

Glenwood High School

Annual Report



2018



8268

Introduction

The Annual Report for **2018** is provided to the community of Glenwood High School as an account of the school's operations and achievements throughout the year.

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

School contact details

Glenwood High School
Forman Ave & Glenwood Park Dr
Glenwood, 2768
www.glenwood-h.schools.nsw.edu.au
glenwood-h.school@det.nsw.edu.au
9629 9577

Message from the Principal

Glenwood High School prides itself on being the school of choice for our local community and 2018 was no different. Student enrolment in nearly all cohort meant that the school rarely enrolls students from out of area.

The year began with a wonderful High Achievers' assembly that saw members of the class of 2017 returning to the school to be honoured for their outstanding achievement in their HSC exams. In NAPLAN our junior years demonstrated that academically, they were above state average especially in Year 9.

Not only did our students achieve academically, but we experienced a great deal of success in the sporting arena. Our annual Sports Recognition assembly was full of students who were acknowledged for their sporting prowess.

In the area of performing arts we produced the outstanding school musical, High School Musical, which had the largest cast in the school's history of producing school musicals. We also had students participating in regional and state drama and dance festivals and in eisteddfods.

Again in 2018 our student leaders did a fantastic job and amongst other things led some very positive fund raising programs. These initiatives contributed to student morale and a sense of school community as well as assisting those in unfortunate circumstances.

On 25 October 2018 Glenwood Hill High School participated in External Validation, a state wide process for all schools to reflect and measure themselves against a framework, known as the School Excellence Framework (SEF). The body of evidence provided by the school was presented for the two external validators. Evidence was classified under six focus areas: Student Wellbeing, Monitoring Student Performance and Improvement, Student Engagement & Leadership, Quality Teaching & learning, Professional and Collaborative Learning and Communication and Community Connections.

The school was proud of the presentation following its judgement of the Teaching, Learning and Leading domains as "sustaining and growing", but more significantly we were deemed as "excelling" in student wellbeing.

A full, productive and stimulating year, 2018 at Glenwood Hill High School proved once again that hard work from a dedicated staff, parent and student body could pay dividends in a school which values relationships, prizes academic achievements and celebrates the wonderful, rich diversity of this fine public school.

School background

School vision statement

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

School context

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

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

Framework

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

This year, our school undertook self-assessment using the School Excellence Framework and participated in an external validation. The framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading. During the external validation process, an independent panel of peer principals considered our evidence and assessment of the school's progress, aligned with the standards articulated in the School Excellence Framework.

Learning

The results of this process indicated that in the School Excellence Framework domain of **Learning**, Glenwood High School was Excelling in the element of Student Wellbeing and Sustaining and Growing in the other elements.

The **Learning Culture** at Glenwood High School (GHS) is demonstrated by the many positive and respectful relationships enjoyed by staff, students, parents and members of the community, as demonstrated through our strong Positive Behaviour for Learning Program. Across the school there is a consistent approach to ensuring the learning outcomes of students are maximised through regular use of data to identify student needs. At various points, students are continually supported through strong transition processes and programs via the collection of data and information that informs teaching and learning. Every student who enters GHS in Year 7 is comprehensively assessed and tested using ACER Progressive Assessment Tests to inform teaching and learning and to assist in planning effective and targeted learning programs. A common belief in and commitment to academic success for our students is enhanced through strong connections with parents and members of the community.

GHS has an exceptionally strong focus on the **Wellbeing** of students that is embedded in school culture, policies and practices. Our core values of Respect, Responsible and Ready for Learning are recognised by staff and students, and play a vital part in maintaining high expectations for teaching, learning and behaviour across the school. There is a diverse range of extracurricular activities on offer as well as student leadership opportunities across all year groups.

Our innovative **Curriculum** offers a diverse range of subjects, that changes in response to the needs and study patterns of our students. Subjects studied by our senior students traditionally reflect study patterns for students seeking matriculation into university. The school is responding to the growing number of students seeking school-based apprenticeships by adjusting study patterns to reflect this need. Teachers regularly differentiate curriculum delivery to cater for the needs of students with a disability and challenge students at all levels of achievement.

Assessment processes at GHS are continually being reviewed and evaluated in response to changing assessment demands from the NSW Education Standards Authority and performance data from students. While many assessment

tasks delivered to students are summative tasks there is a gradual move towards the importance of formative assessment tasks to inform teaching and learning. Students excel in a range of quality assessment tasks delivered across all Key Learning Areas.

Reporting on student growth and performance at GHS occurs every semester, where parents are presented with clear information about student progress, performance, and areas for improvement. Our reporting processes ensure comments are personalised and truly reflect students' capabilities and areas for growth. Student feedback about our reporting processes reflect the need to explore the presentation of relevant comparative data in student reports.

Student Performance Measures are regularly analysed to evaluate the relevance and effectiveness of teaching and learning programs. NAPLAN and HSC data provides feedback on student growth and the positioning of students at Glenwood High School in relation to external measures. Student growth in Year 9 NAPLAN and the increased achievement in the higher bands in the HSC indicate that internal assessment is consistent with external measures.

Teaching

The results of this process indicated that in the School Excellence Framework domain of **Teaching**, Glenwood High School was **Sustaining and Growing**.

The cornerstone of **Effective Classroom Practice** are teachers who are valued as specialists in their field and work in a collaborative environment to produce the best outcomes possible for their students. To achieve this, teachers use a wide range of data and other information, such as SLSPs, feedback, internal and external assessment data and the Tell Them from Me Survey, to develop strategies to differentiate curriculum delivery to meet the needs of students. School processes and initiatives, such as PBL reinforces strong classroom management practices.

Professional learning is delivered to staff to promote their confidence in their **Data Skills and Use**. Professional learning has been provided to school executive on using data to map effective teaching and identify areas for improvement. This information is used to inform teacher professional learning plans and PDPs. Across the school, consistency has been advocated and implemented to formalise student assessment and feedback, resulting in comparable and usable data to evaluate student learning. This evaluation then informs future programming and lesson design.

Teachers at GHS are fully supported in developing and maintaining their **Professional Standards**. PDPs are developed to meet the needs of staff. Throughout the PDP process, staff at GHS are supported in identifying their strengths and areas for improvement, using these to establish goals relevant to their professional learning journey and accreditation. Supports include mentoring, negotiated observations, reflection and feedback, professional learning opportunities and individualised guidance. Whole school TPL, including the areas of literacy and numeracy, is designed to build teacher capacity. Opportunities are provided for those wishing to seek higher levels of accreditation. Effectively, teachers are responsible for their professional development by utilising the Professional Standards in their career planning. Staff have seen value in the process as it has been implemented at GHS.

Teachers at GHS are actively involved in a cycle of **Learning and Development**. School structures and strong communication channels underpin the collaborative culture within the school. This has enabled staff to actively improve their professional knowledge, understanding and practice. Staff mentoring occurs through a variety of channels, both formal and informal, including executive mentoring and peer mentoring. Staff are provided with opportunities to develop and share their expertise in a variety of forums at all levels. The end result is a professional learning community where innovation and expertise is encouraged and valued.

Leading

The results of this process indicated that in the School Excellence Framework domain of **Leading**, Glenwood High School was **Sustaining and Growing**.

Educational Leadership at GHS focuses on best practice and continuous improvement. Evidence of professional effectiveness is regularly reflected upon and evaluated under the lens of high expectations. School policies and processes are regularly revised to support teachers in improving their professional practice and students in their quest to achieve their personal best. Community involvement is encouraged through a range of events and initiatives. Parent evenings and information sessions are held to ensure 'buy in' and ongoing support of school policies and processes. Wider community involvement is apparent in the various mentoring, wellbeing and transition programs. The leadership team monitors whole school functionality and develop and review policies and procedures to ensure that all elements are working together efficiently and effectively in order to achieve the school's vision.

School Planning, Implementation and Reporting is heavily based in the concept of continuous improvement. At GHS, the leadership team works collaboratively with all stakeholders to provide opportunities that maximise student outcomes. The GHS strategic plan and vision is key to ongoing improvement. The vision and strategic directions were developed collaboratively and reflect the values of our community. Milestones were developed in line with the strategic directions and progress towards articulated goals is regularly monitored and evaluated. When developing their PDPs, staff were encouraged to link their goals to the strategic plan to ensure relevance and a cohesive vision. As a working document, where necessary, the plan has been modified to adapt to changing needs. The GHS Annual Report provides a statement of achievement for the school in regards to the progress that has been made with the school plan.

