

GLENWOOD HIGH SCHOOL

Innovation Opportunity Diversity Success

2012 ANNUAL SCHOOL REPORT

8268

Our school at a glance

Students

In 2012, approximately 1,469 students attended Glenwood High School. Our students come from a broad range of backgrounds and help make Glenwood High School an inclusive environment for all. The school is no longer an emerging and growing school, with student enrolments now stabilising. The student prefect body and wellbeing team led a number of new initiatives in 2012, including a renewed focus on anti-bullying and school spirit. This report details the range of academic, sporting and artistic achievements of students at Glenwood High School. Our students are to be commended for the way in which they represent their school and community in a positive manner.

Staff

Glenwood High School has a professional staff that consists of more than one hundred teachers across many faculties and a dedicated support staff. The school prides itself on delivering professional learning to staff on a regular basis to ensure our teachers access the strategies to address the needs of our students. Our staff find teaching at Glenwood High School to be a very rewarding experience. They help foster its inclusive environment and demonstrate their dedication to our students through their sustained efforts and focus on student learning.

Significant Programs and Initiatives

A number of new programs and initiatives were implemented in 2012 at Glenwood High School. This included our participation in the Rethinking Multiculturalism: Reassessing Multicultural Education program in which the school partnered with the University of Western Sydney to develop focus lessons on multicultural education. The student prefect team and wellbeing team created the String Movement to refocus our attention on anti-bullying strategies throughout the school. In 2012, the school created a Transition Adviser position to provide additional support to Year 10 and Year 11 students seeking alternative pathways into further education and work. The school's teams structure continues to ensure that proactive strategies are developed in areas including gifted and talented education, literacy,

numeracy, learning support, school promotions, diversity and the environment. Glenwood High School is an innovative school that is involved in many projects to provide the very best education to all students.

Student Achievement in 2012

Glenwood High School continued its reputation for strong results in 2012. In terms of the Higher School Certificate (HSC), the school average exceeded the state average in a number of courses. In addition, results above the school group average were also achieved in some courses. Overall, these HSC results were very pleasing and demonstrated that our focus on the explicit use of A Learning and Responding Matrix (ALARM) pedagogy has had a positive impact on student performance. The HSC Improvement Program focuses on teaching strategies to improve student results in Year 12 and provides support to teachers through the sharing of ideas and exposure to innovative practices.

NAPLAN results indicate that the school performs above the state average in all areas assessed. Areas including Year 7 spelling and Year 9 writing were particular strengths for the school. The work of the school's literacy and numeracy team continues to focus on ensuring that students have the necessary skills to complete NAPLAN tests effectively and with confidence.

ESSA results for Year 8 Science indicated that our academically stronger students performed quite well. The school was underrepresented in relation to those students obtaining Level 5 results. This demonstrates the need to focus on concept development and skills in the future. Overall, there were some pleasing results in terms of the ESSA test.

Year 10 in 2012 was the first cohort of students to complete Stage 5 under the new arrangements for the Record of School Achievement (ROSA). At the end of 2012, almost all students expressed their intention to progress to Year 11 and therefore did not require a ROSA. It is expected that a small number of students will receive a ROSA in Term 1, 2013 as they move into apprenticeships, work or further education.

In 2012, students at Glenwood High School continued the tradition of achieving excellent results.

Messages

Principal's Message

2012 was a year of change at Glenwood High School. The growth of the student population enabled the appointment of a third deputy principal and another head teacher. This extra staffing allocation relieved the pressure on the current deputy principals, allowing more personalised support for students, families and staff. Similarly, the appointment of our Head Teacher – Computing Studies provided an extra focus on the successful use of technology across the whole school.

Executive staff at Glenwood High School implemented a whole school focus on improvement with the implementation of Professional Learning Plans for all teachers, enabling them to identify areas of particular strength as well as areas for development. Staff adopted this policy with enthusiasm and through the sharing of practice, they have built a culture of collaborative learning.

