

Glenwood High School

2019 Annual Report



8268

Introduction

The Annual Report for 2019 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

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Message from the 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 endeavour.

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 of our students is to expect that they achieve at the highest level, no matter their starting point.

Sonja Anderson

Principal



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

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

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

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

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

For more information about the School Excellence Framework:

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

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This year, our school undertook self-assessment using the School Excellence Framework. 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.

In the domain of learning, the school assessed that it was performing at the level of sustaining and growing in the elements of learning culture, curriculum, assessment and reporting. The school determined it was excelling in the element of wellbeing, and delivering in the element of student performance measures.

In the domain of teaching, the school determined that it was sustaining and growing in the elements of effective classroom practice, professional standards and learning and development. In the element of data skills and use, the school determined it was sustaining and growing.

In the domain of leading, the school assessed that it was performing at the level of sustaining and growing in the elements of educational leadership, school planning implementation and reporting, school resources. The school determined it was excelling in the element of management practices and processes.

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

For more information about the School Excellence Framework:

<https://policies.education.nsw.gov.au/policy-library/related-documents/school-excellence-framework-version-2.pdf>

Strategic Direction 1

Empowered Learners

Purpose

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

Improvement Measures

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

Progress towards achieving improvement measures

Process 1: *Curriculum Team:*

- Review and evaluation of curriculum structure in Stages 4 & 5 to address student needs and interests
- Introduce STEM offerings into Stages 4 & 5
- Introducing flexible elective offerings in Stage 5 to provide wider, relevant choice

Evaluation	Funds Expended (Resources)
<p>The Project Base Learning Team works with the STEM Team and TAS faculty to research and design projects in authentic learning experiences. Projects such as Waste Warriors, Game Design and Stream Watch to engage students. Stream Watch is still in the research and development phase, as the team continues to search for a viable way of running the program. Stage 5 STEM elective choice was down, and the team is continually evaluating the Stage 4 programs to ensure students select Stage 5 STEM electives.</p> <p>2019 saw the introduction of 100 hour electives for Stage 5. Year 9 students were able to have a choice of two 200 hour electives and one 100 hour elective for the first time. The following year students will have the ability to select a different 100 hour elective to contribute to their Year 10 pattern of study. This flexibility means students have a greater variety of choice than previous years.</p>	<ul style="list-style-type: none">• TPL from the Cross Curricular Team• Teacher release <p>Funding Sources:</p> <ul style="list-style-type: none">• School Funds (\$20314.00)

Process 2: *Future Focused Learning Opportunities*

- Continue to investigate Project Based Learning events
- A team of staff to investigate how PLAN2 can be used effectively across the school
- Continued immersion of learning through events, clubs, programs and initiatives, e.g., Tech Ninjas, Robotics Club, and Anime.
- Supporting students in their functional level of literacy and numeracy skills in order to attain a HSC.
- Student self-reflection on own learning, assessment tasks and achievement reports
- Targeted programs to support post-school opportunities

Evaluation	Funds Expended (Resources)
<p>The Literacy and Numeracy Team continued to be engaged with the Literacy and Numeracy Progressions and have completed professional learning on how this fits into PLAN2. Both teams have identified areas to improve the effectiveness of tracking students against the progressions. Both the Literacy and Numeracy coordinators have spent a considerable amount of time ensuring that students have met the Minimum Standards before leaving high</p>	<ul style="list-style-type: none">• NESA training materials• Literacy & Numeracy Coordinators release time• Additional LaST employed 0.6• Release time for Aboriginal PLPs <p>Funding Sources:</p>

Progress towards achieving improvement measures

school.

The Numeracy Team has been using the Numeracy Skills Framework to map Stage 5 numeracy skills across each KLA. This provided the team with a holistic picture of the numeracy demands in each subject area.

The Aboriginal Education Team continues to organise and conduct Personalised Learning Pathway (PLP) Plans for all Aboriginal and Torres Strait Islander students at Glenwood High School in 2019. The PLP assisted teachers in planning excursions, events, funding, increasing community involvement for all our students, and supporting 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 were able to determine NORTA NORTA funding for literacy, numeracy and academic achievement in senior students. In 2019, all of our senior Aboriginal Students were given an opportunity to access this assistance.

The number of extra curricula clubs offered at Glenwood High School is astounding. There are over 24 clubs that not only offer students an avenue to follow areas of passion, but a place where they belong and feel valued outside the classroom environment.

During Term 3 all students spent time reflecting on their school reports during Connect time. The Senior Executive, Head Teachers, and members from both the MATES and House Captains leadership teams have all enjoyed participating in this process and working alongside our students. The feedback received from both staff and students has been extremely positive. We are already working on how we can make this reflection process even more meaningful for all of our students.

- Socio-economic background (\$40000.00)
- English language proficiency (\$20000.00)
- Aboriginal background loading (\$5000.00)

Process 3: Wellbeing

- Ongoing analysis of data, including *Glenwood from Me Survey* (GfM) and Sentral, to inform the development of the wellbeing curriculum, offerings, supports and programs.
- Student mentoring where older year group mentors next year group, e.g., Year 11 mentoring Year 10
- Continual evaluation of the Boys' Mentoring Program to re-engage targeted boys.
- Continue to offers broad curriculum that provides a variety of pathways for students, for example, VET subjects.

Evaluation

Data collected from the *Tell Them from Me Survey (TTfM)* suggested that both our community and students did not value the survey. Results indicated a lack of participation from our community and that the students did not complete the survey seriously. During 2019, the SRC, with the assistance of their Year Adviser, developed a Stage based survey and parent survey. At the completion of the survey SRC members analysed the data and presented their results to both students and staff. Feedback from students via the SRC indicated that they found the '*Glenwood from Me Survey*' considerably more user friendly and useful compared to the *TTfM* survey. Participation rates by the community confirmed that they too saw value in the school developed survey.

The school has a strong commitment in supporting the Wellbeing Team and student leadership across the school. The school offers additional support to teachers who have carriage over these teams by offering a small amount of release time to support the continued success of these programs. It is through these programs that the school has been able to ensure that we continue to excel in domain of Learning Culture and Wellbeing.

Student mentoring continues to be a strong focus of our wellbeing programs. The Year 7 Mentoring Program was developed further from 2018 with the prefect body becoming more involved in the program at the start of the year. Both Prefects and House Captains were also used to mentor students during

Funds Expended (Resources)

- Release for IMPACT Coordinator
- Additional Year Adviser allowance
- Allowance for Year Adviser Assistants
- VET Coordinator allowance
- Allowance for student leadership coordinators
- Laptops for all members of the Wellbeing Team

Funding Sources:

- Socio-economic background (\$41650.00)
- Low level adjustment for disability (\$18000.00)

Progress towards achieving improvement measures

the Report Reflect week.

The boys mentoring program was modified from 2018 and re-branded in 2019 to have a more school developed focus, rather than being outsourced externally. The IMPACT Program has targeted Year 9 & 10 boys who are disengaged, lacking in confidence in their own abilities and require guidance with future transitions. Students attended two sessions each week, focusing on topics such as self-respect, resilience and future pathways support. The sessions included a variety of activities both within and outside of the classroom and helped students develop important skills needed in the future.