The allocation of **School Resources** at GHS ensures that policy, processes, infrastructure and community programs

effectively promote and strengthen futures learning and student achievement. Effective and efficient allocation of RAM funding ensured the continual growth of essential programs to support learning, teaching and leading across the school. Resourcing has resulted in e-Learning platforms being widely used within classrooms to build a stronger learning community links between students, teachers and parents. e-Learning spaces have been provided to ensure connectedness and relevance. Programs such as WINGS, GR8T Gatsby, Angry and Anxious, Orientation Day and IT school visits have facilitated links with the local primary feeder schools to ensure the smooth transition of Year 6 students to the high school context. School to work initiatives such as the Community Mentoring Program, have improved student focus and confidence as they provide students with insight into what lies beyond school. These have only been possible through flexible resourcing of staff, facilities, technology and funding.

GHS Management Practices and Processes prioritise the school vision and strategic plan. Information and data is regularly collected and reviewed from a variety of sources to inform school planning, policies and practices. For GHS, the Tell Them from Me survey is a comprehensive measure of satisfaction amongst staff and students. However, parental feedback in this forum has been limited. The challenge for 2018 is to make this a key tool for parents to provide the school with useful feedback.

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

For more information about the School Excellence Framework:

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

Strategic Direction 1

Empowered Learners

Purpose

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

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<ul style="list-style-type: none"> • 2% increase of students moving into a higher band in the 2018 HSC, and each year after that • 90% of students achieving the minimum standard to qualify for the award of HSC by the end of Year 10. • 100% of students achieving the minimum standard to qualify for the award of HSC by the end of Year 11. • Maximised student engagement through strategic intervention and positive recognition of student achievement as measured by PBL data. • Representation in the top three skills bands of Aboriginal and EAL/D students is similar to that of the total school population. 	<p>\$6 500</p> <p>\$42 686</p> <p>\$7 000</p>	<ul style="list-style-type: none"> • 6% increase in students achieving in Bands 5 & 6. • Embedded literacy strategies, such as ANSWER and WRITE RIGHT, in Stage 6 enabled students to respond effectively and access the higher bands in the HSC. Teaching staff have utilised their training to develop student critical thinking and ability to respond. Learning resources scaffold, model and offer productive feedback aimed at developing students ability to develop highly structured, analytical responses. • At time of writing the plan, to qualify for HSC, students must have achieved a minimum of Band 8 for reading, writing and numeracy in their NAPLAN to qualify for the award of HSC. Those students who were unable to would be provided additional opportunities to demonstrate this level of achievement through online testing. • In 2018, the NSW Government announced a change in this policy. NAPLAN performance would no longer be linked to the award of the HSC in Year 12. In its place, students from Year 10 would be given the opportunity to demonstrate their achievement of the minimum standards in 3 separate online tests for reading, writing and numeracy. The nationally agreed standard of functional literacy and numeracy, mapped to the Australian Core Skills Framework (ACSF) Level 3. Achievement at this level is now required for students to achieve the award of HSC. Students who do not achieve this level will be awarded the Record of School Achievement (RoSA). • At Glenwood High School, a variety of programs and initiatives have been developed to support students in developing the skills required to demonstrate the achievement of the minimum standards in reading, writing and numeracy. • 93.36% attendance rate, equating to the 90th percentile and placing Glenwood High School above the Statistically Similar School Group (SSSG) figure of 91.7% • Equal to or greater than expected growth in Year 7 – 9 NAPLAN was achieved in: Numeracy – 59.82, Grammar and Punctuation –67.7% Reading – 79.11%Spelling – 60.18%Writing – 69.47% • Student achievement and attendance data are indicators of high levels of student engagement. This was the result of a combination of resources, programs and initiatives, both curricular and extra–

Progress towards achieving improvement measures

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Strategic Direction 2

Quality Teaching practice

Purpose

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

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<ul style="list-style-type: none">• To improve teacher performance through the delivery of targeted professional learning by aligning individual teacher professional development goals to whole-school TPL focuses• To increase teacher capacity to effectively analyse data to make curriculum changes to add value to HSC results.• Greater understanding of data literacy and accurate interpretation of data among the teaching staff to inform their teaching practice.• To provide opportunities for teachers seeking higher accreditation and teachers making inquiries in furthering the level of accreditation	<p>\$15 540</p> <p>\$22 080</p> <p>\$42 687</p>	<ul style="list-style-type: none">• Delivery of 10 hours of school-developed registered course which are aligned with the Australian Professional Standards for Teachers.• Shift in focus of whole staff meetings from information sessions to professional learning, aimed at addressing teachers' profession learning goals, as informed through PDPs. Teacher PDP goals used to inform and deliver a whole-school TPL audit.• Approval of teacher professional learning attendance through a committee, which carefully ensure the course addresses strategic directions and targets school improvement.• Teachers were provided with faculty planning days which facilitated program and assessment writing in teams. Assessment processes have been evaluated to ensure they align with NESA assessment requirements.• An Instructional Leader has been employed to work with teachers in faculties to implement literacy requirements of new syllabuses.• Executive and 2IC team completed 'Using data with confidence' course which enabled them to analyse and interpret faculty-based internal assessment data, to inform evaluation of teaching programs and design and delivery of assessment tasks.• HSC Data Analysis processes were streamlined and made more consistent across all KLAS.• All teaching staff completed SCOUT Training in data analysis to inform and improve their practice.• Registered course developed and delivered to enable teachers to accurately read and interpret the information within a range of charts; to report on and apply the findings from information, using correct terminology; and to demonstrate an understanding and use of data literacy concepts.• A comprehensive 2IC policy has been implemented, which provides teachers the opportunity to develop and enhance their leadership capacity across the school. Leadership of whole-school teams is coordinated by classroom teachers, in order to build their capacity as leaders. These teachers are mentored by head teachers.• Head Teacher Teaching and Learning providing guidance and support to potential higher accreditation candidates in unpacking standards at higher levels.

Strategic Direction 3

Connected Leadership

Purpose

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

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<ul style="list-style-type: none">Increasing the number of students, parents and carers actively using school communication, indicated by the GfM survey and engagement in media platforms.10% increase in parent satisfaction in school communication from previous GfM surveys.All teachers on target to meet accreditation requirements for 2023All available funds are expended to enhance the effectiveness of learning and school operations, in line with funding source and student need.	<p>N/A</p> <p>\$55 000</p> <p>\$1000</p> <p>\$2000</p>	<ul style="list-style-type: none">Consolidation of LMBR administrative practices has been co-ordinated by the Principal and the SAM. Procedures and practices related to financial and asset management are clearly articulated to staff. Head Teachers have adapted the cash-flow budgeting system and staff have been trained to work with the LMBR processes which is being utilised effectively. Information has been disseminated to parents and the P&C regarding the new administrative procedures.BYOD is fully embedded and underpins student's interaction with communication and learning platforms including SENTRAL, Google classroom. Edmodo and Microsoft teams. The media/technology communications policy has been developed to streamline the process of communicating policies, procedures and events through Facebook, Glenwood TV, GHS App, Instagram YouTube and the website. The Parent-portal is accessed by over 90% of parents as school reports are now available through this platform creating more active participation in school communication.The TTfM survey has indicated communication satisfaction has increased since last year. Parents have a wide variety of source to receive information and to provide feedback. Parents report that Informal meetings and school reports are the preferred means of communication in regards to their child's academic progress.All teachers have been supported in the accreditation process and are on target to meet requirements at proficient level or above. Pre 2004 teachers have been provided with support in maintaining accreditation through professional development and individual sessions provided by the Head Teacher, Teacher and Learning. Ten hours of school based registered learning has been provided to enable teachers to access registered hours through school based learning activities. Mentors work with school leaders in executive teams to provide guidance through the PDP process which is aligned to accreditation.School funds have been allocated through the budget process in accordance with school need and the school plan.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$17 340	
English language proficiency	\$33 578	<p>There were 132 students eligible for EAL/D support. In this cohort 2 students were in the emerging phase, 8 were in the developing phase and 120 students were in the consolidating phase. There were 5 International students enrolled in 2018. Three of these students were in the developing phase and two were in the consolidating phase. All students who met the Emerging, Developing and early Consolidating phase had an SLSP developed and distributed to their teachers. The SLSP of these students was reviewed in December 2018.</p> <p>The EAL/D flexible funding amount was used in the following ways:</p> <ul style="list-style-type: none"> • to provide an extra 0.1 teaching allocation to the EAL/D teacher. • An EAL/D HSIE faculty project was undertaken. The EAL/D teacher and a member of the HSIE faculty were involved in team teaching and collaborative planning of the Year 10 History programme for 2018. The EAL/D HSIE faculty project involved writing resources for the Year 10 History programme with language learning strategies at the forefront. EAL/D scaffolding and EAL/D teaching strategies were incorporated to allow the students to maintain and improve their knowledge and understanding of the History subject area. The resources that were developed were shared amongst the HSIE staff and will be a valuable resource for teachers to use to assist future Year 10 EAL/D History students. <p>Overall EAL/D instruction was provided through the following methods: individual and group student withdrawal, team teaching and professional development provided to individual classroom teachers who requested support. The new EAL/D Learning Progressions were used to assist with identifying students who were not improving their English Language skills in the required time frame. Any student who fell into this category will be given extra support in 2019.</p> <p>The EAL/D programmes continuing success can be seen through the results in the HSC accompanied by two students receiving ATARS of 99.35 and 95.85.</p>
Low level adjustment for disability	\$96 844	<p>Our low-level disability funding enabled us to provide SLSP support for individual students identified through the Learning Support Team as needing assistance. Students were tested to determine the area/s they required support, and a planning meeting held with stakeholders (parents/carers, LaST, external providers where needed) to prepare a Student Learning Support Plan (SLSP). Each individualised plan was communicated to all</p>