The Digital Education Revolution and the allocation of laptops to students in Year 9 to Year 12 saw a shift in the way in which teachers engage and motivate students. Easy access to global knowledge and skills enhanced students' understanding of concepts taught in class, as well as supported their development of 21st century skills. Teachers challenged students' creativity through involvement in inquiry and project-based learning. Creating real life projects with a known audience has seen greater student success in numerous tasks.

The school received funding to appoint a specialised Student Engagement Officer, focusing on the development of specific skills for the workplace as well as ensuring that students use class and study time effectively. This funding enabled the training of a Transition Adviser who specifically focuses on student transition into the senior school and beyond. In particular, the Transition Adviser ensures students are fully supported when making decisions about future pathways and have access to all avenues for success.

In 2012, school spirit was a specific focus for student leaders. The prefect body introduced 'fun Friday' lunchtimes with music in the quad and sporting competitions on the oval. Similarly, the appointment of House Captains from Year 11 and Year 12 boosted student participation in sporting and cultural activities across the school. The prefects and wellbeing team continued the anti-bullying work of the 2011 prefects with the String Movement, which highlighted the need for everyone to stand up against bullying behaviours.



Students continued to be recognised both regionally and nationally for their skills and talents in a variety of arenas. Glenwood High School is extremely proud of the achievements of the entire student population and in particular, the ways in which they support each other both in and out of the classroom. Our students are globally aware and have the celebrated ability to empathise with others by seeing the world from another's perspective.

I certify that the information in this report is the result of a rigorous school self-evaluation process and is a balanced and genuine account of the school's achievements and areas for development.



Erika McMaster
Principal

P & C Message

The Parents and Citizens Association (P&C) has enjoyed fostering positive relationships between the school community and the staff at Glenwood High School this year.

The objective of our association is to promote the interests of the school by bringing parents, citizens, students and teaching staff into close

cooperation.

The P&C meets regularly for members of our school community to receive information, discuss issues, contribute ideas and give feedback to the school executive.

We meet on the first Wednesday of the month (excluding holidays) at 7pm in the conference room at the school.

This year, we held our inaugural trivia night. It was held on 1 December 2012 and through generous sponsorship, we were able to raise funds for the school that further enhance our fantastic facilities.

It was excellent to see the parent community and staff coming together to have fun and raise some funds for our school. The night was an overwhelming success with many who attended wanting to know when the next trivia night would be held. This has been set for 31 August 2013.

Also in 2012, the P&C introduced a yearly levy of \$10 per student (capped at a maximum of \$30 per family). We recognise and understand that many parents are extremely busy and may not have the time to sell chocolates or raffle tickets. Therefore, this levy removes this burden from our school community whilst still allowing the P&C to provide additional resources for our students.

This levy will enable the P&C to continue to organise major optional fundraising events (for example, drinks and snacks at school dance parties and Year 7 Orientation Day) and forward the profits onto the school. The levy is invoiced yearly at the beginning of Term 1.

The P&C will continue to enhance our relationship between our parent community, the staff and the community at large to ensure that the students of Glenwood High School have the additional resources required to assist them to receive the best education possible.

Martine Balcombe
P&C President

Student Representatives' Message

In 2012, the Student Representative Council consisted of twenty seven students from Year 7 to Year 12. Over the course of the year, student

members expanded their teamwork and communication skills by participating in various programs and activities. The leadership capacity, organisational skills and confidence of many students developed as a result of their involvement with the SRC.

Students were involved in the following projects:

- conducting several SRC school-based workshops during Connect lessons to develop and refine leadership skills
- participating in the National Young Leaders Day workshop
- addressing and acting on student concerns and suggestions brought to the attention of the SRC
- supporting various school events, both within and outside of school hours
- encouraging school spirit by holding activities such as student versus teacher matches and school dances
- supporting and raising greater awareness of childhood genetic disorders within the school through the annual Genes for Genes Day
- fundraising for the UNICEF Day for Children Fund with our whole school event where the SRC organised a mufti day and treat stall.

The SRC is proud of the contribution it makes to the positive environment that exists at Glenwood High School and looks forward to building upon its successes in 2013.