VET Hospitality continues to be a popular choice for students at Glenwood High School. Students are exposed to different pathways and the opportunities that these pathways can be provided via the Careers Program. Some students elect to study at TAFE, however the traditional pathway is still the most popular choice for the students at Glenwood High School.



Strategic Direction 2

Quality Teaching practice

Purpose

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

Improvement Measures

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

Progress towards achieving improvement measures

Process 1: *Professional Learning Team*

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

Evaluation	Funds Expended (Resources)
<p>School based School Development Day and Staff Meeting sessions were developed and given NESAs registered hours by the Department's Teacher Quality Team. All registered courses not only reflected the teaching standards and contributed to accredited hours, but they reflected the needs of the school.</p> <p>An Instructional Leader was employed throughout 2019 to continue to build teacher capacity to deliver the literacy demands of their syllabus. The main focus throughout 2019 has been to assist faculties in shifting Stage 6 students to be able to reach the higher bands in extended-response writing. Throughout 2019 the Instructional Leader has worked with PDHPE and also with HSIE – one of the school's largest KLAs. The Instructional Leader continues to work within faculties and the feedback from faculties to date have been overwhelmingly positive.</p> <p>The employment of an additional LaST has given faculties access to improved professional learning opportunity and additional support to ensure that their Stage 4 and 5 programs provide more opportunity for explicit teaching of literacy and numeracy.</p> <p>2019 saw the implementation of Project HSC. All faculties were required to evaluate NAPLAN, HSC & RAP data, and identify areas for potential growth. Once the focus areas were identified, faculties worked on strategic plans to embed changes into their programs. The school will continue to ensure that faculties have time to ensure that all changes are sustainable and integral to programs. The school utilised Professor Wayne Sawyer from Western Sydney University to work with both with teachers and head teachers on best practices for facilitating improvement in HSC results. Head teachers also worked with head teachers from a neighbouring high school to share ideas about the implementation and progress of Project HSC.</p>	<ul style="list-style-type: none">• Employment of an Instructional Leader• Employment of LaST• Release time for faculties• TPL – concentrating on data and best practice for assessment and improving HSC results. <p>Funding Sources:</p> <ul style="list-style-type: none">• Low level adjustment for disability (\$20000.00)• Socio-economic background (\$20000.00)• TPL (\$0.00)

Process 2: *Faculties, Executive & Teams*

Progress towards achieving improvement measures

- Process 2:**
- Faculties use a variety of data sources to implement Project HSC
 - Develop a set of protocols and expectations which draw on best – practice for faculties to redesign teaching programs that explicitly integrate higher order skills and rich assessment tasks (of, as and for learning)

Evaluation	Funds Expended (Resources)
<ul style="list-style-type: none">• Feedback from HTs in the application of the The Education Calculator (TEC) within their faculty was overwhelmingly positive. HTs could see how using the other applications of the TEC, such as analysis of box and whisker plots could ascertain if an assessment task was effective assessment tool across a cohort.• Professor Wayne Sawyer from Western Sydney University worked with both teachers and HTs on best practices for achieving HSC results based on his previous research. Feedback from faculties was positive and led to Professor Sawyer being engaged to work with HTs on an executive level. HTs worked on how their faculty brand can have a positive impact on student engagement and ultimately HSC results in the long-term. Faculties built on the research that Professor Sawyer presented to help fine-tune their own Project HSC goals. Faculties with similar goals with our partner school saw some faculties visiting each other's sites to share resources and ideas.• Project HSC will continue to be one of the school's focus moving into 2020.	<ul style="list-style-type: none">• HT relief for TEC training• SDD days and staff meetings• Executive Meeting time to meet with partner high school• Function room and lunch for HTs at network meetings• Utilising the expertise of Professor Wayne Sawyer <p>Funding Sources:</p> <ul style="list-style-type: none">• TPL Funds (\$8000.00)



Strategic Direction 3

Connected Leadership

Purpose

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

Improvement Measures

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

Progress towards achieving improvement measures

Process 1: PATHWAYS

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

Evaluation	Funds Expended (Resources)
<p>The Pathways Team continues to explore avenues to increase students' awareness about their post school options. The focus is to help students realise that there are many pathways that they can take after they leave school and tertiary education is just one of these options. The team has also shifted its focus from Years 10–12 to Years 9 –12. The team realised the importance of exposing students to pathways at a younger age.</p> <p>The Community Mentoring program has been very successful in matching students with a mentor from a variety of different industries. This program provides students with a positive adult role model who they meet on a monthly basis. This program has built partnerships between local businesses, community groups and individual community members and Glenwood High School by bringing people with experience in life, education and business together with our students.</p> <p>The Pathways Team actively invites guest speaker to speak to year groups from Year 9 to 12 on a variety of post school destinations from "GOIT! For Girls", Women in Tech, WSU Day, TEDX talks, Sydney Career Expo etc.</p>	<ul style="list-style-type: none">• Breakfast for participants in Stage 5 Career Mentoring• Release for IMPACT coordinator• Additional Year Adviser release time• Printed resource booklets• Purchase of Opal cards <p>Funding Sources:</p> <ul style="list-style-type: none">• Socio-economic background (\$10000.00)

Process 2:

Evaluation	Funds Expended (Resources)
<ul style="list-style-type: none">• Training provided from a variety of sources has meant that both the principal and SAM have a thorough understanding of the department's financial procedures.• The SAM has received instructional leadership from experienced members from the Secondary Principal's Council financial reference group. This has resulted in a growth in confidence and a thorough understanding of managing the school's finances.	<ul style="list-style-type: none">• SPC provides eFPT support• Support via an external expert.• DoE support via 1:1 training <p>Funding Sources:</p> <ul style="list-style-type: none">• External Trainer (\$2000.00)• Additional Days (\$1000.00)

Process 3: COMMUNICATION

Continue to strengthen and build community links through regular positive interaction with the school

Progress towards achieving improvement measures

Process 3: community, through the use of Sentral, Facebook, Glenwood TV, parent sessions in the iCentre, GHS App, Instagram, YouTube, GHS Intranet and the website

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

Evaluation	Funds Expended (Resources)
<ul style="list-style-type: none"> Glenwood HS uses a variety of social media platforms to connect with our community. 2019 saw one of the key teachers involved in the Communication Team being recruited to another area within the department. The Department saw the expertise of this staff member and employed them to professionally develop other schools on ways to increase their digital footprint. Unfortunately, this has had an impact on Glenwood HS's ability to strengthen our links within the community. Other staff members of the school are looking at ways to reinvigorate some of the platforms that have not been utilised to their full potential during 2019. Additional SAS staff have been trained on how to use some of the communication platforms especially the back end of a complex website. This training is ongoing. 	<ul style="list-style-type: none"> Sentral Instagram GHS Intranet School website YouTube Glenwood TV <p>Funding Sources:</p> <ul style="list-style-type: none"> Sentral funding (\$9000.00) App funding (\$1000.00) Staff Relief (\$20000.00) School Bytes (\$7500.00)

