas that will accompany them into their future and provide them with post-school opportunities.



## English

Committed to developing a love of language and learning in every student, the English Faculty at Glenwood High School focuses on delivering an engaging and enriching program of study through all three stages of secondary school. Integral to this endeavour is the design of a diverse range of dynamic and challenging units of work, through which students explore their world, practise their reading and writing skills, improve their visual and digital literacy, and extend their capacity for effective communication. These units cement and strengthen basic skills, fostering confidence for the rigour of senior study and creating opportunities for success.



For each unit in Stages 4 and 5, overarching focus questions encourage students to connect with socially and contextually relevant ideas aligned with their study. For example, in Year 7 students explore questions such as 'How can young voices be heard and respected, and have an impact on the world?', 'How do visual texts impact on the way we tell and receive stories?', 'How do authors use the forms and features of prose fiction to tell distinctive and engaging stories?', and 'How has the art of speaking, including oracy and rhetoric, evolved over time in response to changing cultures and technology?'. As they progress into Year 8, students reflect on the importance of storytelling to past and present cultures, and the socio-cultural assumptions, values and expectations imparted through picture books in their analysis of Children's Literature. Decoding a variety of texts and evaluating their textual features are key components of each Stage 4 unit of work.

Throughout Stage 5, some of our focus questions include: 'Why do composers use and manipulate the elements of genre to provide commentary about the world?', 'How can composers challenge and experiment with code and convention in hybrid forms of narrative to present a thematic concern?', and 'How does Shakespeare help us to understand human thought and action across time?' The varied selection of texts analysed during this stage includes diverse Australian voices, canonical novels, and Shakespearean plays. In both Years 9 and 10, there is a particular focus on developing higher-order thinking skills and the capacity to write both critically and creatively.

In Stage 6, students are offered an array of English courses to best support their individual needs and talents. Students can study Advanced English, Standard English, English Studies, and English as a Second Language. Year 11 students can also elect to undertake Preliminary Extension. This continues as English Extension 1, with the commencement of the HSC course, at which time candidates can add English Extension 2 and complete a Major Work as part of their Year 12 study.



The English Faculty offers a variety of enrichment programs, including our promotion and celebration of Debating and Public Speaking in a range of school and community contexts. Students also have a number of opportunities to enter writing competitions across the year. In the Glenwood English classroom, particular focus is given to supporting students who are having difficulty mastering particular skills and concepts, including the scaffolding and modification of tasks, an additional teacher and timetabled lessons in the Learning Hub, to ensure all students are provided with the opportunity to succeed.



Across all stages, students have the opportunity to engage actively in their own learning through experiencing a range of theatrical performances, workshops and guest speaker presentations. Additionally, in Stages 4 & 5, students complete structured collaborative learning tasks, working in teams and harnessing their critical and creative thinking skills to collectively produce a presentation for their peers. Our purposeful wide-reading program, a joint project with the school library, cultivates the delight of reading and we ask parents to support this endeavour by encouraging their child to read beyond the designated texts set for English. This



is now aligned with the General Capabilities Reading Log Check-In initiative, which encourages Years 7 & 8 students to read four nights a week to develop their vocabulary and reading comprehension skills.

Creating an enriching environment in each classroom, the Glenwood English Faculty works collaboratively to engender a love of learning through the delivery of an inclusive curriculum, which enhances student empathy, understanding, engagement and achievement.

## English as an Additional Language or Dialect (EAL/D)



Glenwood High School has a highly dedicated and proficient team of EAL/D teachers. Students for whom English is not their first language, have access to a wide range of EAL/D teaching and learning strategies and programs. At Glenwood, we encourage our EAL/D students to maintain their first language background.

A unique EAL/D program for each student that is tailored to their specific English language needs is created. These programs are implemented in a variety of subject areas and can occur in any of the following modes:

- individual student withdrawal
- team teaching
- whole class teaching by the EAL/D teacher
- individual student learning in the subject classroom
- assistance with EAL/D resource development for classroom teachers

It is our desire that all our students develop a strong understanding and knowledge of the English language. Glenwood High School looks forward to helping your child achieve this goal.



# Home Economics

Studying Home Economics at Glenwood High School from Year 7 to Year 12 enables the students to learn vital life skills and to develop a deep understanding and knowledge of technology and design processes. Home Economics subjects enable students to learn how to manage, interpret, shape and alter their environment to improve their quality of life at home, school, in workplaces and in the broader community.



The rapid rate of technological change in an increasingly knowledge-based society, highlights the need for flexible, technological capability, innovative thinking and effective communication skills. Vital life skills such as teamwork, communication, time management and organisational skills underpin all of the Home Economics design projects.

The Technology Mandatory Years 7–8 Curriculum provides students with opportunities to use a variety of thinking strategies, embrace new concepts and learn through trialling, testing and refining ideas. The practical nature of Technology Mandatory engages students in design and production activities as they develop safe practices and refine skills working with varied materials and production technologies.

Students who elect to study one of the Home Economics electives in Years 9 and 10 develop confidence and proficiency in the design, production and evaluation of textiles and food items. Practical project work forms an essential part of the course providing students with the opportunity to develop skills in the manipulation and use of a variety of materials, equipment and techniques. Students also document their project work, showing the development and evaluation of their design ideas.

**Child Studies** is also offered as an elective. The knowledge, understanding, skills and values developed through this subject provide a foundation for a wide range of study options in and beyond school, and also a range of vocational pathways that support and enhance the wellbeing of children.

The Stage 6 **Textiles and Design** course consists of the following areas of study: Design, Properties and Performance of Textiles and the Australian Textile, Clothing, Footwear and Allied Industries. In Year 12, students also undertake a Major Textiles Project. In the senior years, students experiment with and apply the elements of design to a variety of textile applications. Designs are analysed in relation to functional and aesthetic requirements. Graphical communication techniques such as objective, fashion and production drawing are applied in the documentation of practical projects.



Students also develop practical textile skills as they practise and apply manufacturing techniques in the construction of textile items.



Students who elect to study **Food Technology** in their senior years are provided with opportunities to develop skills relating to food that are relevant and transferable to other settings. Such skills include the ability to research, analyse and communicate. Students also develop the capability and competence to experiment with and prepare food as well as design, implement and evaluate solutions to a range of food situations.

**Community and Family Studies (CAFS)** is also offered as an HSC course. Students selecting this subject gain the skills and knowledge to be able to effectively make strong decisions about their life. This course develops skills in managing resources that enable people to function effectively in their everyday lives, in families, groups and communities. Community and Family Studies can have a direct and positive influence on the quality of students' lives, both now and in the future.



The extensive range of subject choices in Home Economics gives students the skills and knowledge essential in today's world.