Ashan Jayakody
School Captain

Sarah Ho
School Captain



School context

Student Information

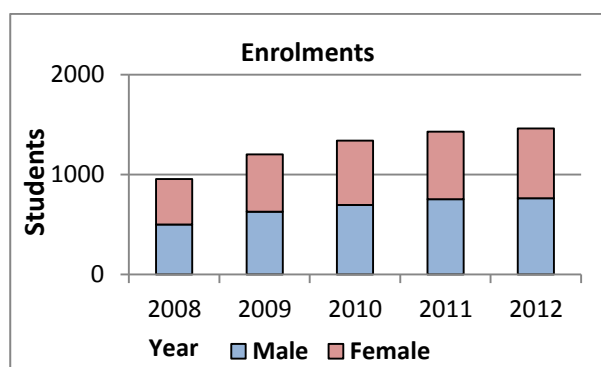
It is a requirement that the reporting of information for all students must be consistent with privacy and personal information policies.

Student Enrolment Profile

Glenwood High School commenced operation in 2005 and has experienced considerable growth in student enrolments since then. Whilst there has been some growth from 2011 to 2012 (approximately 1%), the school anticipates that the school will now move from a period of regular growth to a period of stable student numbers.

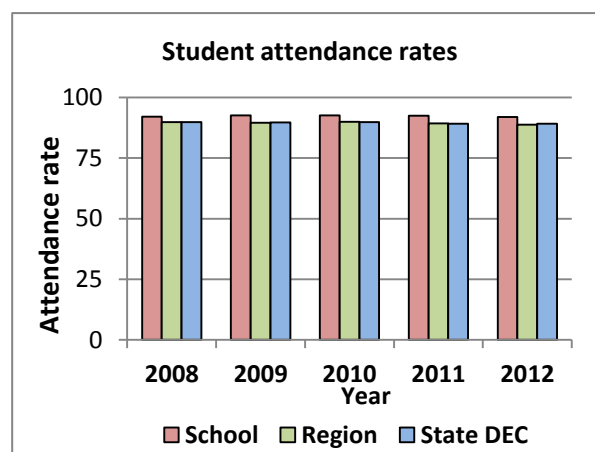
Gender	2008	2009	2010	2011	2012
Male	501	629	696	752	764
Female	454	572	644	676	698

This period of stabilisation is expected to continue for a number of years, however, it may be affected by a proposed new government high school in the local area beyond 2015. The school has an excellent reputation in the community and expects to maintain strong enrolment figures well into the future.



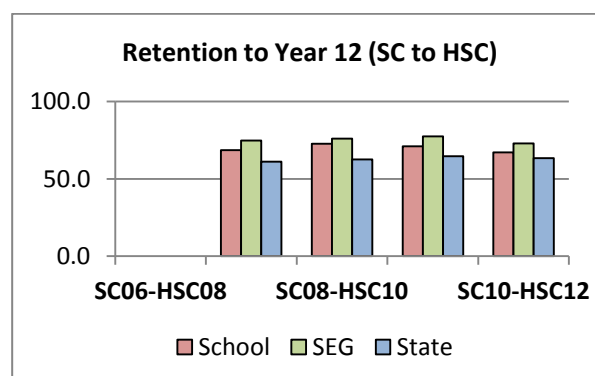
Student Attendance Profile

Attendance rates at Glenwood High School continue to exceed the state average and regional average. This is the case for every grade. The school adopts a proactive response to the management of non-attendance and implements specific programs to ensure that students attend school on a regular basis. These strategies help contribute to our strong attendance rates.