Process 4: ACCREDITATION

Investigate school-based registered courses at school level

Opportunity to pursue highly accomplished and lead teacher levels

Evaluation	Funds Expended (Resources)
<ul style="list-style-type: none"> The school is committed to delivering a minimum of 10 NESA registered hours of TPL to each staff member, each year, as part of SDD and staff meeting activities.. This target is definitely on track with the school having 18 1/2 hours delivered to staff during 2019. This priority has two imperatives in that it ensures that the school is not paying a substantial amount of TPL funds on casual relief and more importantly it means that teachers are not off-site and off class attending TPL activities in order to meet accreditation demands. The school utilised external NESA registered speakers to deliver professional learning to all staff. Subscription to the TTA course has been highly successful with the TTA seeking advice from the school on how and why the take-up of courses far outweighs take up at other schools. Some staff have indicated that they are planning to pursue higher accreditation. They have been actively supported by the HT TAL, however, at this point in time, they are still in the investigation stage of this process. 	<ul style="list-style-type: none"> TPL Team register hours TPL Team investigate NESA registered external speakers Acquisition of membership to TTA courses <p>Funding Sources:</p> <ul style="list-style-type: none"> External TPL providers (\$2000.00) TTA Subscription (\$9300.00) TPL Funds (\$9300.00)



Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	<p>Release for PLPs</p> <p>Purchase of Welcome sign</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Aboriginal background loading (\$16 000.00) • School Funds (\$6 000.00) 	<p>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.</p>
English language proficiency	<ul style="list-style-type: none"> • Release time for ESL Teacher • Release for SLSPs • Professional learning courses <p>Funding Sources:</p> <ul style="list-style-type: none"> • English language proficiency (\$43 693.00) • School Funds (\$20 000.00) 	<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.</p>
Low level adjustment for disability	<ul style="list-style-type: none"> • Additional LaST teacher employed by the school • 0.6 Instruction Leader employed by the school • SLSOs employed and allocated to support staff <p>Funding Sources:</p> <ul style="list-style-type: none"> • Low level adjustment for disability (\$220 500.00) 	<p>Learning and Support Team continue to support students with low-level disability to ensure that they are able to access the curriculum. The school has a 1.100 LaST allocation to support students. The ongoing support from additional staff being employed as either as a LaST, Instructional Leaders and SLSOs, from both RAM and school funds, have enabled increased student focus, motivation and engagement in learning, resulting in task completion and course requirements met.</p>
Socio-economic background	<ul style="list-style-type: none"> • Social Worker employed via Flexible Funding for Wellbeing Services • School Chaplain funded for additional days • Additional LaST teacher employed by the school • 0.6 Instruction Leader employed by the school • SLSOs employed and allocated to support staff <p>Funding Sources:</p> <ul style="list-style-type: none"> • Socio-economic background (\$95 257.00) • Flexible Funding for Wellbeing (\$45 000.00) • School Funds (\$60 000.00) 	<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 continued to work in the Learning Centre. Additional support from the Social Worker and the School Chaplain has helped in triage students for the Wellbeing Team, this enables students to have someone that they can connect with.</p>
Support for beginning teachers	<ul style="list-style-type: none"> • Release time for Beginning Teachers • Professional Development opportunities for Beginning Teachers <p>Funding Sources:</p> <ul style="list-style-type: none"> • Support for beginning teachers (\$28 260.00) 	<p>All early career permanent and temporary teachers were guided through the accreditation process, with all successfully meeting NESA requirements and achieving their accreditation at the Proficient level.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	788	773	776	732
Girls	708	702	693	694

Student attendance profile

School				
Year	2016	2017	2018	2019
7	95.8	96	95.6	94.4
8	93.2	94.2	93.8	93.8
9	94.2	93.2	92.6	93.3
10	91.9	92	93.2	92
11	92.8	93.4	92.4	92.3
12	93.8	92.8	93.2	90.8
All Years	93.6	93.5	93.5	92.8
State DoE				
Year	2016	2017	2018	2019
7	92.8	92.7	91.8	91.2
8	90.5	90.5	89.3	88.6
9	89.1	89.1	87.7	87.2
10	87.6	87.3	86.1	85.5
11	88.2	88.2	86.6	86.6
12	90.1	90.1	89	88.6
All Years	89.7	89.6	88.4	88

Management of non-attendance

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

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

Post school destinations

Proportion of students moving into post-school education, training or employment	Year 10 %	Year 11 %	Year 12 %
Seeking Employment	0	2	2
Employment	7	7	10
TAFE entry	4	9	5
University Entry	0	0	75
Other	21	10	5
Unknown	0	0	5

Year 12 students undertaking vocational or trade training

23.57% of Year 12 students at Glenwood High School undertook vocational education and training in 2019.

Year 12 students attaining HSC or equivalent vocational education qualification

97.6% of all Year 12 students at Glenwood High School expected to complete Year 12 in 2019 received a Higher School Certificate or equivalent vocational education and training qualification.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	3
Head Teacher(s)	16
Classroom Teacher(s)	73.2
Learning and Support Teacher(s)	1.1
Teacher Librarian	1.4
School Counsellor	2
School Administration and Support Staff	19.37
Other Positions	1.2

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2019, 3.9% of the Department's workforce identify as Aboriginal people.

Workforce ATSI

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

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

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

Teacher qualifications

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

Professional learning and teacher accreditation

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

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

Financial information

Financial summary

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

	2019 Actual (\$)
Opening Balance	1,995,038
Revenue	15,727,960
Appropriation	14,932,859
Sale of Goods and Services	90,450
Grants and contributions	661,893
Investment income	16,978
Other revenue	25,780
Expenses	-14,786,920
Employee related	-13,390,357
Operating expenses	-1,396,562
Surplus / deficit for the year	941,040

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.

The school has been holding additional funds for outstanding works that have yet to be completed. The P&C received a grant at the end of 2018 for the establishment of an Indoor/Outdoor Gym. Since then the school has extended the original concept to incorporate a much larger space for our students. This has meant that the school has had to put a substantial amount of additional funds towards the build. The Glenwood Fitness Centre was suppose to be completed by the end of 2019. There has been numerous delays from the contractors in regards to the build.

Glenwood HS is on the Cooler Classroom program, however, not all classrooms are part of the program. The school has put a significant amount of money away for those classrooms that do not come under the Cooler Classroom program. The school's is aiming to have all classroom, with the exception of workshops, fitted with sustainable air conditioning units.

Additional funds have been saved for an upgrade on the electronic school sign.