Low level adjustment for disability	\$96 844	<p>teachers, enabling strategies to be used in the classroom and in teacher preparation to optimise learning through targeted support. This support enabled increased student focus, motivation and engagement in learning, resulting in task completion and course requirements met. Parents/carers were valued participants in the consultative and collaborative process. The survey of teachers showed this assistance was extremely beneficial and teachers wanted continued support in 2019. The SLSO in the Learning Centre administered NEALE, YARC and PAT tests, compiled results, assisted with marking and analysing, and completed applications for Disability Provisions procedures. This enabled Disability Provisions to be executed in a timely and efficient manner. The additional LaST allowed the Learning Centre to assist more classes, as well as running intensive reading and phonemic awareness programs such as MacqLit and Comprehension programs for targeted groups. Post testing showed improved reading levels in the targeted students, as well as increased confidence levels. Referrals to the Learning Support Team have continued to increase.</p>
Socio-economic background	\$92 155	<p>Our socio-economic background funding enabled up to provide literacy and numeracy support in the junior years and to build skills in our seniors through targeted essay-writing support prior to the HSC. A highly qualified and experienced Instructional Leader joined the Learning Centre team. She has worked with faculties to embed literacy-focused activities into programs, ensuring our senior students have mastered the required literacy skills needed to be successful in their HSC. The MacqLit and MultiLit programs and a teacher developed Comprehension program targeted reading skills in students identified by the Learning Support Team. School Learning Support Officers (SLSOs) worked in the Year 7 and 8 classes, as well as in identified Year 9 and 10 classes, to provide one-on-one support to clarify, simplify and explain tasks, as well as supporting focus and motivation, whilst allowing the teacher more time for teacher directed learning. Our NAPLAN results showed improvement above state average. A survey of our HSC students showed they felt more confident in their ability to write essays and felt more empowered to meet the demands of the HSC. This was our second year in a three-year contract with Literacy Planet, an online resource for use in the junior school, aimed at engaging students in activities to improve comprehension, spelling and grammar skills. Students engaged enthusiastically and won certificates for participation.</p>
Support for beginning teachers	\$8 328	<p>In 2018 the school's teacher mentor facilitated the provision of professional learning and support for beginning permanent, temporary and casual teachers. This occurred in a</p>

<p>Support for beginning teachers</p>	<p>\$8 328</p>	<p>number of ways, with comprehensive induction programs being offered along with dedicated mentoring sessions, and the provision of additional release time.</p> <p>In regard to the induction programs, these were offered in Semester 1 (Term 1) and Semester 2 (Term 3) with two in total being facilitated throughout 2018. Each of these programs were seven hours in duration, with weekly hour long seminars being run after school on a Tuesday afternoon. The program was divided into two parts with Part 1 being offered to all new teachers regardless of their experience level. It covered the following topics: Important School Information, Understanding School Procedures and the School's Key Personnel. The second part of the program (Part 2) was specifically tailored to beginning teachers and covered the following topics: The Role of the Teacher, Classroom Management, Quality Teaching, Professional Responsibilities, Effective Communication, The Professional Teaching Standards, Achieving Accreditation Requirements and Career Planning. In total, five early career teachers successfully completed in full one of the induction programs offered by the school and another seven teachers attended one or more of the sessions offered.</p> <p>In relation to mentoring for all permanent and temporary beginning teachers, these individuals were provided with mentoring support in the form of regularly scheduled (fortnightly) period-long meetings with the school's teacher mentor.</p> <p>Furthermore, those in their first two years of teaching were provided with regular opportunities for lesson observations and team teaching being offered. From this professional dialogue was generated and constructive feedback given, which allowed for the sustained development of quality pedagogical practices. In addition, permanently appointed early career teachers and temporary teachers who qualified for additional relief time through beginning teacher support funding were allocated a reduction in fortnightly face-to-face teaching periods and/or playground duties. Furthermore, they were also afforded whole days of release when needed. This additional time off class allowed them to effectively develop their teaching practice and achieve their professional obligations within required timeframes.</p> <p>Finally, in 2018 the school's teacher mentor guided and assisted thirteen early career permanent and temporary teachers through the accreditation process, with all successfully meeting NESA requirements and achieving their accreditation at the Proficient level.</p>
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Student information

Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	798	788	773	776
Girls	689	708	702	693

Our school has an excellent reputation within the local community and this is reflected in consistently high enrolment numbers each year and in the number of enquiries for enrolment from outside the catchment area. In 2018 the school had a total enrolment of 1469 students.

Student attendance profile

School				
Year	2015	2016	2017	2018
7	95.3	95.8	96	95.6
8	93.8	93.2	94.2	93.8
9	93.8	94.2	93.2	92.6
10	90.3	91.9	92	93.2
11	93.4	92.8	93.4	92.4
12	94.2	93.8	92.8	93.2
All Years	93.4	93.6	93.5	93.5
State DoE				
Year	2015	2016	2017	2018
7	92.7	92.8	92.7	91.8
8	90.6	90.5	90.5	89.3
9	89.3	89.1	89.1	87.7
10	87.7	87.6	87.3	86.1
11	88.2	88.2	88.2	86.6
12	89.9	90.1	90.1	89
All Years	89.7	89.7	89.6	88.4

Management of non-attendance

To maintain and restore regular school attendance, the school has established attendance monitoring practices and regular follow-up of unexplained absences. Parents are notified on the day of their child's absence via an SMS text messaging system and in writing if an explanation for the absence has not been received. Parents can respond via text message as to the reason for their child's absence. A range of strategies were implemented to resolve attendance issues with a focus on student welfare. These include: student and parent

interviews via phone, letters or interviews, referral to the school Welfare Team and/or the Learning Support Team, referral to the school counsellor, or the development of a school based attendance improvement program. If these interventions prove unsuccessful, support from the Home School Liaison is requested and a formal Attendance Improvement Plan may be put in place. In 2018 the school continued to use the period by period roll check as part of the SENTRAL school administration package. This has provided valuable information which enabled the school to better support students who have whole and/or part day attendance issues. In addition to this, the school has developed a strategy to encourage parents' to follow appropriate departmental requirements and procedures in relation to travel during the school term. Through the school's social media communication channels, our Newsletter and the Parent Portal, parents now have access to the appropriate documentation to use on such occasions and are regularly reminded of their responsibility with regards to this.