# Human Society and its Environment (HSIE)

Human Society and its Environment (HSIE) challenges students to be active and informed citizens through their investigation of people, places and events. From Years 7 to 10, students will explore the world around them through their investigation in History and Geography. Through the development of skills relating to analysis, evaluation and synthesis, students will increase their understanding and become contributing members of the complex world in which they live. There exists an undisputable connection between the study of Geography and History, with the study of both contributing to an enhanced understanding of people, places, communities and events.

In our HSIE curriculum, we currently feature:

- An innovative 'hands on' approach to understanding historical sources and concepts and geographical data.
- Excursions to places of historical significance and geographical field studies.
- Competitions allowing students to acquire a deeper level of understanding, through the application of their knowledge.
- Contemporary texts and resources.
- An enthusiastic, committed staff with expertise in delivering the new syllabus to students.
- The continued commitment to offer a wide range of courses to students.



In Years 7 and 8, both Mandatory History and Geography have a global and regional focus, through which students further develop the analytical skills introduced to them during their primary schooling. These skills are also applied in Years 9 and 10, where both courses adopt a more complex focus.

The revised National Curriculum syllabus for both History and Geography provides an opportunity for students to engage in an investigation of Australia's neighbours, incorporating the study of indigenous peoples of the world and the ancient world. At Glenwood High School, we aim to expose students to a wide variety of cultures and a range of perspectives, in order to increase their understanding of the contribution of past and present people to our shared heritage.

Information Communication Technology (ICT) is embedded in classroom learning activities, assessment and extension. This provides teachers with an opportunity to address the issues of responsible and critical use of the internet and to model best use of computer applications. Many digital resources provide immersive learning experiences for students including BYOD, encouraging them to explore issues from a range of perspectives.



*Year 9 Geography fieldwork at Glenwood Lake*



In addition to Mandatory History and Geography, Year 9 and 10 students are provided with the opportunity to further pursue their interests through the options of History Elective, Geography Elective, Commerce and International Studies.

**History Elective** aims to expose students to a greater breadth of topic areas, encouraging them to explore a range which is not available in the mandatory course. Similarly, **Geography Elective** allows students to apply their understanding of the forces which shape our world through the exploration of contemporary geographical issues.



**Commerce** equips students with the skills required to make considered financial, political, business and legal decisions. The topics they explore relate to current events, and assist them to develop the skills they will need as they interact with their world as young adults.

**International Studies** allows students the opportunity to engage in wide ranging global issues, and their impact on both a global and regional level. This helps to underpin certain values in regards to active citizenship, and critical discernment of media and information, in order to further their own comprehension of the world and their place in it.

In Years 11 and 12, students have the opportunity to focus on their particular interests through a range of courses, as outlined below.

**Ancient History** – It is intended that students gain a deeper understanding of the present through their investigation of the past. Their interpretation of written and archaeological sources for the evidence they provide allows students to learn more about the ancient world.

**Modern History** – The study of Modern History aims to provide students with an awareness of the transformations that have taken place from the late eighteenth century to the present. As many of the events and issues investigated are still current, there exists relevance to the lives of students. Analytical, research and communication skills developed throughout the course will benefit students as they enter the workforce.

**History Extension** – In Year 12, students who have shown exceptional ability in either the Modern or Ancient stream of History will be invited to participate in History Extension. This course challenges students to develop their understanding of how historians work, through the exploration of historical readings and a case study on an area of debate.



**Geography** - In Geography, students investigate the physical world and gain valuable insight into the earth and its people. They look at ecological and spacial dimensions, human interaction with the environment and consider where and why things exist in different places.

**Society and Culture** – This subject concerns itself with the interaction of persons, societies, cultures, environments and times. To achieve an understanding of how they interact, students explore the cultural continuities and changes within societies and cultures. This is achieved through the completion of in-depth studies, and a Personal Interest Project (PIP), in which students engage in the research process to further their awareness of the world around them.

**Business Studies** – The study of the business world encourages students to think critically about the role of business, and the nature of its interactions with society. Through the use of contemporary business case studies, students explore issues that they may encounter as consumers, employees or employers.

**Economics** – Through the use of media articles, government policies and different theories, students investigate contemporary economic issues. This in turn allows them to understand the potential impact of decisions on an economy and the businesses which engage within them.

**Legal Studies** – Developing an understanding of the laws in place to guide and protect us prepares students of Legal Studies to be active and informed citizens. Being aware of the way in which laws are generated, structured and implemented allows students to appreciate the legal process in Australia and abroad.

**Studies of Religion II** – By engaging in source analysis, media reading and wide study, students have the opportunity to further their knowledge and comprehension of religious institutions and faiths across the world. Along with this, they develop an understanding of the role these systems, and faith generally, has in the modern world.

The Human Society and its Environment faculty aims to develop our students into well-informed and active global citizens.



*Year 9 Geography fieldwork at Glenwood Lake*

# Industrial Arts

Studying Industrial Arts at Glenwood High School from Year 7 to Year 12 provides students with the opportunity to learn technical skills to solve problems within our society. Our project-based approach provides real experiences and develops a deep understanding and knowledge of technology and the design processes. Industrial Arts subjects enable students to learn how to manage, interpret, shape and alter their environment to improve their quality of life at home, school, in work places and in the broader community. The rapid rate of technological change in an increasingly knowledge-based society highlights the need for flexible technological capability, innovative thinking and effective communication skills. Vital life skills such as team work, communication, time management and organisational skills underpin all of the Industrial Arts subjects.



The Technology (Mandatory) Years 7–8 Curriculum aims to develop students' ability to design, produce and evaluate quality solutions to problems and needs in society. It enables students to justify solutions and to responsibly, safely and creatively use and select materials, tools and techniques from a variety of sources.

At Glenwood High School, students are able to choose from a broad range of specialised subjects in Stage 5 and Stage 6 (Years 9 – 12). We currently offer Industrial Technology courses in: Timber and Furniture Industries, Metals, Engineering, Electronics, Design and Technology, Graphics and Multimedia. Students who elect to study one of the Industrial Arts electives in Years 9 to 12 develop confidence and proficiency in the design, production and evaluation of projects based on the chosen industry. Practical project work forms an essential part of the course providing students with the opportunity of developing skills in the manipulation and use of a variety of materials, equipment and techniques. Students also document their project work, showing the development and evaluation of their design ideas.

The use of new and emerging technologies is embedded in all areas of study. Students have access to Computer Numerically Controlled machinery, 3D design software, 3D Printing and modelling that allows students to develop their ideas and are encouraged to test and critically analyse their design solutions. Industrial Arts subjects naturally create an environment for students to engage in higher order thinking through project-based learning. Inherent in all our courses is a strong emphasis of current practices in Work Health and Safety. Students gain through experience, the correct use of industrial machinery and apply risk management strategies to manage their working environment.





# Languages

21st century learners require problem-solving skills, intercultural understanding and well-developed communication skills, in order to become informed global citizens. Language education plays an important role in the development of these skills whilst also providing enjoyment and cultural awareness.