	Year	2008	2009	2010	2011	2012
School	7		94.1	94.3	95.0	94.2
	8		92.6	94.0	92.7	93.4
	9		91.7	92.3	92.7	91.8
	10		93.1	91.4	90.3	89.5
	11		91.9	92.4	91.8	90.5
	12		90.4	90.5	92.6	92.6
	Total	92.1	92.6	92.6	92.5	91.9
Region	7		92.2	92.7	92.5	92.1
	8		89.7	90.4	89.9	90.0
	9		88.5	89.0	88.8	88.3
	10		88.3	87.9	86.9	86.6
	11		89.8	89.7	88.1	87.1
	12		89.5	90.2	89.6	89.2
	Total	89.8	89.6	90.0	89.3	88.8
State DEC	7		92.3	92.6	92.5	92.4
	8		90.0	90.5	90.1	90.1
	9		88.8	89.1	88.8	88.7
	10		88.7	88.3	87.1	87.0
	11		89.4	89.1	87.6	87.6
	12		89.4	89.8	89.2	89.3
	Total	89.9	89.7	89.9	89.2	89.1

Retention to Year 12



The school's retention rate is determined by comparing the number of students in Year 10 in 2010 with those completing Year 12 in 2012. The school's retention rate was 67.1%, which is below the school education group average and above the state average. The school typically records higher retention rates when compared with previous cohorts. The school has effective welfare strategies, including the use of our new Transition Adviser, to ensure that students leaving after Year 10 but before the completion of Year 12 are directed into appropriate work, apprenticeships or further training.

Retention to Year 12

	SC06- HSC08	SC07- HSC09	SC08- HSC10	SC09- HSC11	SC10- HSC12
School	#N/A	68.5	72.7	71.1	67.1
SEG	#N/A	74.9	76.1	77.5	72.9
State	#N/A	61.0	62.7	64.7	63.4

Management of Non-attendance

Glenwood High School manages issues relating to student non-attendance in a number of ways. As a large metropolitan high school, there was a greater focus on systems during 2012 with a view to providing clear and consistent procedures. The focus areas for 2012 included the following:

- a reduction in unexplained absences
- a reduction in students arriving to school late
- a reduction in students truanting lessons.

To address these priorities, the Head Teacher – Administration (Students) implemented a number of strategies. These strategies included the realigning of attendance, truancy and lateness responses to the school's Positive Behaviour for Learning focus. To achieve these aims, Glenwood High School used the following strategies:

- created a digital system on iSchool for documenting truancy
- sent SMS text messages to contact parents regarding absences
- generated attendance cards for students having issues with in class attendance
- used PBL language to provide strategies for students to reengage with the classroom.

The school experienced success in this area in 2012, with the implementation of these and

other strategies. Student lateness was reduced to 2% on a daily basis and truancy was reduced by 85% with students attending class with the intent to learn. With the implementation of the SMS system of communicating with parents, there has been effective communication of the reason for absences, with unjustified absences being reduced.

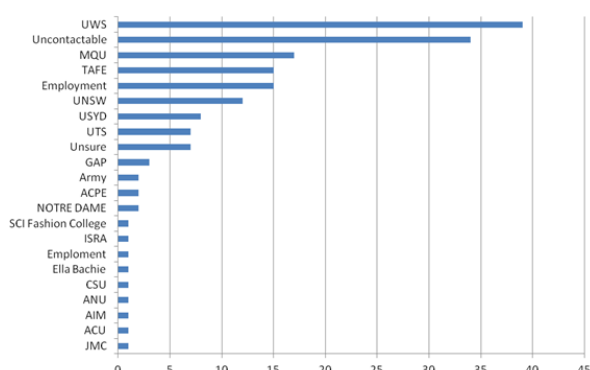
Throughout the process of examining a student's absences, the Head Teacher – Administration (Students) works closely with the relevant student, classroom teacher, year adviser, head teachers and deputy principals to ensure that the welfare of students, learning needs and social skills are addressed. This has meant that students attending Glenwood High School are aware of the requirements of attendance in an environment that is safe, supportive and positive.



Post-school Destinations

All 172 students who sat for the HSC/Vocational Education equivalent in 2012 were successful in achieving a qualification. Of this number, 110 have chosen to engage in further study. Fifteen students have selected TAFE and 95 students have accepted a place at a university or private

college. A couple of students have chosen to join the Australian Defence Force and sixteen students have found employment. The remaining students were un-contactable or unsure of their future pathways.