Post-school destinations

Proportion of students moving into post-school education, training or employment	Year 10 %	Year 11 %	Year 12 %
Seeking Employment	0.4	0.3	0.4
Employment	0.4	0.3	0.4
TAFE entry	1.4	3	0.8
University Entry	0	0	63.3
Other	8	5	1.2
Unknown	0	0	0

234 students sat for the HSC in 2018 with 233 successful in achieving a HSC qualification. In 2018 the average course mark for the school was 82.78 compared to the state average mark of 80.09. We had 46 students that received an average mark of 80.09 and over 21 students who achieved an ATAR over 90. 2018 graduate students have entered into a variety of post-school opportunities. Students have signed up for full time apprenticeships, full time work or have taken on further study at TAFE, colleges and universities. This demonstrates the diverse options offered through Glenwood High School. The majority of students from the data collected have enrolled into further study at an Australian university.

Year 12 students undertaking vocational or trade training

Glenwood high School students have decided to enter into variety of post school opportunities. Students have signed up for full time work, apprenticeships or are taking on further study at a variety of colleges and universities.

Students are completing their tertiary education through universities such as, USYD, WSU, Macquarie University, ACU, UTS and CSU. We have had students enrol into TAFE, SAE JMC and The College at WSU.

We had six students successfully complete a TAFE credit or qualification in Human Services (nursing), Music industry, Construction and Automotive: Mechanical Technology. Glenwood High school had two students complete a School Based Apprenticeship/Traineeship with KFC and were successful in gaining a Cert III in Retail Services, whilst working at KFC.

Year 10 Work Experience

In 2018, Glenwood High School saw 218 students participate in a one week work experience program, with some students completing more than one throughout the year. Students had the opportunity to experience a vast array of roles and gain a sense of what it is like to work. This has been a valuable experience for the students for many reasons. From the students career perspective, many confirmed the pathways they had selected and are now reassured that this is the pathway they want to follow, whilst others got the chance to re-evaluate their direction based on their placement. The opportunity to work five consecutive days was an interesting experience for our students. Another fantastic outcome from work experience was the number of casual job offers and apprenticeship offer to students. Other students gained experience to assist them to gain casual employment traineeships or apprenticeships commencing in 2019.

Year 12 students attaining HSC or equivalent vocational education qualification

228 students completed their HSC at Glenwood High School in 2018. 100% of them successfully completed the Higher School Certificate (HSC). Of these, 95% of students received an ATAR

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	3
Head Teacher(s)	16
Classroom Teacher(s)	74.2
Learning and Support Teacher(s)	1.1
Teacher Librarian	1.4
Teacher ESL	0.4
School Counsellor	2
School Administration and Support Staff	19.77
Other Positions	1.2

*Full Time Equivalent

In 2018, there was no members of the school workforce who identified as indigenous.

Teacher qualifications

All teaching staff meet the professional requirements for teaching in NSW public schools.

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	25

Professional learning and teacher accreditation

In 2018 the school's TPL Team facilitated the provision of professional learning for all teachers throughout the school. With all staff now involved in the maintenance of proficiency, the team focussed on ensuring the delivery of a minimum of 10 hours of registered professional learning within the school. Planning for the delivery of this staff development was guided by the PDP goals of staff and professional learning requirements in line with the school's strategic directions. Ongoing evaluations of the training sessions were conducted and staff feedback was used to guide the planning of all future events. A new system was introduced in 2018 where all staff requests for TPL were considered and approved by the TPL team.

In total there were five school development days delivered in 2018. In addition, four executive conferences were held, with one occurring in each term. The focus for all full staff meetings shifted to one of professional learning, to complement the work done on school development days. Full staff meeting

professional learning addressed areas identified by staff in their PDP goal setting. Sessions included GAT differentiation, learning support, literacy, numeracy, assessment and indigenous education practices. Staff were also given the opportunity to provide feedback in a silent debate on targeted areas the executive were addressing.

The Term 1 School Development Day had a focus on training in 'Write Right' a new literacy initiative developed by the school literacy team. The Learning and Support Teachers also delivered a session to all staff on the additional supports they provide and informed staff of the disability provisions available to students when sitting formal examinations. Staff completed the Mandatory Child Protection Update 2018. The Term 2 School Development Day involved further implementation of the Write Right initiative to further upskill the staff in the literacy focus for term 2. Staff were given a series of seven optional professional learning activities catering to needs identified in their PDP goals. The options available were Self Care for Teachers and Staff, IT Toolkit, Coaching Principles in secondary school, EduSTEM, Pre Service Teacher Training, CPR and managing anxiety disorders at school.

The Term 3 agenda supported teachers in their examining and understanding the standards referenced approach to assessment and the implications for programming and the designing of assessments tasks. Teachers designed and developed standards based assessment tasks with explicit marking criteria aligned with NESA band descriptors. The second part of the day was developed to ensure all staff have a clear understanding of the Aboriginal Education Policy and its implications and requirements for all DoE schools to bring about improvements in educational outcomes for Aboriginal students. The final two school development days of the year saw the teams within the school present their achievements from 2018 and plans for 2019 to the staff. The PDHPE staff ran a practical session for all staff in preparation for teaching physical activity sessions to students. In preparation for 2019 staff completed their Mandatory Child Protection Update. Throughout the year all staff were given access to an online course Conscious Classroom Management to help support students in finding success in their learning.

As this was the first year the school had been through and external validation the executive spent time during conferences on forming taskforces to gather and annotate evidence to present to the validation team. The term 2 executive conference was involved in looking at using data with confidence so executive staff could further develop the skills of their faculties in analysing data to inform their practice. The final conference of the year involved a team building activity of all executive staff honing their problem solving and teamwork skills.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2018 to 31 December 2018.

	2018 Actual (\$)
Opening Balance	1,175,017
Revenue	15,422,620
Appropriation	14,641,663
Sale of Goods and Services	114,548
Grants and Contributions	641,574
Gain and Loss	0
Other Revenue	6,865
Investment Income	17,970
Expenses	-14,602,599
Recurrent Expenses	-14,602,599
Employee Related	-13,391,782
Operating Expenses	-1,210,817
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	820,021
Balance Carried Forward	1,995,038

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

Decisions regarding allocation of funds are made by the school finance committee and are based on budgets submitted by all KLAs and specialist programs run by the school.

Moving into the next two years of the School Plan, the Cooler Classroom Project and the P&C being successful with the Community Building Grant there will be a further undertaking of capital work that the school will need to contribute too. The Indoor/Outdoor Gym will require significant additional funds from the school to ensure the project meets the needs of our students. Additional monies have been put aside to manage any shortfall from the Cooler Classroom Project that is currently in progress. Other minor capital works will also be undertaken throughout 2019.

Financial summary equity funding

The equity funding data is the main component of the 'Appropriation' section of the financial summary above.

	2018 Approved SBA (\$)
Base Total	12,313,393
Base Per Capita	289,799
Base Location	0
Other Base	12,023,594
Equity Total	396,881
Equity Aboriginal	17,340
Equity Socio economic	92,950
Equity Language	75,223
Equity Disability	211,368
Targeted Total	988,285
Other Total	331,050
Grand Total	14,029,608

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

A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

School performance

NAPLAN

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

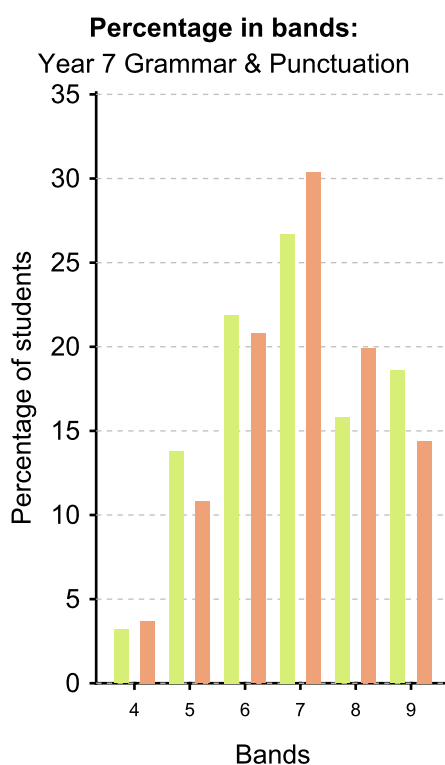
From 2018 to 2020 NAPLAN is moving from a paper test to an online test. Individual schools are migrating to the online test, with some schools attempting NAPLAN on paper and others online.

Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should take into consideration the different test formats and are discouraged during these transition years.

The tables in this report were provided by the Department of Education. We can no longer select graphs that provide a comparison with similar schools or state. Further, we can no longer provide a graph displaying student growth, nor one that provides

means. Thus the graphs are relatively meaningless.

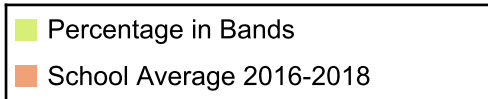
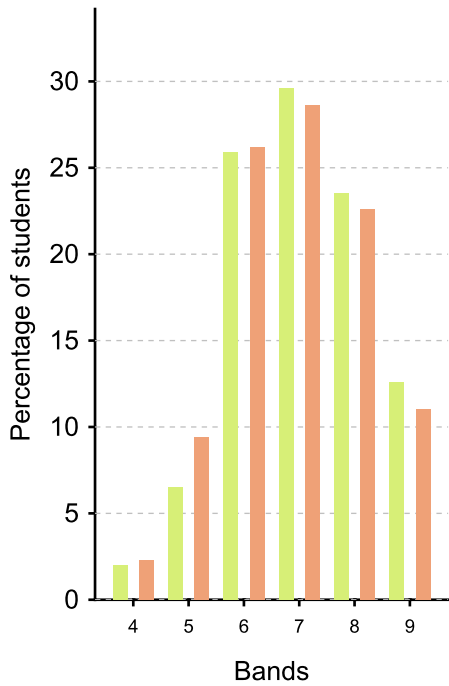
Our student growth from Year 7 to Year 9 is continually on the rise, which means our students have had value added in their learning from Year 7 to Year 9. In all aspects for Year 7 (reading, writing, spelling, grammar and numeracy), our students performed above the mean in both state and similar school groups in the top two bands. In the top band (Band 9) the school had a higher percentage than state and similar schools in reading and writing and a higher percentage than state in spelling, grammar and numeracy. We were extremely proud of our Year 7 numeracy results which were 9.3% above both the state and similar school groups.



Percentage in Bands
School Average 2016-2018

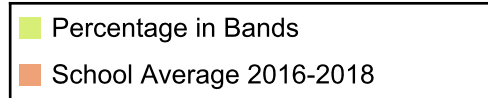
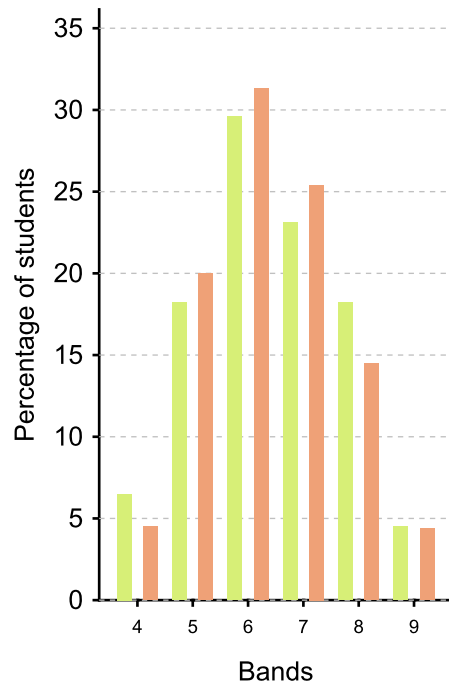
Band	4	5	6	7	8	9
Percentage of students	3.2	13.8	21.9	26.7	15.8	18.6
School avg 2016-2018	3.7	10.8	20.8	30.4	19.9	14.4

Percentage in bands:
Year 7 Reading



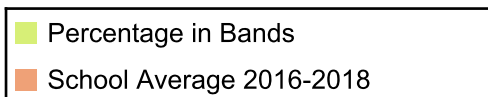
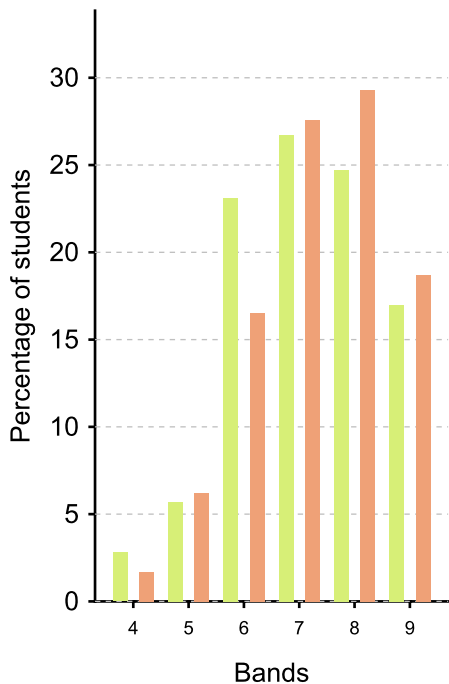
Band	4	5	6	7	8	9
Percentage of students	2.8	5.7	23.1	26.7	24.7	17.0
School avg 2016-2018	1.7	6.2	16.5	27.6	29.3	18.7

Percentage in bands:
Year 7 Writing

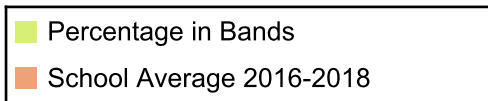
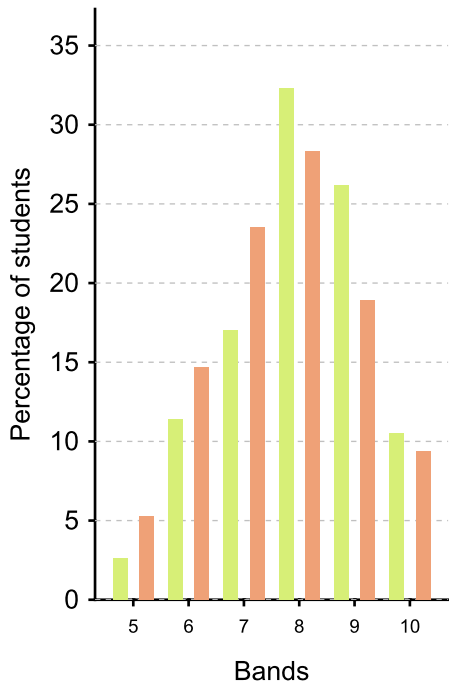


Band	4	5	6	7	8	9
Percentage of students	6.5	18.2	29.6	23.1	18.2	4.5
School avg 2016-2018	4.5	20	31.3	25.4	14.5	4.4

Percentage in bands:
Year 7 Spelling



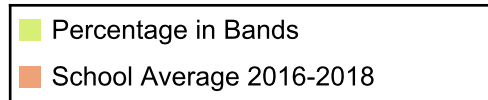
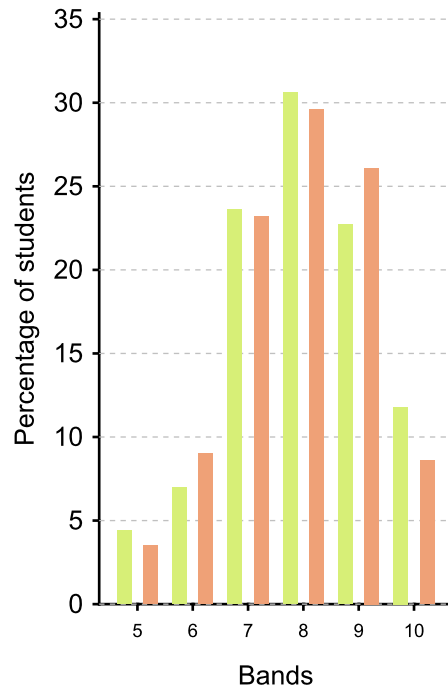
Percentage in bands:
Year 9 Grammar & Punctuation



Band	5	6	7	8	9	10
Percentage of students	2.6	11.4	17.0	32.3	26.2	10.5
School avg 2016-2018	5.3	14.7	23.5	28.3	18.9	9.4