There is considerable evidence to suggest that learning another language can enhance literacy in a student's first language and build useful cognitive and social skills that are beneficial in all areas of school and later life. Through learning languages students can understand and value their own culture and the cultures of other people, so that they can view the world from a wider perspective.



In response to a rapidly changing global marketplace, all economically developed countries now recognise the importance of a highly skilled multi-lingual workforce. Second language proficiency opens career opportunities that would not otherwise exist. There are also many personal benefits attached to second language learning, such as more enjoyable overseas travel, participation in exchange programs and accessible world-wide communication opportunities via the internet.

At Glenwood High School, the language studies program introduces students to the exciting world of French, the fifth most studied language worldwide.

**French** - an important international language with links to English.

- French is a major international language. As well as being the official language of the Olympic Movement, it is also the official language of several United Nations Organisations.
- It is the official, second or priority language in 49 countries across the world.
- French allows learners to experience and appreciate the richness and diversity of the art, cuisine, literature, film and music of French-speaking communities.
- It provides students with opportunities for continued learning and for future employment in areas such as commerce, tourism, hospitality and international relations.



## What is the structure of Language studies?

### Stage 4 - Year 8

Students complete a 100 hour course that meets the NSW Stage 4 mandatory language study requirements.

In Stage 4, lessons focus on building communication skills in everyday topics in the students' own world. Lessons have multiple activities which assist in developing listening, reading, speaking and writing skills while utilising Web-based technologies to more readily acquire vocabulary.

### Stage 5

Languages study becomes optional and at Glenwood High School we continually attract students to the study of French as an elective. Students continue to build on the communicative skills acquired in year 8. Language skills will be enhanced, while at the same time intercultural understandings further develop. Creative use of language will be encouraged through experiences such as role-play, language competitions, paired activities, communicative games, films, cuisine lessons and interactive computer activities.

### Stage 6

In Stage 6, both HSC Beginners and Continuers courses are offered.

HSC Beginners Courses are for students who have not studied the language in Stage 5. In the Preliminary Course, students will begin to develop their knowledge and skills to communicate actively in French in both personal and interpersonal situations. They will develop their understanding of language and culture, and its interdependence.

The HSC Continuers course provides students with opportunities for continued learning, that could lead to future employment and experience in areas such as public relations, commerce, hospitality, education, marketing, international relations, media and tourism.

Prescribed Topics: Family and Friends, Home and Neighbourhood, People, Places and Communities, Education and Work, Recreation and Pastimes, Holidays, Travel and Tourism, Future Plans and Aspirations, The Changing World and Youth Culture.

Most assessment tasks are class based and there are no essays, research assignments or portfolios to complete. The use of a dictionary is a requirement for all HSC courses and approved dictionaries are permitted in examinations.

Remember - Languages open the door to a bigger world!



# Mathematics

As a result of studying Mathematics at Glenwood High School, students will:

- improve their confidence and attitude towards Mathematics.
- develop a deep appreciation of the beauty and power of Mathematics and an understanding of how its very nature brings sense and order to everyday life, society and our environment.
- become mathematically literate, having the knowledge and understanding to make informed decisions and the ability to communicate effectively about mathematical ideas and concepts.
- become critical thinkers and curious, life-long learners with a responsible, global perspective and appreciation of the mathematical nature of our world.



At Glenwood High School, the Mathematics faculty is determined to improve students' outcomes in numeracy, their confidence and attitude in Mathematics and challenge all students to develop mathematical skills for the 21st Century. We offer all NSW board developed courses in Mathematics in order to cater for the spectrum of student needs. In addition to quality lessons, we have the following programs which are running at Glenwood:

## Cambridge Go

We use the 'Cambridge Go' online program for Year 7-10 students. 'Cambridge Go' is an online Maths resource that can be used in school and at home. 'Cambridge Go' provides students with a learning environment that encourages success. The step-by-step adaptive learning technology automatically adapts questions to meet each student's level & pace. Students can learn by visualising mathematical concepts in an interactive way. They can also get step-by-step hints as they work through questions.

Benefits of 'Cambridge Go' for students:

- Work independently using the lesson notes with graphics, worked examples and definitions.
- Master mathematical processes with step-by-step walkthroughs and targeted feedback.
- Test themselves with instantly marked assessment questions at four levels of difficulty.
- Allows to show every step of their maths reasoning, writing naturally into mobile devices.
- Prepare for testing and learn for understanding as well as gaining knowledge.

Benefits of 'Cambridge Go' for parents:

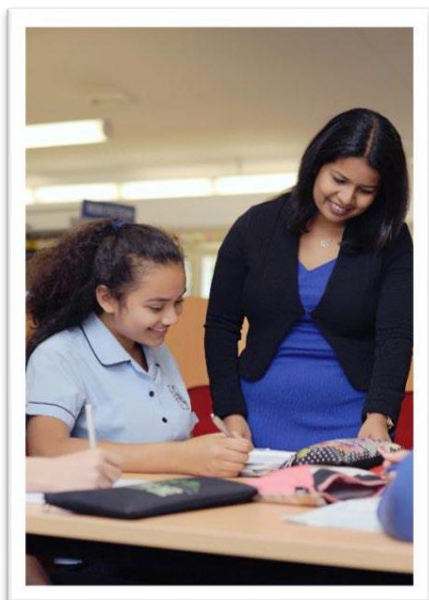
- Allows children to work independently at home, improving their maths skills without requiring constant parental help or supervision.
- Children have access at home to ebook and all curriculum content at all year levels, allowing them to learn at their own pace and level.
- The adaptive learning engine personalises a student's path through a curriculum cater to all styles of learning and create an engaging environment enabling children to study longer and learn more.



At Glenwood, Mathematics teachers volunteer their time and offer Mathematics Help Sessions during lunch or recess twice a week. These sessions are open to all students from Year 7 to Year 12 - no matter their ability level or Mathematics course they are studying. Attendance is completely voluntary, and students can attend all or part of, these sessions. Students bring and eat their food whilst getting one-to-one help during these sessions. We also offer a Senior Maths Help on a Wednesday during Period 5 in the Library.



In the increasingly technologically-dependent world of today, mathematical knowledge is highly desirable, if not essential. The Mathematics Department at Glenwood High School strives to inspire each student not only to develop the ability to achieve the best for themselves, but also to gain the confidence that they have acquired the core skills required for life-long learning. Furthermore, working through mathematical problems in class and in assigned homework also allows several related skills to flourish, including discipline, patience, attention to detail, information processing, analytical reasoning and strategy formulation whilst achieving the best ATAR possible.



# Personal Development, Health and Physical Education (PDHPE)

At Glenwood High School, students are provided with opportunities to learn about and practise ways of adopting and maintaining a healthy, productive and active life. PDHPE promotes the value of physical activity in their lives.