Financial summary - Equity loadings

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

	2019 Approved SBA (\$)
Targeted Total	1,027,542
Equity Total	374,671
Equity - Aboriginal	19,319
Equity - Socio-economic	92,143
Equity - Language	43,639
Equity - Disability	219,570
Base Total	12,321,510
Base - Per Capita	350,892
Base - Location	0
Base - Other	11,970,618
Other Total	757,982
Grand Total	14,481,706

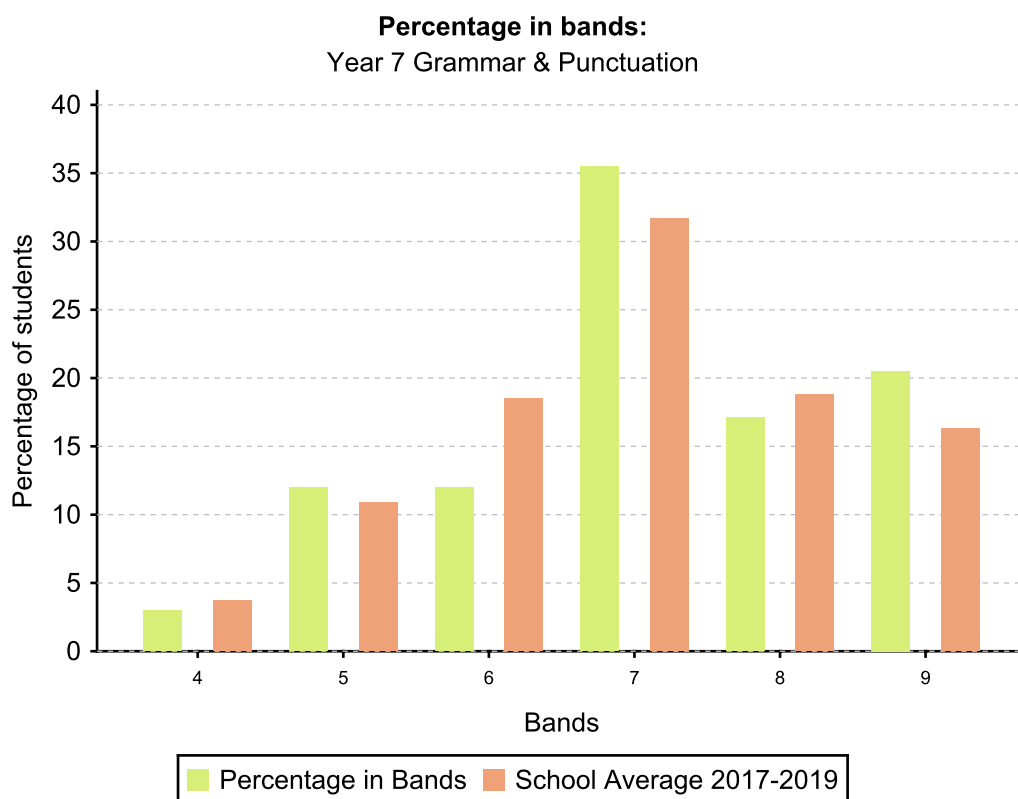
Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

School performance - NAPLAN

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

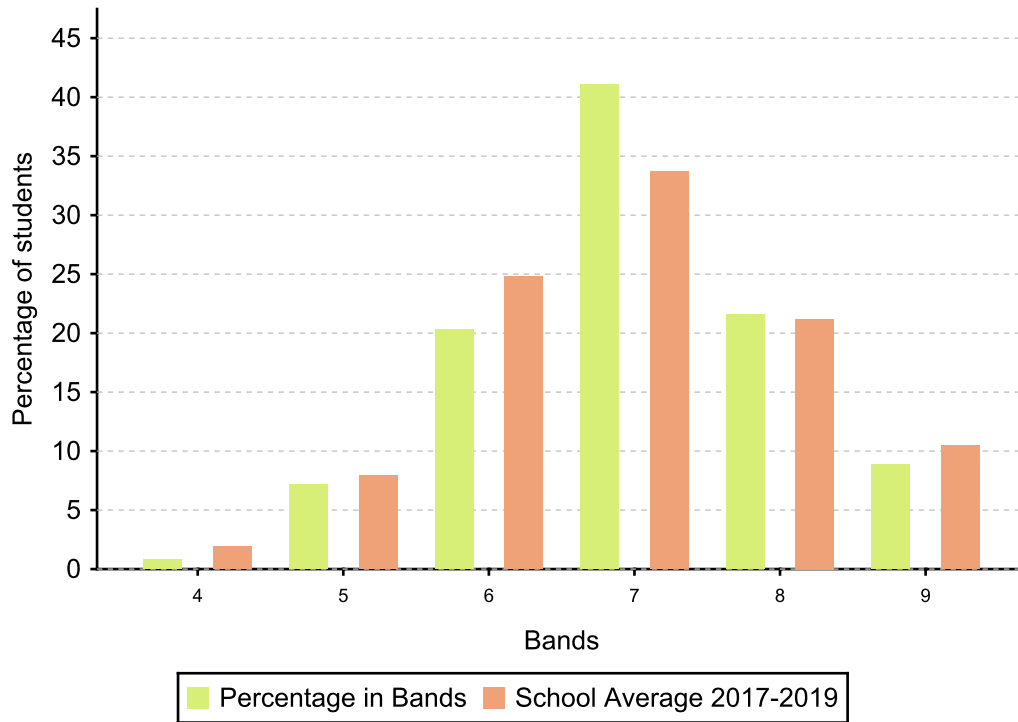
From 2018 to 2021 NAPLAN is moving from a paper test to an online test. Individual schools are transitioning to the online test, with some schools participating in NAPLAN on paper and others online. Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison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

Literacy and Numeracy Graphs



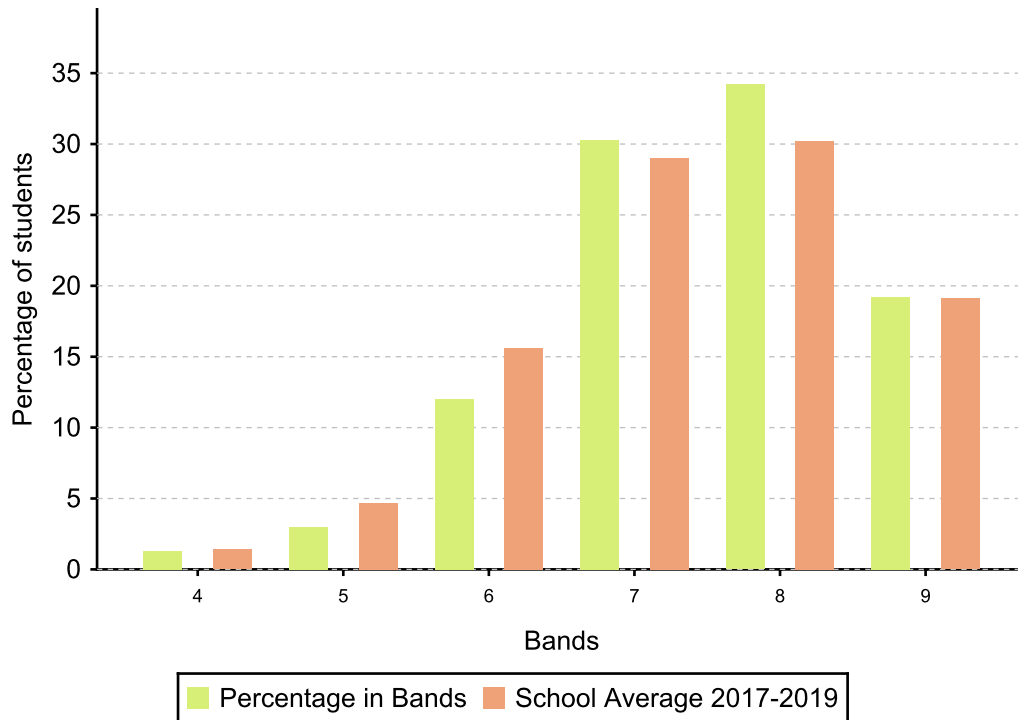
Band	4	5	6	7	8	9
Percentage of students	3.0	12.0	12.0	35.5	17.1	20.5
School avg 2017-2019	3.7	10.9	18.5	31.7	18.8	16.3