Year 12 students undertaking vocational or trade training

We had thirty five students (or approximately 20% of students) in Year 11 and Year 12 successfully complete a TAFE credit or qualification. The specific subjects studied include Entertainment, Plumbing, Accounting, Metals and Engineering, Construction and Automotive.



Year 12 students attaining HSC or equivalent vocational educational qualification

We had three students (or approximately 2% of students) accepted into school-based traineeships. The traineeships were in Sport and Recreation, Children's Services and Retail Services.

Staff Information

It is a requirement that the reporting of information for all staff must be consistent with privacy and personal information policies.

Glenwood High School has a very large teaching staff that is divided into the main faculties of English, Mathematics, Science, HSIE, PD/H/PE, Creative and Performing Arts, LOTE, Industrial Arts, Home Economics, Library, Computing Studies and Support. The school's growing enrolments saw an expansion of the executive team in 2012 with the addition of our third deputy principal and an additional executive teacher as Head Teacher – Computing Studies. Towards the end of 2012, another head teacher position was allocated to the school and will commence in 2013 as Head Teacher – Secondary Studies.

Staff Establishment

Position	Num
Principal	1
Deputy Principal(s)	3
Head Teachers	14.5
Classroom Teachers	81.4
Teacher of Emotional Disabilities	3
Teacher of Mild Intellectual Disabilities	1
Support Teacher Learning Assistance	0.6
Teacher Librarian	1.4
Teacher of ESL	1.6
Counsellor	1.1
School Administrative & Support Staff	19
Total	127.6

The National Education Agreement requires schools to report on Indigenous composition of their workforce. There were no members of the teaching staff that identified as Indigenous.

Staff Retention

In 2012, the staff retention rate was approximately 95%. One classroom teacher received a promotion to Head Teacher – English at another school and a few staff members accepted positions at other schools for various reasons. The school is proud that teachers enjoy working at Glenwood High School and continue to demonstrate their commitment to the school.

Teacher Qualifications

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

In addition, a large number of teaching staff have postgraduate qualifications.

Qualifications	% of staff
Degree or Diploma	80
Postgraduate	20

Financial Summary

This summary covers funds for operating costs and does not involve expenditure areas and items such as permanent salaries, building and major maintenance.

Date of financial summary	30/11/2012
Income	\$
Balance brought forward	997,551.30
Global funds	624,486.49
Tied funds	336,975.64
School & community sources	631,045.79
Interest	44,075.43
Trust receipts	111,634.67
Canteen	0.00
Total income	2,745,769.32
Expenditure	
Teaching & learning	
Key learning areas	235,127.09
Excursions	156,066.19
Extracurricular dissections	181,994.20
Library	19,711.99
Training & development	1,810.01
Tied funds	350,115.91
Casual relief teachers	195,789.97
Administration & office	272,888.63
School-operated canteen	0.00
Utilities	125,136.72
Maintenance	15,306.13
Trust accounts	79,977.68
Capital programs	90,770.63
Total expenditure	1,724,695.15
Balance carried forward	1,021,074.17

A full copy of the school's 2012 financial statement is tabled at the annual general meeting of the Parents and Citizens Association. Further details concerning the statement can be obtained by contacting the school.

School performance 2012

Achievements

Arts

It has been a fantastic and eventful year in 2012 for students participating in creative and performing arts programs and the teachers who coordinated these events.

Courses and classes in the creative and performing arts have continued to develop and provide excellent learning opportunities for all students. For example, Music introduced the ukulele program, which saw all Year 7 students purchasing their own ukuleles and learning to play this instrument through their Music lessons.



Additional workshops and excursions were organised by staff to enhance and extend learning in the classroom. These included the following:

- Dance (Elective) students visited the Sydney Dance Company to watch and participate in workshops.
- Year 11 and Year 12 Visual Arts students had a fantastic day, visiting the Art Express exhibition at the Art Gallery of NSW and White Rabbit Gallery.
- Year 9 and Year 11 Visual Arts students participated in a painting workshop, run by Belinda Young, Deputy Principal.
- The 'Rock the School' bus visited Glenwood High School in early Term 2. Music (Elective) students were given a first-hand insight into the Music business and recording process, whilst Year 7 and Year 8 viewed the young men of Nine Sons of Dan.