Sport is an integral and compulsory part of life at Glenwood High School. Participation in team sports, healthy competition and skill development are essential elements in the development of young people. Our school encourages participation in sporting activities to balance the strong academic curriculum. A sense of sportsmanship and fair play is fostered within the school community. We provide the opportunity for students to participate in Grade and Knockout Sport from Years 7-12, as well as providing a comprehensive in-school sports program.



## PDHPE Stage 4 and 5

The PDHPE course in Stage 4 and 5 encompasses the following areas of study:

### Health, Wellbeing and Relationships

Students develop the knowledge, understanding and skills important for building respectful relationships, enhancing personal strengths and exploring personal identity to promote the health, safety and wellbeing of themselves and others. Students develop strategies to manage change, challenges, power, abuse, violence and how to protect themselves and others in a range of situations.

### Movement Skill and Performance

We have a focus on active participation in a broad range of movement contexts to develop movement skill and enhance performance. Students develop confidence and competence to engage in physical activity. They develop an understanding of movement concepts and the features of movement composition as they engage in a variety of planned and improvised movement experiences. Students create and compose movement to achieve specific purposes and performance goals. Through movement experiences, students also develop self-management and interpersonal skills to support them to strive for enhanced performance and participation in a lifetime of physical activity.



## Healthy, Safe and Active Lifestyles

A focus on the interrelationship between health and physical activity concepts. Students develop the knowledge, understanding and skills to empower them to make healthy and safe choices and take action to promote the health, safety and wellbeing of their communities. They engage with a range of health issues and identify strategies to keep them healthy, safe and active.



## Physical Activity and Sports Studies

This is an elective course studied in Years 9 and 10. It incorporates a wide range of life long physical activities, including recreational, leisure and adventure pursuits, competitive and non-competitive games, individual and group physical fitness activities, and the use of physical activity for therapy and remediation. Recreation, physical activity, sport and related health fields provide legitimate career pathways. This course provides students with a broad understanding of the multifaceted nature of these fields.

## PDHPE and SLR Stage 6

In Years 11 and 12, students focus on developing and maintaining an active, healthy lifestyle and improving their health status. They are concerned with the social and scientific aspects of physical activity. It focuses on the health of individuals and communities and the factors that influence movement skill and physical activity levels. Scientific aspects to be studied include anatomy, physiology, biomechanics and skill acquisition. Students also think critically about aspects of history, economics, gender and media as they impact on patterns of participation in physical activity and the ways that movement is valued. These areas of study prepare students to be informed participants in movement culture and to be skilled, intelligent performers and analysts of movement. The SLR course features a highly practical focus with physical activity being both an area of study and a medium for learning. It looks at those aspects of the learning area that relate most closely to participation in sport and physical activity. Students develop knowledge and understanding of the value of activity to an individual's wellbeing.





# Science

## Stage 4 and 5

Science is a dynamic body of knowledge which has become increasingly important and integral to our rapidly changing world. Through questioning and seeking solutions to problems, students develop an understanding of the relationships between science and technology, and the significance of their contribution to and influence on society.

Scientific inquiry fosters curiosity and provides the skills to find solutions to important problems scientific knowledge provides explanations observed phenomena. As students engage in questioning, testing ideas, developing and evaluating arguments based on evidence, they develop lifelong critical thinking and decision making skills.

Through applying the processes of Working Scientifically, students use scientific inquiry to develop their understanding of science ideas and concepts, and the importance of scientific evidence in making informed decisions about the uses of science and technology in their lives. They recognise that science advances through the contributions of many different people and developments in technology.

The study of Science is linked to problem solving, by the skills and processes of scientific inquiry. The study of Science provides opportunities for students to think and act critically and creatively, to develop informed attitudes based on evidence and reason, and to participate responsibly in developing innovative working solutions and ideas in response to opportunities and questions relevant to personal, social and environmental issues in their lives. Through engaging in Science, students begin to develop the capabilities needed to become more scientifically literate citizens.

The study of Science enables students to develop a positive self-concept as learners as well as confidence in, and enjoyment from, their learning. They become self-motivated learners through active participation in challenging and engaging experiences in order to develop innovative solutions.



## Stage 6

### Investigating Science

The Investigating Science course is designed to complement the study of the science disciplines by providing additional opportunities for students to investigate and develop an understanding of scientific concepts, their current and future uses, and their impacts on science and society.

Students of all abilities can engage with scientific skills and processes, and apply these to investigate relevant personal, community and global scientific issues.



The ongoing study of science and the specific Working Scientifically skills processes and their application have led humans to accumulate an evidence-based body of knowledge about human interactions – past, present and future – with the world and its galactic neighbourhood.

The course promotes active inquiry and explores key concepts, models and phenomena. The Stage 6 course is designed to enhance students' understanding of the value of evidence-based investigations and the use of science-based inquiry in their lives. Investigating Science encourages the development of a range of capabilities and capacities that enhance a student's ability to participate in all aspects of community life and within a fast-changing technological landscape. This course is intended to support students' ongoing engagement with Science, and to form the foundation for further studies and participation in current and emerging STEM-related post-school activities and industries.

### Earth and Environmental Science

The Earth and Environmental Science enables students of all abilities to achieve an understanding of the Earth's resources and how to live sustainably on the planet.

Students develop their knowledge through working scientifically and engaging with inquiry questions to explore Earth's naturally occurring phenomena and cycles. Through fieldwork, practical and secondary-sourced investigations they acquire a deeper understanding of the Earth's features and naturally occurring phenomena and cycles.

The course provides the foundation knowledge and skills required to study Earth and Environmental science at a tertiary level. Addressing environmental science is essential in addressing current and future environmental issues and challenges and management of geological resources that are vital to Australia's sustainable and economic future.

## Biology

The biology course explores the diversity of life from a molecular to a biological systems level and examines the interactions between living things and the environments. Students explore the advancements in biotechnology and our fundamental understanding of genetics with a focus on treatments of disease and ethical issues.

The course is academically demanding with a high level of literacy skills. In order to achieve at the highest standard, the interrelationships between concepts must be well understood and communicated through extended responses.

Active inquiry and exploring key concepts, models and phenomena enhance students' understanding of the value of evidence-based investigations and the use of science-based inquiry in their lives. It provides the foundation knowledge and skills needed to support participation in a range of careers in biology and related interdisciplinary industries, and promotes an appreciation for the diversity of life on Earth.

## Chemistry

Chemistry explores the structure, composition and reactions of, and between, all elements, compounds and mixtures. The discovery and synthesis of new materials, the monitoring of elements and compounds in the environment, and an understanding of industrial processes and their applications to life processes are central to human progress and our ability to develop future industries and sustainability.

The course is academically challenging. It requires a high level of numeracy and literacy skills. The content requires a dedicated study regime to achieve success at the highest level.

The course promotes active inquiry and explores key concepts, models and phenomena. The Stage 6 course is designed to enhance students' understanding of the value of evidence-based investigations and the use of science-based inquiry in their lives, and provides the foundation knowledge and skills required to study at a tertiary level, and supports participation in a range of careers in Chemistry and related interdisciplinary industries.