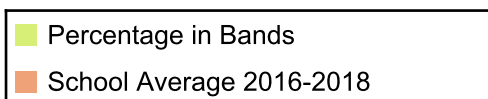
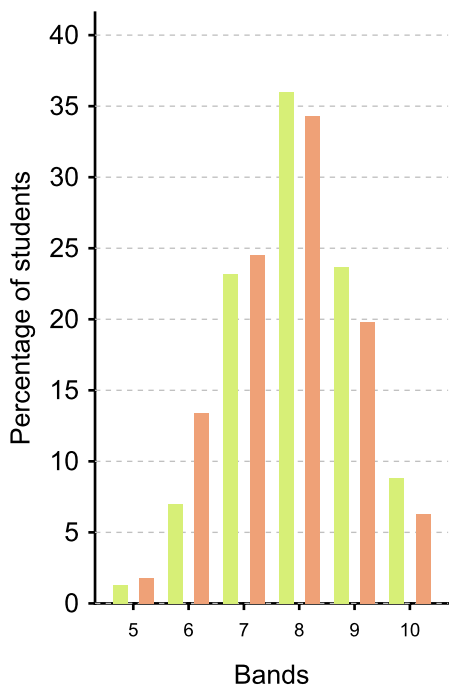
Band	5	6	7	8	9	10
Percentage of students	1.3	7.0	23.2	36.0	23.7	8.8
School avg 2016-2018	1.8	13.4	24.5	34.3	19.8	6.3

Percentage in bands:
Year 9 Spelling



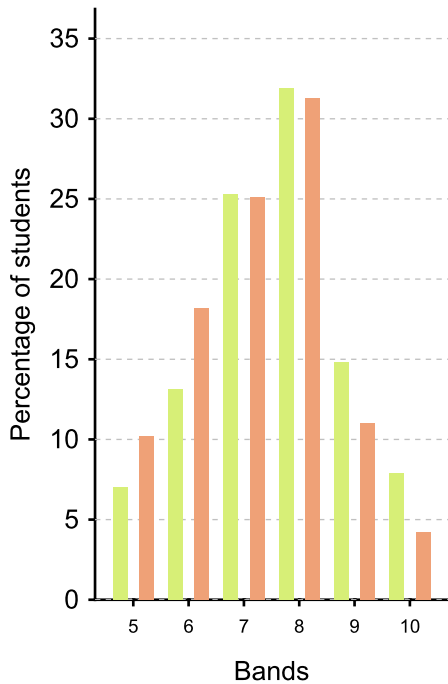
Band	5	6	7	8	9	10
Percentage of students	4.4	7.0	23.6	30.6	22.7	11.8
School avg 2016-2018	3.5	9	23.2	29.6	26.1	8.6

Percentage in bands:
Year 9 Reading



Percentage in bands:

Year 9 Writing



Percentage in Bands
School Average 2016-2018

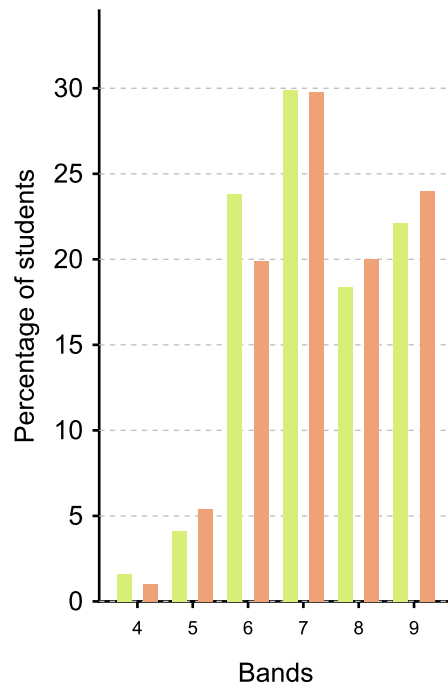
Band	5	6	7	8	9	10
Percentage of students	7.0	13.1	25.3	31.9	14.8	7.9
School avg 2016-2018	10.2	18.2	25.1	31.3	11	4.2

For Year 9, mean in the top band was above state in reading, writing, spelling and grammar and numeracy. Mean for Year 9 numeracy in the second band was slightly below state, which reflects this cohorts' achievement in the top band being higher than 6.2% in the top band.

Year 9 growth in the aspects of reading, writing and grammar and punctuation were significantly above state and similar schools. There was significant growth in writing, reflecting the school's writing project.

Percentage in bands:

Year 7 Numeracy

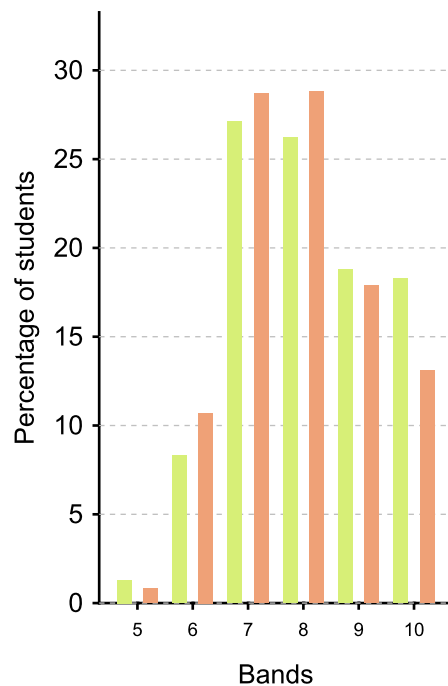


Percentage in Bands
School Average 2016-2018

Band	4	5	6	7	8	9
Percentage of students	1.6	4.1	23.8	29.9	18.4	22.1
School avg 2016-2018	1	5.4	19.9	29.8	20	24

Percentage in bands:

Year 9 Numeracy



Percentage in Bands
School Average 2016-2018

Band	5	6	7	8	9	10
Percentage of students	1.3	8.3	27.1	26.2	18.8	18.3
School avg 2016-2018	0.8	10.7	28.7	28.8	17.9	13.1

The My School website provides detailed information and data for national literacy and numeracy testing. Go to <http://www.myschool.edu.au> to access the school data.>

The school has specifically addressed the teaching of writing. Key in the project was the employment of an Instructional Leader. This has seen a significant increase of the percentage in the top two bands for writing. This addresses the *Premier's Priorities: Improving education results*.

Higher School Certificate (HSC)

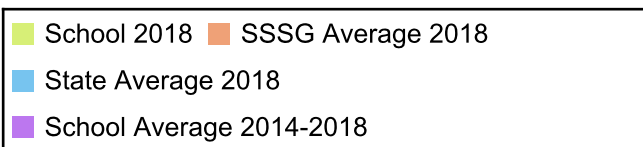
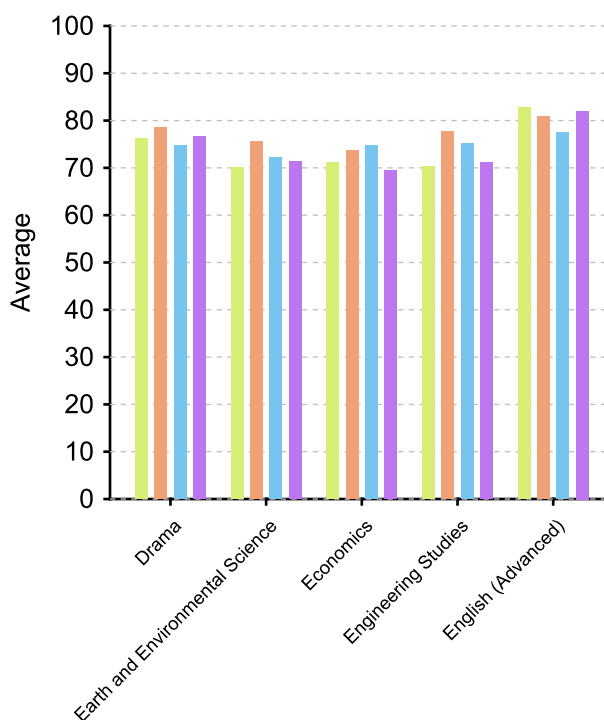
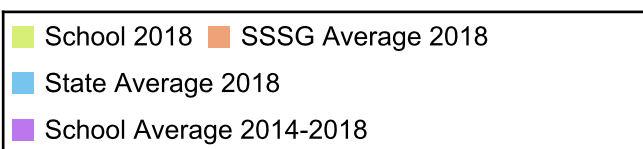
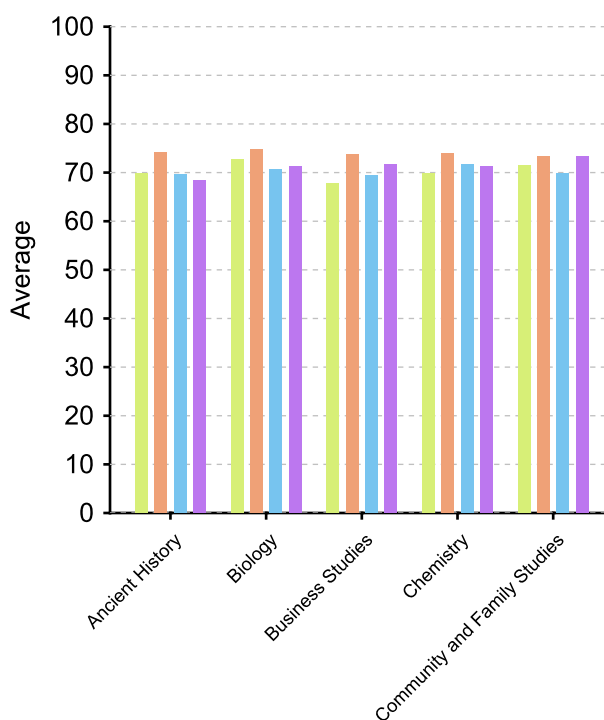
The performance of students in the HSC is reported in bands ranging from Band 1 (lowest) to Band 6 (highest).