- School holiday workshops were held in April and July for Year 12 students completing Dance, Music and Visual Arts to increase access to learning spaces and their teachers.
- Year 10 Visual Design and Visual Art classes viewed the Sculpture by the Sea exhibition at Bondi.
- Year 10 Visual Arts students also spent a day being inspired by the installation works at the 18th Biennale at Cockatoo Island.
- Year 11 and Year 12 Music students were involved in a Music Viva workshop, where they had the opportunity to learn from Australian songstress Katie Noonan.



Extracurricular groups coordinated by our dedicated staff provided additional opportunities for students to extend and further explore their interest and talents.

- The Junior Dance Ensemble and Senior Dance Ensemble rehearsed after school every week with our Dance teacher, whose exceptional choreography and tutoring led to both groups being successful in their audition for the Sydney West Dance Festival, where they performed superbly at the Hills Centre in June.
- The Senior Dance Ensemble was successful in their audition for the State Dance Festival.
- Art Club, now in its second year, has continued to allow budding artists to further develop their skills and understanding in a number of areas in art.
- This year saw the establishment of the choir and band. Our musicians are flourishing under the leadership of our Music staff.

There have been some outstanding achievements from our creative arts students this year:

- Two students were successful in their auditions for the Regional Dance Ensemble and they performed at a number of key events throughout the year.
- Six students were invited to participate in the Regional Dance Camp.
- Four student artworks were selected for Operation Art and all were held for the Hospital Artbank or the Teachers Resource CD.
- A number of students submitted artworks for the Blacktown City Art Prize.
- Two student artworks were selected to travel to and be exhibited in Nagoya, Japan, as part of an exchange program.
- One student's photographic work was a finalist in the Pixel Prize.
- Year 9 Visual Design competed in Design an Ad for the hardware franchise Mitre 10 in Blacktown, with one student's work being printed in the Blacktown Sun.

Our HSC students were extremely busy with a performance evening for Music and an afternoon exhibition for the Visual Arts Body of Works. To end the year, Year 10 Music (Elective) performed for Year 10. This was a very exciting and entertaining concert by our talented Year 10 Music students.

The wizard visited Glenwood High School this year, with our second musical, The Wizard of Oz. Students performed outstandingly in three evening shows and one matinee for feeder primary schools.

2012 saw a name change for our previous Festival of the Arts, to MADDness. Held once again in Term 4, the afternoon and evening showcased the hard work and talent of the students and staff in our creative arts classrooms. The performances included items from each Dance (Elective) class, Drama performances from Year 9 and Year 10 and musical numbers from Music (Elective) classes and for the first time, a performance from Year 8 Music students. There were also performances by the Junior Dance Ensemble and Senior Dance Ensemble and inaugural performances by the school choir and band. The art exhibition showcased work from Year 7 to Year 12 in Visual Arts, Photography and Visual Design.

Sport

2012 has proven to be a very successful year on the sporting field for Glenwood High School.

We participated in the Macquarie Zone Grade Sport competition for the third year. We entered teams in the opens and junior competitions in cricket, touch football, oztag, netball, basketball, softball, volleyball, soccer and mixed t-ball. All Glenwood High School teams participated with enthusiasm and loyalty and were an absolute credit to the school. We also achieved some fantastic results, winning several individual premierships including open and junior boys soccer, open and junior boys basketball, open boys cricket, open girls volleyball and open girls soccer.

We sent a number of teams to compete in the Sydney West Knockout competitions and here we achieved some impressive results. Our open girls football (soccer) team won the Sydney West competition for the second time. This led them to be invited to participate in the Combined High Schools competition, where they travelled to Tenterfield to play a talented Tenterfield High School team. Unfortunately, they lost 4-2. However, making it to this level is a very high achievement in itself and all girls are eligible to play next year.

All three carnivals of swimming, cross country and athletics were extremely successful, with high participation rates and strong performances across the board.