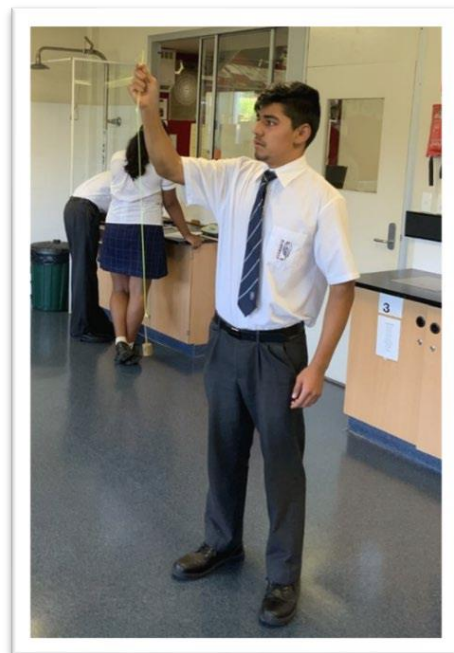


## Physics

Physics is an academically challenging subject. It requires a high level of numeracy and literacy skills. The content and interrelationships between content and skills requires a dedicated study regime to achieve success at the highest level.

The course examines phenomena on scales of space and time – from nuclear particles and their interactions up to the size and age of the Universe. This allows students to better understand the physical world and how it works, appreciate the uniqueness of the Universe, and participate in navigating and influencing the future.

The study of physics provides the foundation knowledge and skills required to support participation in a range of careers. It is a discipline that utilises innovative and creative thinking to address new challenges, such as sustainability, energy efficiency and the creation of new materials.



## Extension Science

Students who have shown an achievement in, and/or aptitude for, any of the Stage 6 Science courses: Biology, Chemistry, Earth and Environmental Science or Physics, in Year 11 may choose to study Science Extension in Year 12. This is a course for very capable Science students who are motivated and self-driven.

Science Extension has a focus on the authentic application of scientific research skills to produce a Scientific Research Report generally acceptable for publication. Students propose and develop a research question, formulate a hypothesis and develop evidence-based responses to create their Scientific Research Report which is supported by a Scientific Research Portfolio. The four modules integrate the skills of Working Scientifically within the course content to form the framework for the Scientific Research Project.

Students must propose and develop a research question, formulate a hypothesis and develop evidence-based responses in the form of a Scientific Research Report (approximately 2500–3000 words), which is supported by a Scientific Research Portfolio.

## ScienceHelp

At Glenwood, Science teachers volunteer their time and offer Science Help sessions on a Monday and Tuesday during lunch time. These sessions are open to all students from Year 7 to Year 12 - no matter their ability level or Science course they are studying. Attendance is completely voluntary and students can attend all, or part, of these sessions. Students bring and eat their lunch whilst getting one-to-one help during these sessions.

## The Specialised Learning Hub

Within our academically rich and socially active hub, specialist teachers accommodate the diverse learning needs of 31 students through a supportive and enriching environment. The selection process, overseen by the District Office's Placement Panel, ensures a tailored approach to education, with 21 students benefiting from specialised support for Autism and 10 students receiving accommodations for Moderate Intellectual Disabilities (IO).

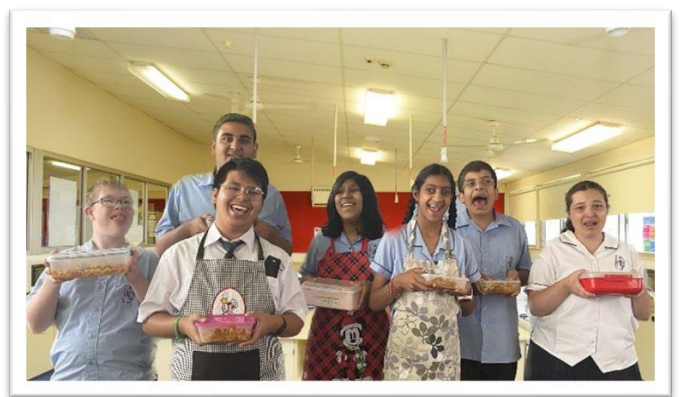


Structured to foster growth and independence, our classes are thoughtfully organised into three functional level groups alongside a dedicated Senior class. Our Life Skills curriculum, intertwined with mainstream topics, equips students with practical knowledge essential for their journey beyond the classroom. Our highly successful Senior Work Experience program ensures that our students are learning the skills to progress into employment and higher education opportunities.

Embracing integration as a cornerstone of our philosophy, our students actively participate in sports, extracurricular activities, and collaborative whole-school projects alongside their mainstream peers. Our open-door policy warmly invites visits from fellow students during breaks and through active social events, fostering a sense of camaraderie and inclusivity.



At Glenwood High School, we champion individual excellence while celebrating the diversity that enriches our community. Our annual observance of Autism Awareness Month in April is a testament to our commitment, as well as the International Day of People with a Disability in December. During these vibrant months, our community unites in meaningful fundraising activities such as the beloved Blue Bake Sale, with all proceeds dedicated to enhancing support for our students with additional learning needs.



# Vocational Education and Training (VET)

Glenwood High School successfully provides a range of Vocational Education and Training courses. These courses include, but are not limited to:

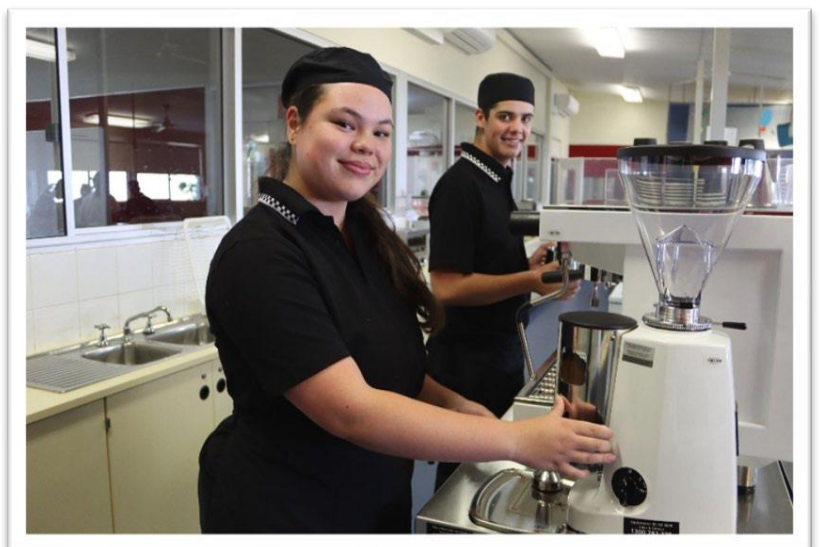
- Entertainment
- Hospitality – Food and Beverage Stream
- Information and Digital Technology
- Sports Coaching

All staff delivering the courses are nationally recognised facilitators who, through their dedication and support, allow the students at Glenwood High School to gain meaningful "real world" experiences, both at school and through work placement. Many students who have completed their VET courses at Glenwood High School have continued to apply their skills through employment in cafes, restaurants, hospitals, accountancy firms, software design companies and at university, both in a fulltime and part-time capacity.