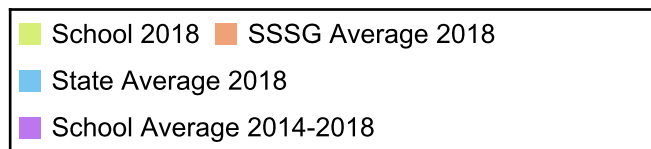
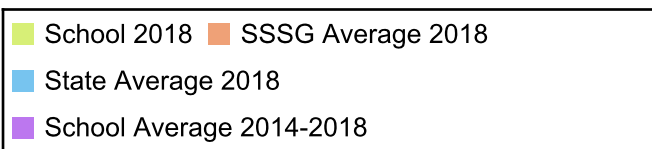
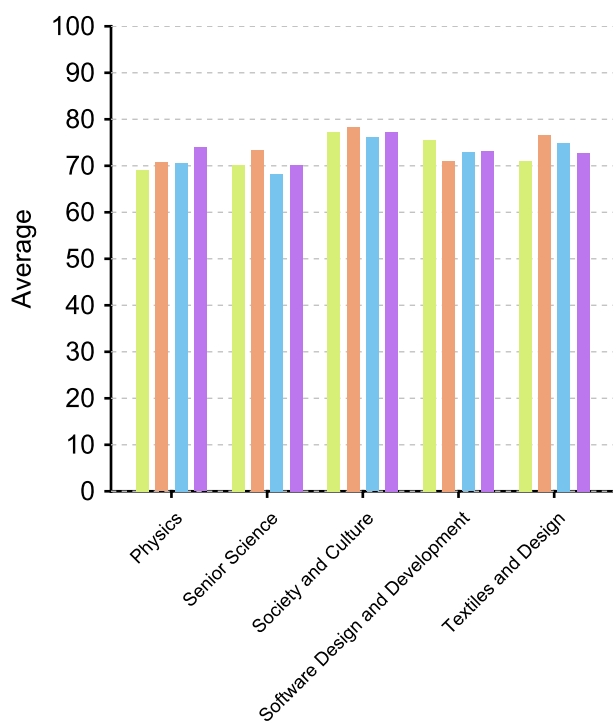
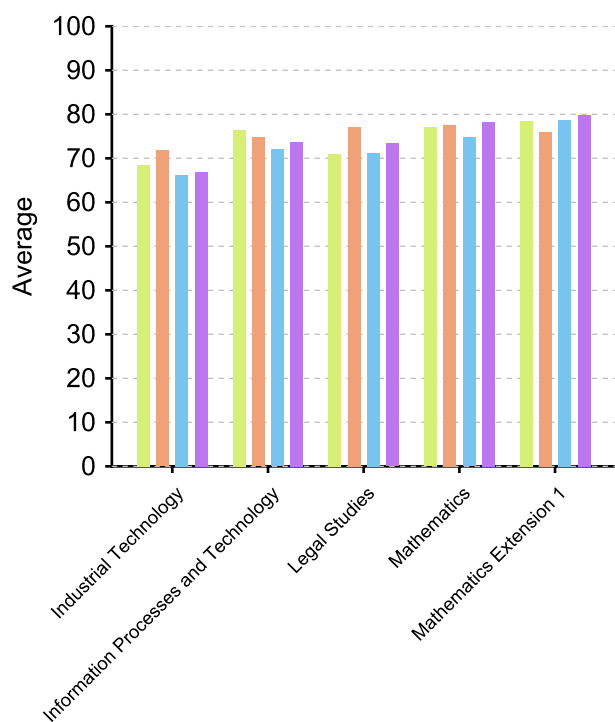
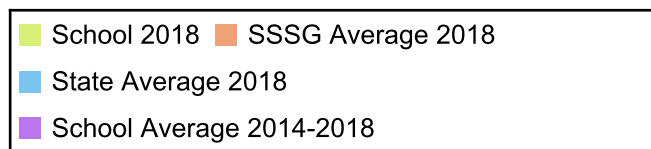
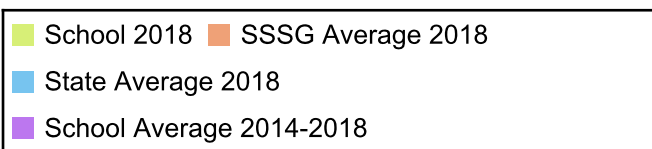
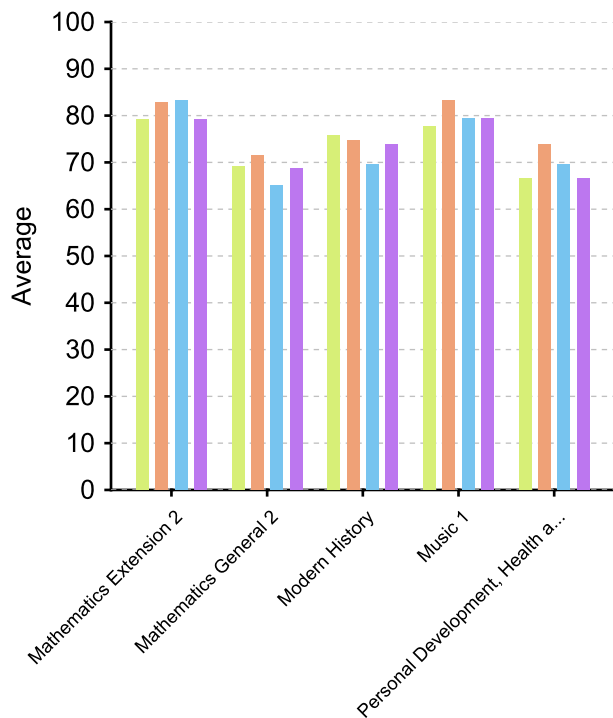
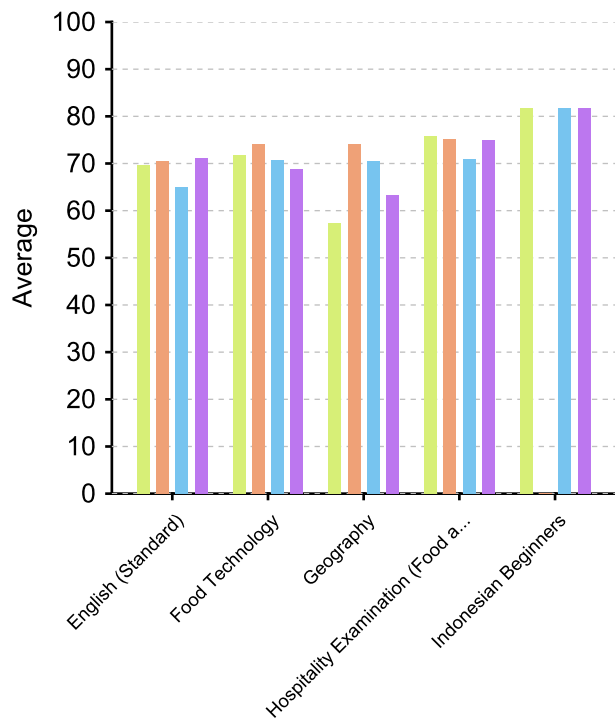
228 students completed their HSC at Glenwood High School in 2018. There were 74 Band 6 results across a variety of courses offered at Glenwood High School. In attaining a score between 80 and 89 for courses at Glenwood High School, there were 306 Band 5s. This represents a 6% improvement on previous HSC results (2017). 11 courses saw an improvement in the number of Band 6 results awarded in 2018. Of these, 6 had improvements of 5% or more English Extension, Music and Software Design and Development showing improvements of greater than 10%.