Our swimming carnival was held at Nirimba Pools for competitors only. It was a very enjoyable day where students and teachers were all involved in making the day a success. Everybody witnessed some promising new swimming talent from Year 7 who participated in their first Glenwood High School carnival. The highlight of the day was the staff versus student race.

The athletics carnival was again held at Blacktown Olympic Park. Music, costumes and face painting all added to the fun atmosphere and participation was excellent, with record numbers of students attending the carnival.

We had a record number of students go on to compete at the representative levels of Macquarie Zone, Sydney West and Combined

High Schools (state) across all three disciplines of swimming, cross country and athletics. We also had a number of individual students selected in the Macquarie Zone and Sydney West representative teams in hockey, soccer, touch football, cricket, basketball and softball.



Our school sport and recreational sport programs operated throughout each term with the recreational sports of ten pin bowling, ice-skating, rock climbing and fitness continuing to be very popular. We also introduced rewards for students who played in a grade sport team with two weeks of laser tag being offered. All students enjoyed this and we hope to do this again next year.

This year was also our sixth group participating in Year 7 integrated sport. This was a very successful program, where Year 7 students had a separate sporting day to the rest of the school. Here they were able to develop their sporting skills and awareness in a series of organised in-school competitions throughout the school year. Unfortunately, this year we were unsuccessful in the battle between our school and John Edmondson High School. However, this year was a first for the Year 7 Macquarie Cup Gala Day and we saw our girls and boys teams providing the other eight schools in the zone with great competition. Special mention must go to the boys and girls AFL teams and the girls soccer team who won their respective competitions.

2012 saw the third year of the sports presentation assembly. This assembly recognised the achievements of our Glenwood High School students. We had a very special guest in Nathan Hindmarsh (formerly of the Parramatta Eels) who presented awards. With so many students receiving awards, it was great to see these talented students receiving recognition and

praise from the rest of the students and staff at Glenwood High School.

Overall, we have had an excellent year in sport and we congratulate all students on the efforts they have made, and in particular, the pride they have shown in representing Glenwood High School in various sporting events.

The school looks forward to another successful, and most importantly, enjoyable year in sport in 2013.



Academic

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 understanding demonstrated particularly in these assessments.

- Year 3: from Band 1 (lowest) to Band 6 (highest for Year 3)
- Year 5: from Band 3 (lowest) to Band 8 (highest for Year 5)

- Year 7: from Band 4 (lowest) to Band 9 (highest for Year 7)
- Year 9: from Band 5 (lowest) to Band 10 (highest for Year 9)

The My School website provides detailed information and data for national literacy and numeracy testing (NAPLAN).

Minimum Standards

The Commonwealth Government sets minimum standards for reading, writing, grammar and punctuation, spelling and numeracy for Year 3, Year 5, Year 7 and Year 9.

The performance of the students in our school in the National Assessment Program – Literacy and Numeracy is compared to these minimum standards. The percentages of our students achieving at or above these standards are reported below.

Percentage of Year 7 students achieving at or above minimum standard (exempt students excluded)	
Reading	96.0
Writing	96.4
Spelling	97.2
Grammar & Punctuation	96.4
Numeracy	97.2

These are strong results and indicate that almost all Year 7 students in each area for assessment achieved at or above the minimum standard.

Percentage of Year 9 students achieving at or above minimum standard (exempt students excluded)	
Reading	94.7
Writing	87.6
Spelling	96.3
Grammar & Punctuation	93.4
Numeracy	97.9

Similarly, these are strong results, however, they indicate that writing for Year 9 students is an area for improvement when compared with the other areas of assessment.

Each year, for various reasons, a number of students are exempted from the NAPLAN tests.

As an indication, the no. of students exempt for Year 7 Reading are:	5
As an indication, the no. of students exempt for Year 9 Reading are:	1

Year 7 Literacy – NAPLAN

Student performance in NAPLAN tests reflect the attainment levels mainly achieved from their primary school learning and education. This valuable information gives us baseline data to evaluate the value our school has added to student learning by the time they reach Year 9.