Vocational Education and Training (VET) in Schools is a program undertaken by school students as part of their Higher School Certificate. These subjects are dual accredited where students are able to achieve a TAFE certificate and an HSC, and the results count towards an ATAR. VET courses provide credit towards a nationally recognised VET qualification within the Australian Qualifications Framework. The training students receive, reflects specific industry competency standards and the courses are delivered by a Registered Training Organisation, Macquarie Park RTO. A key success of VET in Schools is the integration of vocational options within the traditionally academic studies at the senior secondary school level. VET in Schools programs allow Year 11 and Year 12 students to:

- Develop industry specific skills which can contribute towards their ATAR.
- Gain nationally recognised VET qualifications and units of competency, while still completing their Higher School Certificate.
- Develop employability skills.
- Gain an understanding of the world of work, providing them with valuable experiences to assist with planning and pursuing their career pathways.

The VET teachers look forward to preparing your child for a rewarding career path.





# School Achievements

## HSC 'Class of 2023'

Glenwood High celebrated our High Achievers in February 2024. We welcomed our highly achieving students from the HSC 'Class of 2023' year group to celebrate their success with them, their families and our school community.

The stellar results achieved last year saw Glenwood High School achieve its highest state ranking, outperforming other local comprehensive high schools and independent high schools. This was a phenomenal effort from our students and staff.

The Dux of 2023 was Jaspreet, with an ATAR of 99.9, closely followed by Dinara with an ATAR of 99.35 and Senuja with an ATAR of 99.15

- A total of 108 Band 6/E4 (the highest band that students can achieve) results across all subjects 298 Band 5s/E3. We are shifting our students into the top three bands, while reducing the number of students in the bottom bands
- More than 23 students achieved an ATAR above 90
- 30 students achieved an ATAR between 80-89.99
- 30% of the cohort achieved an ATAR above 80

As we bask in the glow of these extraordinary accomplishments, we need to continue our commitment to nurturing a culture of academic excellence, personal growth, and collective achievement. Together, we celebrate not only the triumphs of these students' amazing results but also the boundless potential that lies ahead.

Thank you to our high achievers for your attendance on the day and for inspiring our current Year 12 cohort to aim high in all they do in the academic year ahead. Your advice and words of wisdom were invaluable, and we wish all 'Class of 2023' students all the very best as they begin the journey beyond school.



# Clubs & Extra-Curricular Activities

## Art Club

Art Club runs one afternoon a week for Stage 4 and another for Stage 6 students who are particularly keen to spend extra time on artmaking activities and further develop their artistic skills. The year starts with directed activities to learn new techniques or extend on those learnt in the classroom. As the year progresses, students have the option to explore their own ideas and artmaking practice.



## Australian Business Week (ABW)



ABW gives our Year 10 students a greater understanding of business, as they take over and run their own simulated company, making all the management decisions necessary for the successful operation of their business in a competitive marketplace. Working in teams, they make corporate decisions that have real world outcomes, whilst dealing with the full complexities of business operations. Students develop an understanding of finance and business strategy, marketing, operations and managing the broad range of business resources and, especially, their human resources.

## Chess Club

Welcome to the Glenwood Chess Club, where strategic minds converge for exhilarating game play! Join us every Monday and Tuesday at the library for thrilling matches and camaraderie. Experience the thrill of challenging opponents whose impressive standards of play elevate the game to new heights. Whether you're a



seasoned grandmaster or just starting your chess journey, our club offers a welcoming environment for players of all levels. Prepare to engage in intellectually stimulating battles while forging lasting friendships. Come discover why our gatherings are not only competitive but also incredibly enjoyable. Unleash your inner tactician and join us at the Glenwood Chess Club today!

## Choir and Band

Glenwood High School's Choir and Band are where the musical talents of our singers and instrumentalists can excel in a dynamic and supportive environment. Both ensembles are conducted by Mr Herne and are open to all students who wish to be involved. Rehearsals are held during lunch times or after school. Repertoire includes a mixture of popular, musical theatre, film and traditional styles.





## Dance Ensembles

The Glenwood High School Dance Company is an extra-curricular activity that students can audition for at the beginning of each year. Several ensemble groups are run including Lyrical, Contemporary, Ballet, Jazz, Musical & HSC Dance. The opportunity to audition is open to all students and they are encouraged to participate, regardless of experience or expertise. The students strive in the teamwork and structured environment, where all students work towards routines and dances by our teacher and guest choreographers. Glenwood High School Dance Company is celebrated throughout Sydney region, performing and representing the school at Synergy Dance Festival, In The Spotlight Dance Festival, State Dance Festival, Australian Dance and Australian Dance Festival where the company was awarded with the prestigious 'Most Effective Choreography' trophy.



This Company thrives on the three values of our school and establishes a respectful environment where all students showcase their talents, whilst also developing themselves professionally and personally. They attend before and after school rehearsals, showcasing their readiness for learning and supporting each other to become the best version of themselves. GHSDC alumni have also returned to assist in the company showcasing the positive impact and overall commitment the students have given. All students are responsible leaders within the school community often noting their experience in Dance as being of vital input into their development.

## Debating

Debating has been a staple at Glenwood High School since its opening in 2005, and its strict rules of conduct and sophisticated arguing techniques call for and develop a high level of academic rigour amongst its participants.

Glenwood students participate in inter-class debating in their junior classes as they begin to hone their confidence, master skills of persuasion and demonstrate their knowledge of international, national and local current affairs. Students with the skills, interest and enthusiasm are encouraged to compete against other schools in inter-school debating competitions.



## Duke of Edinburgh Award

The Duke of Edinburgh Award is an enriching program inviting young people aged 14-25 to participate in a number of activities over a set length of time. At Glenwood, we invite students from Years 9 to 12 to participate in this exciting and fulfilling experience, which has run since 2009.





Students are able to design their own unique program centered around their interests and passions, developing physical and academic skills, as well as benefitting their school and greater community through volunteer and leadership efforts. Students also participate in overnight camps to locations near and far, run by our dedicated staff in their free time.

The program appeals to students from all walks of life, and Glenwood students have achieved at all levels of the program. It is our vision that all Glenwood High School participants are empowered to explore their potential and achieve success through access to, and participation in, the Duke of Edinburgh Award.

## Fitness Centre

The Glenwood High School Fitness Centre was established in 2020 and it provides a fantastic facility for students of all year groups to enjoy the benefits of exercise and foster a love for lifelong physical activity. The Fitness Centre is fully equipped with quality equipment including Cardio Machines (treadmills, rowers, bikes and steppers), Pin-loaded weight machines, free weights and a large variety of functional fitness resources.