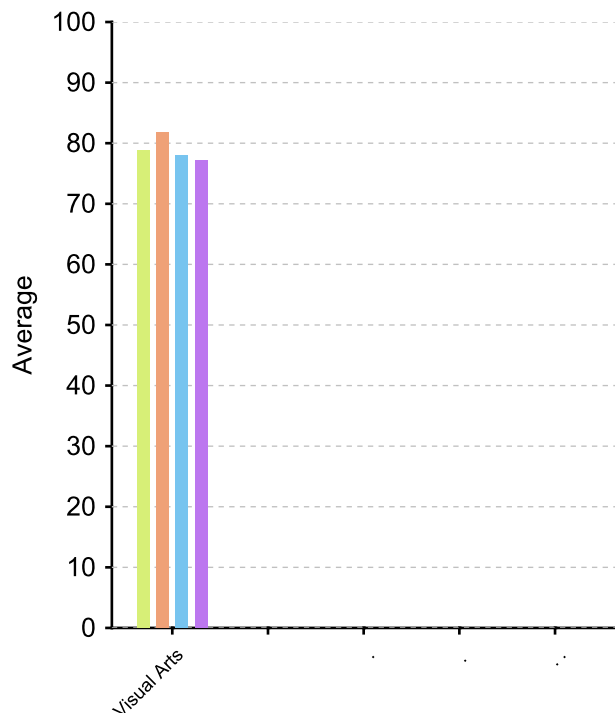
In addition, the school was above state average for the top 2 bands in Community and Family Studies, English Advanced, English as a Second Language, English Extension 1, Mathematics, Mathematics Extension 1, Software Design and Development, Visual Arts, French Beginners and Indonesian Beginners, as well as the Hospitality Examination (Food and Beverage).

The cohort was represented by 44 students on the Distinguished Achiever Honour Roll, having scored above 90 in selected subjects. 3 students were placed on the All-Rounder Honour Roll of students who achieved a result in the highest band (Band 6 or Band E4) in 10 or more units of courses. One student was ranked 3rd in NSW for Indonesian Beginners and 8th in NSW for Society and Culture.

A large number of students achieve impressive ATARs and were offered places at the university and course of their choice.







■ School 2018
 ■ SSSG Average 2018
■ State Average 2018
■ School Average 2014-2018

Subject	School 2018	SSSG	State	School Average 2014-2018
Ancient History	69.9	74.2	69.5	68.3
Biology	72.7	74.8	70.7	71.3
Business Studies	67.8	73.7	69.3	71.6
Chemistry	69.8	73.9	71.8	71.2
Community and Family Studies	71.5	73.3	69.9	73.2
Drama	76.2	78.5	74.8	76.6
Earth and Environmental Science	70.0	75.6	72.3	71.3
Economics	71.2	73.6	74.7	69.4
Engineering Studies	70.3	77.7	75.3	71.1
English (Advanced)	82.8	81.0	77.5	82.0
English (Standard)	69.6	70.6	65.0	71.2
Food Technology	71.8	74.1	70.7	68.8
Geography	57.4	74.0	70.6	63.2

Hospitality Examination (Food and Beverage)	75.7	75.2	71.0	74.9
Indonesian Beginners	81.8	0.0	81.8	81.8
Industrial Technology	68.5	71.8	66.2	66.9
Information Processes and Technology	76.4	74.7	72.0	73.6
Legal Studies	71.0	77.1	71.2	73.3
Mathematics	77.0	77.6	74.8	78.3
Mathematics Extension 1	78.4	76.0	78.7	79.9
Mathematics Extension 2	79.1	82.8	83.3	79.1
Mathematics General 2	69.2	71.5	65.1	68.7
Modern History	75.8	74.7	69.5	73.8
Music 1	77.6	83.3	79.5	79.4
Personal Development, Health and Physical Education	66.6	73.8	69.5	66.6
Physics	69.1	70.8	70.6	73.9
Senior Science	70.2	73.4	68.2	70.1
Society and Culture	77.3	78.3	76.1	77.3
Software Design and Development	75.6	71.0	72.9	73.2
Textiles and Design	71.0	76.6	74.9	72.7
Visual Arts	78.8	81.8	78.0	77.2

Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek the opinion of parents, students and teachers about their school. Their response are listed below:

Parents

The vast majority of parents state that teachers expect their child to pay attention in class and that their child has a clear understanding of the rules of school behaviour.

Parents are extremely satisfied the variety of subjects

on offer to study, and most parents expect their child to complete Year 12 and to pursue tertiary studies.

Communication satisfaction has increased since last year. Informal meeting and school reports are the preferred means of communication in regards to their child's academic progress. The vast majority of parents would recommend Glenwood High School to other families in the area and stated it has a high reputation in the local community.

Students

The student survey revealed that our students perception in regards to positive homework behaviour, positive behaviour in class and high attendance, were above the NSW government norm.

Some students felt that they needed to increase their effort towards their studies and could be more appropriately challenged.

Furthermore, student responses in regards to positive teacher–student relationships, positive learning climate and expectation for success, were also above this norm.

Teachers

The majority of staff stated that they worked collaboratively with others to set challenging learning goals for the students.

Overall, staff morale has improved over the past year and the majority of staff believe that school leaders are leading improvement and change.

Policy requirements

Aboriginal education

A requirement of from the Department of Education and Communities (DEC) is the development of Personalised Learning Plans. "All schools: will develop Personalised Learning Pathway (PLPs) for all Aboriginal students in Kindergarten to Year 12". The National Aboriginal and Torres Strait Islander Education Action Plan: 2010–2014–NSW: Delivery and Actions. The PLP process at Glenwood High school seeks to involve the family of the child, as well as the child, in developing a meaningful and quality year plan.

The Aboriginal Education Team organised and conducted Personalised Learning Pathway Plans for all students at Glenwood High School in 2019. The PLP assisted the teachers in planning excursions, events, funding and community involvement for all our students and supports for the families and carers in our community. PLPs have continued to foster genuine collaboration and strengthened partnerships between the school and our community.

From the PLP interviews, the AET are able to determine NORTA NORTA funding for literacy, numeracy and academic achievement in the senior students. In 2018, all our senior Aboriginal Students were given an opportunity to access this assistance.

In 2018, we had a 100% success rate for all our Year 12 students gaining early entry offer into University by sitting and early entry examination at Western Sydney University. This was assisted by our involvement with AIME, who has also mentored and worked with the junior students over a range of workshops and days. AIME provides opportunities for leadership development, and making connections across a range of communities. The students also worked with NRL School to Work to build upon work place skills.

Multicultural and anti-racism education

Glenwood High School supports the NSW Department of Education's policy of rejecting all forms of racism. This belief is implemented and evident in the classroom and in the teaching and learning practices of the students and teachers. It is further reinforced by the Anti-Racism Contact Officer (ARCO) at Glenwood. Harmony, diversity, respect and positive interpersonal relationships amongst the student body is actively promoted throughout the school by the ARCO.

The anti-racism education strategies employed included the display of new anti-racism posters. In addition, during Connect, clips were presented to all students about the role of the ARCO and the effects of racism presented by Taika Waititi speaks out against racism. A worksheet accompanied this clip and the aim was to stimulate discussion and reflection. More importantly, to empower students to take a firm stance against racism and to report incidents involving racist behaviour.

In 2018, the number of referrals to the ARCO decreased significantly reflecting the positive impact of knowledge and education.