Percentage in bands:
Year 7 Reading



Band	4	5	6	7	8	9
Percentage of students	0.8	7.2	20.3	41.1	21.6	8.9
School avg 2017-2019	1.9	7.9	24.8	33.7	21.2	10.5

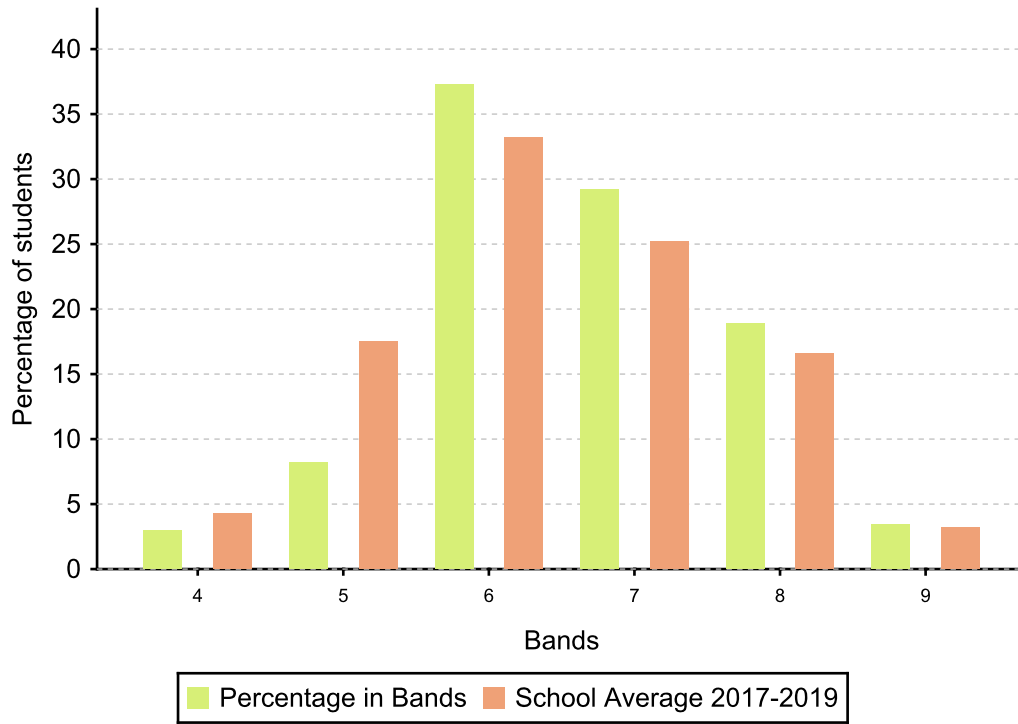
Percentage in bands:
Year 7 Spelling



Band	4	5	6	7	8	9
Percentage of students	1.3	3.0	12.0	30.3	34.2	19.2
School avg 2017-2019	1.4	4.7	15.6	29	30.2	19.1

Percentage in bands:

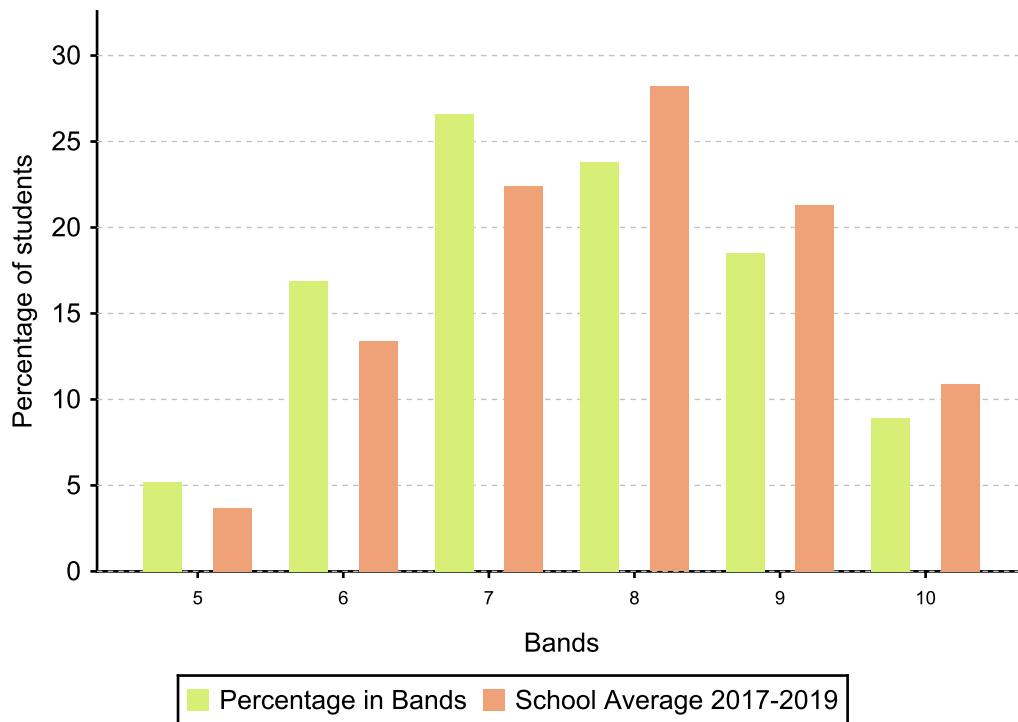
Year 7 Writing



Band	4	5	6	7	8	9
Percentage of students	3.0	8.2	37.3	29.2	18.9	3.4
School avg 2017-2019	4.3	17.5	33.2	25.2	16.6	3.2

Percentage in bands:

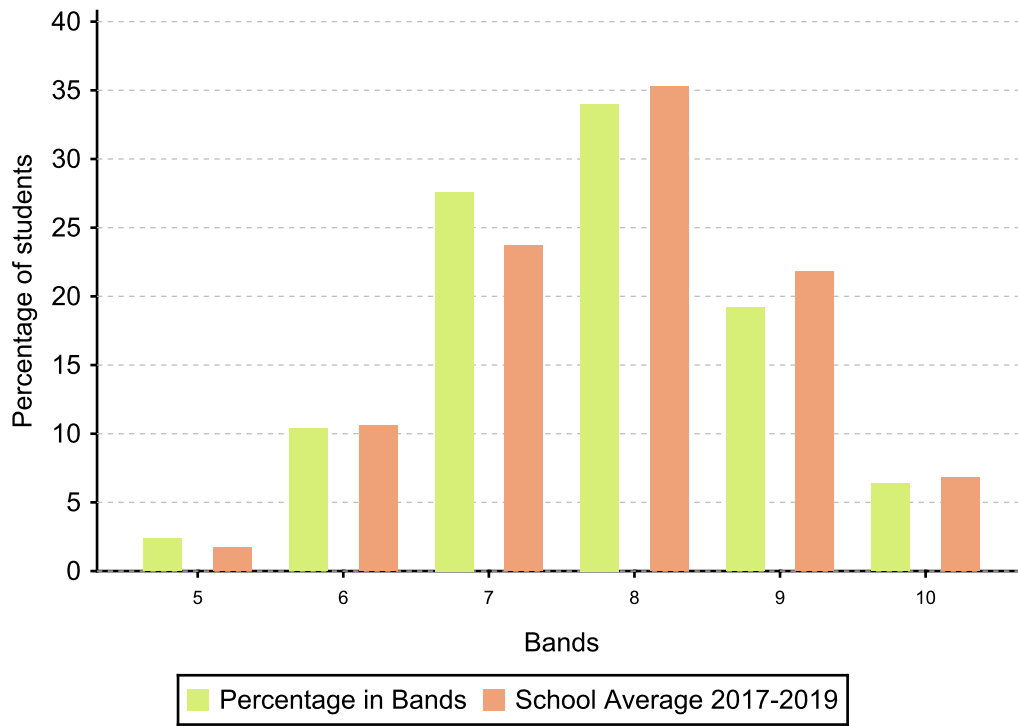
Year 9 Grammar & Punctuation



Band	5	6	7	8	9	10
Percentage of students	5.2	16.9	26.6	23.8	18.5	8.9
School avg 2017-2019	3.7	13.4	22.4	28.2	21.3	10.9

Percentage in bands:

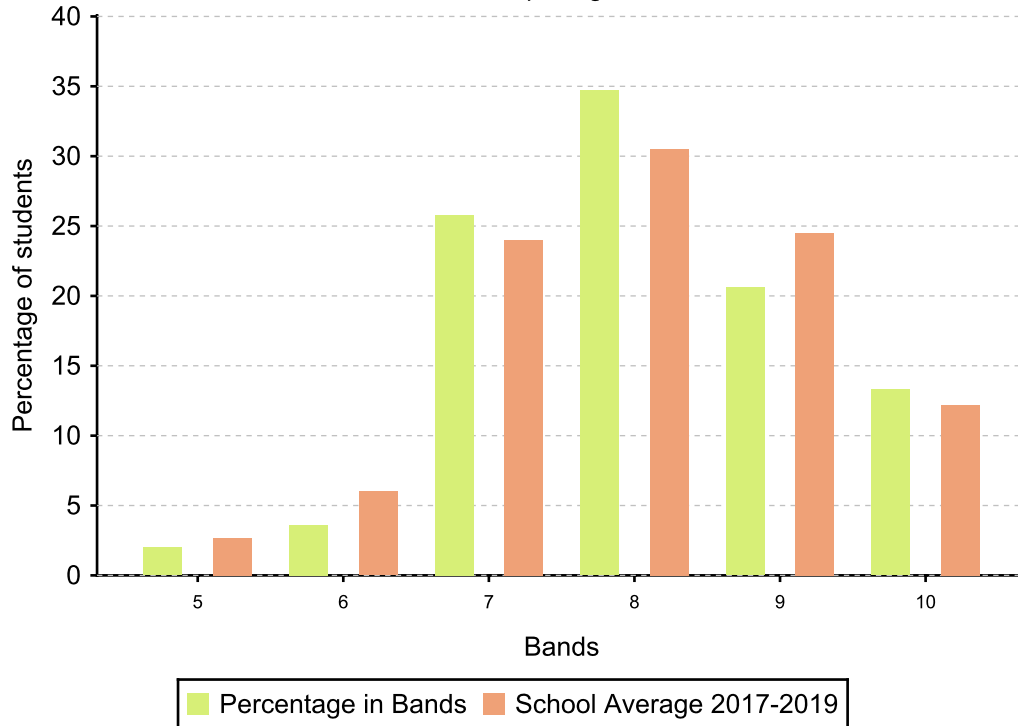
Year 9 Reading



Band	5	6	7	8	9	10
Percentage of students	2.4	10.4	27.6	34.0	19.2	6.4
School avg 2017-2019	1.7	10.6	23.7	35.3	21.8	6.8

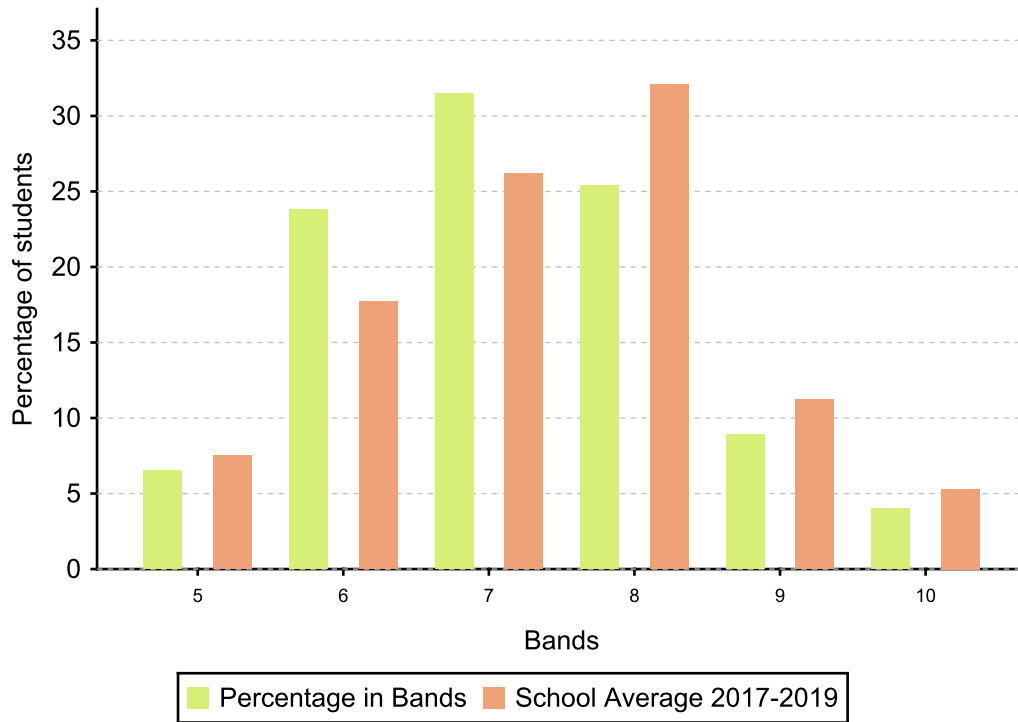
Percentage in bands:

Year 9 Spelling



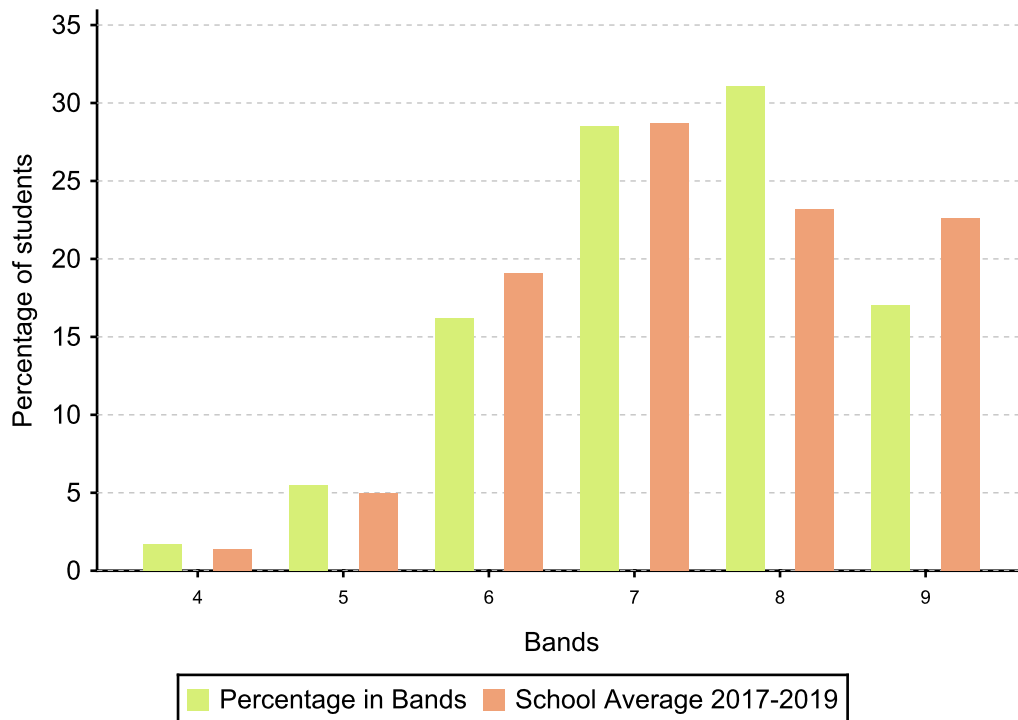
Band	5	6	7	8	9	10
Percentage of students	2.0	3.6	25.8	34.7	20.6	13.3
School avg 2017-2019	2.7	6	24	30.5	24.5	12.2

Percentage in bands:
Year 9 Writing



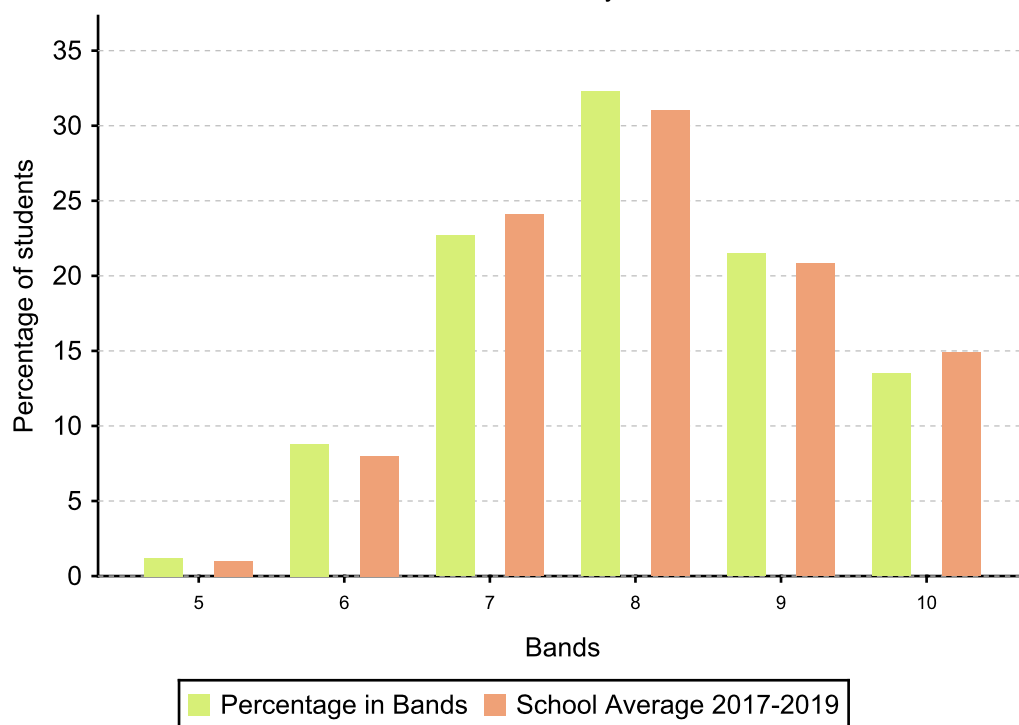
Band	5	6	7	8	9	10
Percentage of students	6.5	23.8	31.5	25.4	8.9	4.0
School avg 2017-2019	7.5	17.7	26.2	32.1	11.2	5.3

Percentage in bands:
Year 7 Numeracy



Band	4	5	6	7	8	9
Percentage of students	1.7	5.5	16.2	28.5	31.1	17.0
School avg 2017-2019	1.4	5	19.1	28.7	23.2	22.6