Activities within the Fitness Centre are developed by PDHPE staff to cater for stage appropriate fitness activities to meet the needs of PE classes, sporting groups, senior student memberships and targeted wellbeing programs. Students are encouraged to build their confidence and enthusiasm towards exercise, while learning a variety of correct and safe gym techniques that they can continue to use throughout their lives long after they leave Glenwood High School.



## Minecraft Club

The Minecraft game fosters imagination by allowing kids to construct virtually anything, preparing them for the future and the workforce. Its educational potential equips children with essential skills for success in the 21st-century workplace. Moreover, Minecraft serves as a platform for teaching coding and computer programming, while also enhancing creativity and problem-solving abilities. Consequently, it emerges as a valuable resource for parents and educators seeking innovative ways to engage children. Interested in making friends, working as a team, and playing the world's most popular computer game? Join our Minecraft club! We convene every Thursday, embarking on a new project each year. Currently, in 2024, we're crafting a medieval village.



## Public Speaking

Glenwood High School develops the speech-writing and oral-presentation abilities of students who have a deep interest in the world around them. Both prepared and impromptu speaking is practised in our coaching sessions, and students can progress to represent the school in external competitions. Students aged 14 or younger are eligible to try for the Legacy Public Speaking Awards, while those 15 years and over can aim for the Plain English Public Speaking Award. Both competitions aim to build the skills of students in using effective spoken English to persuade, entertain and inform audiences.

## Prefects

The Prefect body of Glenwood High School comprises 16 Year 12 students, who campaign rigorously for election by popular vote of students and staff each year. From this group, students can nominate to interview for the highest student leadership positions within the school; the two School Captain and two Vice-Captain positions.

Each year, the prefects work to build their own leadership skills, through managing events and other initiatives. These are driven by the election promises made during their campaigns and, as such, the activities or events can change from year to year. One regular event, Spirit Week, is championed by the prefects each year, who find different ways

to attract our newest and youngest students and encourage their participation in extra-curricular opportunities. Our prefects wear their formal uniform and take other responsibilities with pride and are role models for the school community.



## House Captains

At Glenwood High School there is a focus on House spirit with students gaining house points for achievements in all endeavours including academic, cultural, sporting and social aspects of school life. This ties in closely with our Positive Behaviour for Learning, values which are central to students' success.

There are four sport houses, Acacia, Boronia, Coolabah and Telopea. House Captains are elected at the start of Year 11 each year, giving senior students another opportunity to develop their leadership skills. Throughout the year, the House Captains co-ordinate sporting carnivals and social activities to engage the student body. Of particular note is the focus on fundraising initiatives to raise money for cancer research such as Relay For Life and Movember. Collectively, they have raised approximately \$10,000 each year running.



## Student Representative Council (SRC)

The SRC is a body which represents its peers, promotes their views and participates in the school decision-making process. The SRC consists of students from Years 7 - 12. Over the course of the year, all members are provided with opportunities to be a student voice in the decision-making processes of the school that directly impact their peers, such as the uniform policy. The SRC also engages in a variety of activities that enhance their teamwork and ability to work collaboratively within a team. The leadership skills and confidence of many students have developed in their involvement in the SRC.

SRC membership will assist students in developing their leadership skills and will be an opportunity for them to work collaboratively in the development of new initiatives. Students are happier and participate in their education more effectively when their ideas are listened to and their opinions valued. Schools also benefit when students are involved in their own learning and the school's operation. The SRC is one structure which can assist students and the school in achieving this ideal.

The SRC is focused on addressing 2 key areas:-

1. To facilitate student participation, develop leadership skills (as they move towards House Captains & Prefect roles) and to allow for a meaningful involvement in the school decision-making process.
2. To highlight causes, raise awareness of issues important to the student body and host engaging events/fundraisers for students and staff at Glenwood High School.

As part of the SRC, members have dedicated much of their personal time to:

- Ensure the smooth operation of school events, Open Nights and Orientation Day.
- Develop strong communication with their year groups through their SRC student-led forums.
- Encourage school spirit by holding the annual school Spring Fair, Student vs Teacher matches, promotion of World Kindness Day and through the selling and distribution of roses on Valentine's Day.

## Student Advocacy

The Student Advocacy Team provides a unique opportunity available to each student and has an important role within our school's leadership framework. Participation on this team affords students an opportunity to develop their leadership skills and work with their peers from other year groups.

One of the main responsibilities is to select and facilitate whole-school initiatives, such as Harmony Day and RUOK? Day, which seek to improve the wellbeing of our student body and aligns with the 'grow' goal in our Strategic Improvement Plan. A further function is to allocate student representatives to participate in various teacher-led teams, who provide their student experience and advice on developing initiatives integral to the future direction of Glenwood High School.





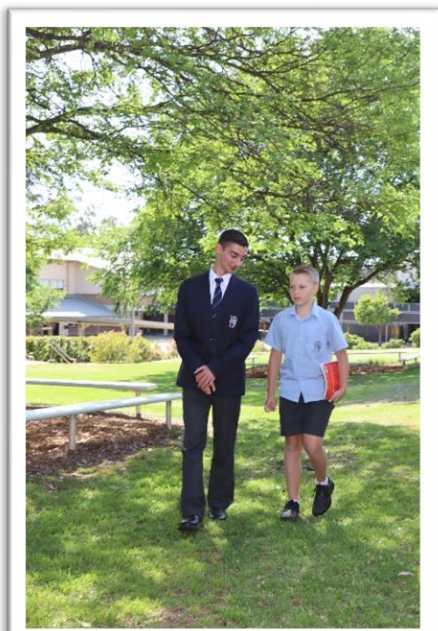
## Mates

MATES is a program implemented to provide mental health and wellbeing support to Year 7 students. The journey begins in Term 4, when Year 10 students (MATES) assist Year 6 students discover everything that Glenwood High School has to offer. MATES attend Orientation DAY as support and mentor leaders and participate in activities with Year 6 students.

On the first day of Year 7, Year 11 MATES welcome and spend the day with Year 7 students, running activities that will enhance students' sense of belonging and connectedness to their new school.

MATES continue to support Year 7 throughout the year during Connect classes where their younger peers become familiar with 'Ready', 'Responsible', 'Respect', the three core values of Glenwood High School.

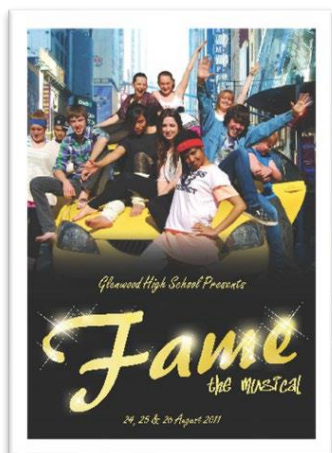
For MATES students, the program is a great platform to develop leadership and social skills and become successful citizens.