Percentage in bands:
Year 9 Numeracy

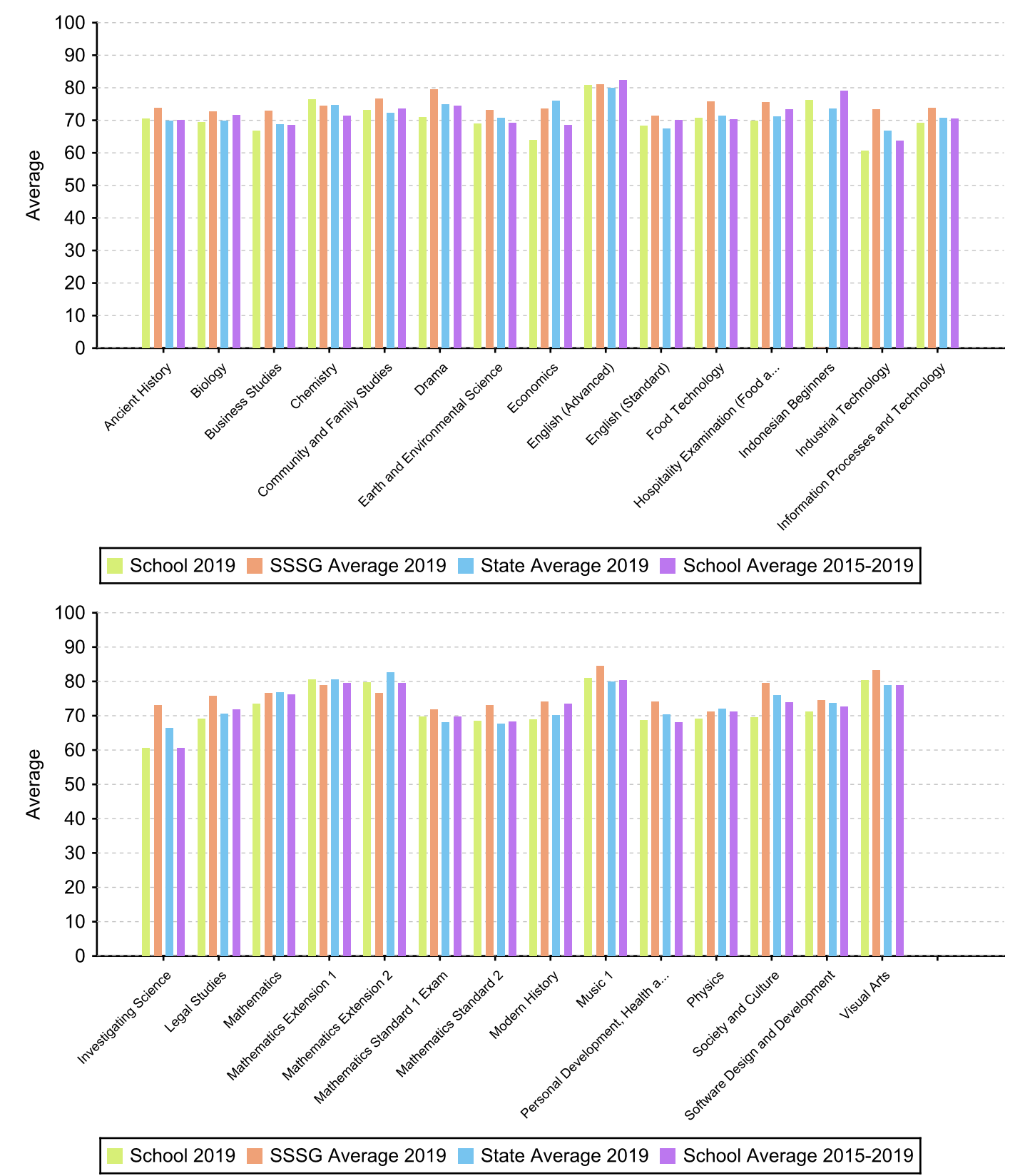


Band	5	6	7	8	9	10
Percentage of students	1.2	8.8	22.7	32.3	21.5	13.5
School avg 2017-2019	1	8	24.1	31	20.8	14.9

School performance - HSC

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

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



Subject	School 2019	SSSG	State	School Average 2015-2019
Ancient History	70.6	73.9	69.9	70.0
Biology	69.3	72.7	69.9	71.5
Business Studies	66.8	72.8	68.6	68.5
Chemistry	76.5	74.5	74.7	71.3
Community and Family Studies	73.2	76.6	72.2	73.5
Drama	71.0	79.6	75.0	74.4
Earth and Environmental Science	68.9	73.1	70.6	69.1
Economics	64.0	73.6	75.9	68.5
English (Advanced)	80.8	81.1	80.0	82.4
English (Standard)	68.2	71.3	67.3	70.1
Food Technology	70.7	75.7	71.4	70.3
Hospitality Examination (Food and Beverage)	69.8	75.4	71.1	73.4
Indonesian Beginners	76.3	0.0	73.5	79.1
Industrial Technology	60.7	73.4	66.8	63.8
Information Processes and Technology	69.2	73.7	70.8	70.4
Investigating Science	60.6	73.2	66.5	60.6
Legal Studies	69.2	75.7	70.6	71.7
Mathematics	73.5	76.7	76.9	76.1
Mathematics Extension 1	80.6	79.0	80.6	79.6
Mathematics Extension 2	79.7	76.5	82.7	79.6
Mathematics Standard 1 Exam	69.8	71.8	68.1	69.8
Mathematics Standard 2	68.4	73.0	67.7	68.4
Modern History	69.0	74.1	70.2	73.5
Music 1	81.0	84.6	79.9	80.4
Personal Development, Health and Physical Education	68.8	74.0	70.5	68.0
Physics	69.2	71.3	72.1	71.3
Society and Culture	69.6	79.5	75.9	73.8
Software Design and Development	71.3	74.6	73.8	72.7
Visual Arts	80.3	83.2	78.8	79.0

Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek the opinions of parents. Students and teachers about the school. In previous years, Glenwood High School has used the Tell Them From Me survey to collect this data. In 2019, we devised our own survey for both parents, students and teachers. This new survey format was very positively received by parents and students, with a marked increase in parent participation in comparison to previous years. The responses of the surveys are presented below:

Parent Survey:

- Most parents were satisfied with the way the school enhances diversity, however, some felt a need for increased awareness of students' culture, in particular that of the minority cultures.
- Parents valued the number of clubs operating within the school.
- The vast majority of parents are actively involved in discussing their child's schoolwork with them, with 48% discussing it on a daily basis and 40% on a weekly basis.
- 66 % of parents either Strongly Agreed or Agreed with the statement that their child worries about examinations and assessments, yet 58% percent either Strongly Agreed or Agreed with the statement that their child prepared thoroughly for examinations and assessments.
- 77% of parents either Strongly Agreed or Agreed with the statement that Glenwood High School has a good reputation in the community.

Stage 4 Student Survey

- Just over 1/4 of Stage 4 spend 7–18 hours on social media each week. Students admit that it distracts them from completing homework tasks and assignments.
- 24% of Stage 4 students say that they only sometimes remember to complete homework and assignments but even when these tasks are completed, they are not done to the best of their abilities.

Stage 5 Student Survey

- 57.3% of Stage 5 students prefer group work for completing their learning tasks, with independent learning coming in second at 38% and third being teacher–lead activities at 30%.
- 43.7% of Stage 5 state that they record due dates on their homework or assignment task notification, while 40.7% of students use their phone or laptop, 8.6% utilised a diary, and 25.5% of students do not record due dates.
- Food and material rewards motivates 37.5% of Stage 5 students to perform academically, whereas 9.9% stated that Deputy or Principal Merits are what motivates them, while 9.6% of students stated that the future is their motivation.

Stage 6 Student Survey

- 62% of students felt supported in the transition from Stage 5 to Stage 6. This was discussed amongst the Stage 6 SRC who felt that this may be due to students who do not take up offers of support or were not focused and striving to do well in Year 10, and therefore, found the transition to be harder.
- Students were asked the question 'What are your main concerns about leaving school?' The responses showed many students felt anxious about leaving the routine of school behind and having to find their way in the 'real world'. Many were concerned about not getting into the course they wished to study or finding a good job. Others felt concerned about having new responsibilities and having to be more independent. In contrast, some students were confident to face the next chapter of their life.

Findings Across Stage Surveys

- One of the most interesting findings of the survey was the increase in students feeling they spent too much time on social media. This rose from 27% in Stage 4, to 41% in Stage 5 and 56% in Stage 6. Many students stated that they felt annoyed with themselves for wasting time online and that it prevented them from applying themselves to their schoolwork.
- The vast majority of students in every stage either Strongly Agreed or Agreed with the statement that Glenwood High School has a good reputation in the community.

Policy requirements

Aboriginal Education Policy

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

Evidence of effective implementation of the policy included:

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

Anti-Racism Policy

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

Multicultural Education Policy

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