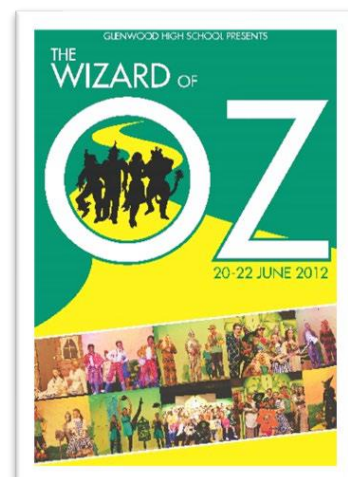
# The School Musical

“There is no business like show business”.

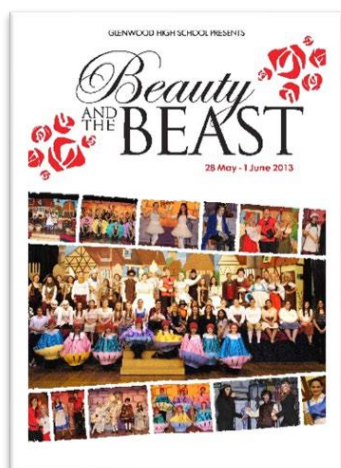
Established in 2011, the Glenwood High School musical is one of the most popular and highly anticipated events of the school year. Each year the musical has grown in student participation and production value.



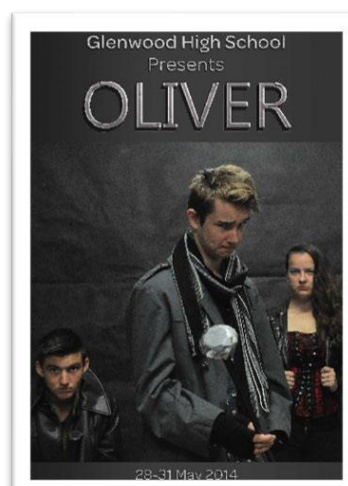
2012 saw us beginning in New York with aspiring school students of PA in **Fame the Musical**.



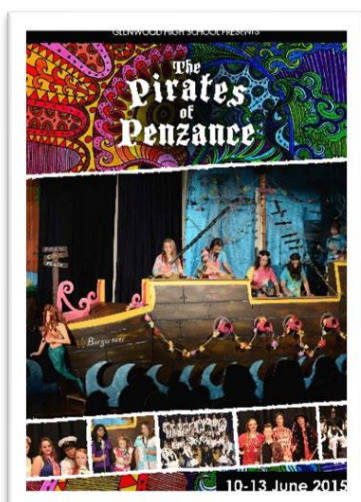
Travelling over the rainbow in 2013 with Dorothy, Scarecrow, Tin Man, the Cowardly Lion and (who could forget?) the Wicked Witch of the West in **The Wizard of Oz**.



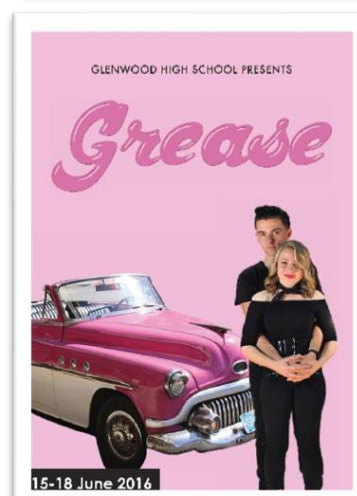
In 2013's production of **Beauty and the Beast** saw the beloved Disney film come alive on stage.



In 2014, there is no denying that **Oliver** was our darkest and most intense production by far.

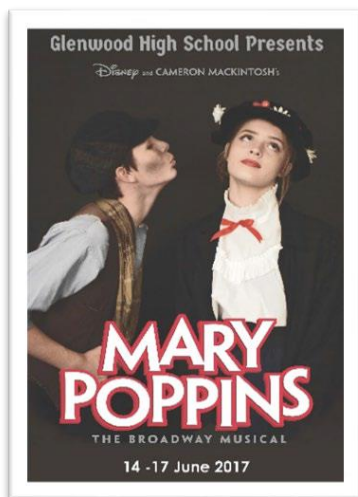


**The Pirates of Penzance** sailed into Glenwood during 2015 with all the psychedelic vibes of the 60's.



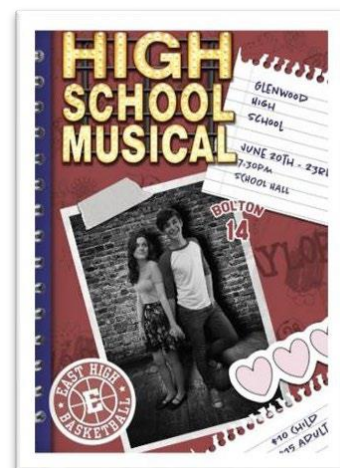
Grease was the word in 2016 with our largest cast so far bringing to life the rock 'n' roll age of the 1950's in **Grease the Musical**.





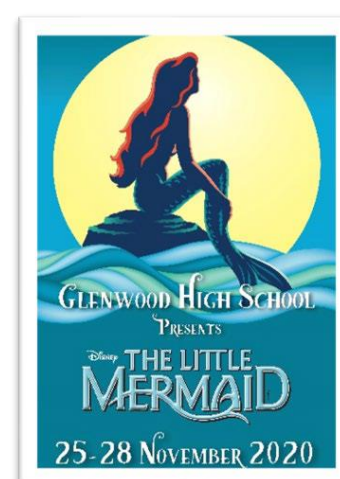
Our youngest cast hit the stage in 2017 with everyone's favourite Nanny in our magical production of **Mary Poppins**.

Finally, after years of requests, in 2018 **High School Musical** hit the stage, with over 130 students bringing to life a much-loved movie- musical.



2019 saw our darkest musical yet with **Urinetown**. In response to COVID-19 restrictions.

We modified the way we presented our 2020 musical by creating a film of the **Little Mermaid**.



2021 we were lucky to return to the stage to perform **Disney's Freaky Friday**.

2022 we saw our favourite Orge and his four- legged sidekick, Donkey, take to the stage in **Shrek the Musical**.







2023 we saw **The Addams Family**, it's every father's nightmare. Wednesday Addams, the ultimate princess of darkness, grow up, fall in love with a sweet, smart young man from a respectable family – a man her parents have never met.

Students experienced four days of filming their different scenes, developing specific acting and dancing film techniques. The Glenwood High School musical allows students who have an interest in performance and/or production to explore the vibrant world of theatre. Each musical is carefully planned and rehearsed. Students develop a close bond with each other and learn skills of performance, resilience, and motivation. Led by a dedicated team of teachers, and performed over four days in August, students rehearse during Wednesday Sport, Wednesday after school and on Sundays for six months to create a wonderful production.

Make sure you don't miss the next GHS Musical!



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