Literacy is comprised of four elements: reading, writing, spelling and grammar and punctuation. Overall, Glenwood High School performed well in all four aspects of the literacy tests.



Year 7 NAPLAN results were pleasing in 2012. All areas indicated a substantial number of students were placed in the top two bands.

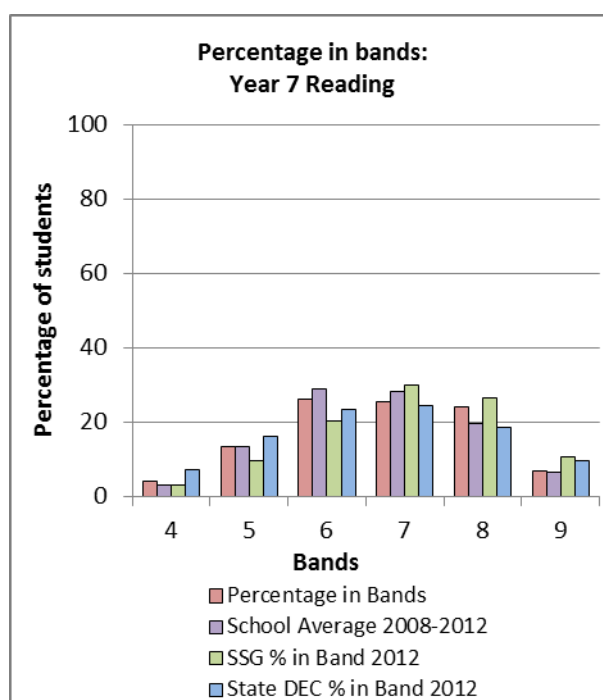
Specifically, this constituted just over thirty per cent in both reading and in grammar and punctuation, twenty per cent in writing and forty four per cent in spelling, an ongoing area of strength at Glenwood High School.

The majority of students were placed in the middle two bands in all four areas. Moving more students from this middle group into the top two bands will remain an area of focus throughout 2013.

There is a particular need to concentrate on aspects of persuasive writing and on interpreting inferential meaning in reading material.

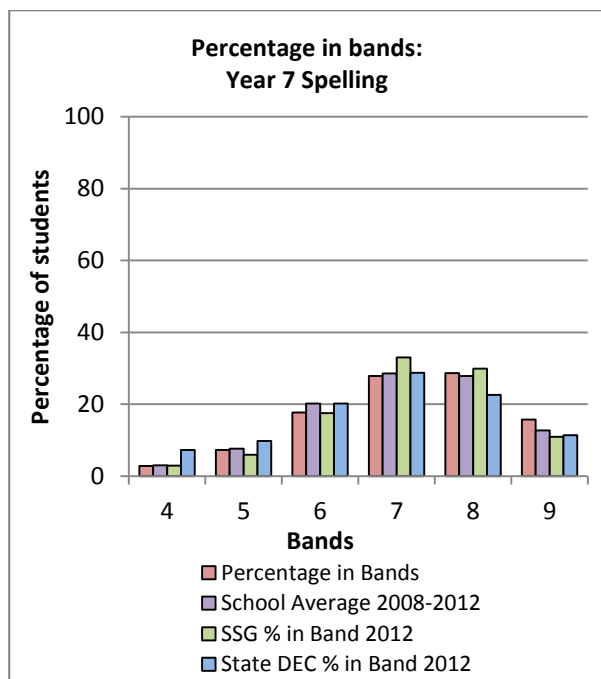
Year 7 NAPLAN Reading

Year 7 NAPLAN Reading						
Average score, 2012	School	SSG			State DEC	
	542.0	555.3			535.2	
Skill Band Distribution						
Band	4	5	6	7	8	9
Number in Band	10	33	65	63	60	17
Percentage in Bands	4.0	13.3	26.2	25.4	24.2	6.9
School Average 2008-2012	3.2	13.6	29.0	28.4	19.5	6.4
SSG % in Band 2012	3.0	9.5	20.4	29.9	26.4	10.8
State DEC % in Band 2012	7.1	16.3	23.6	24.5	18.7	9.8



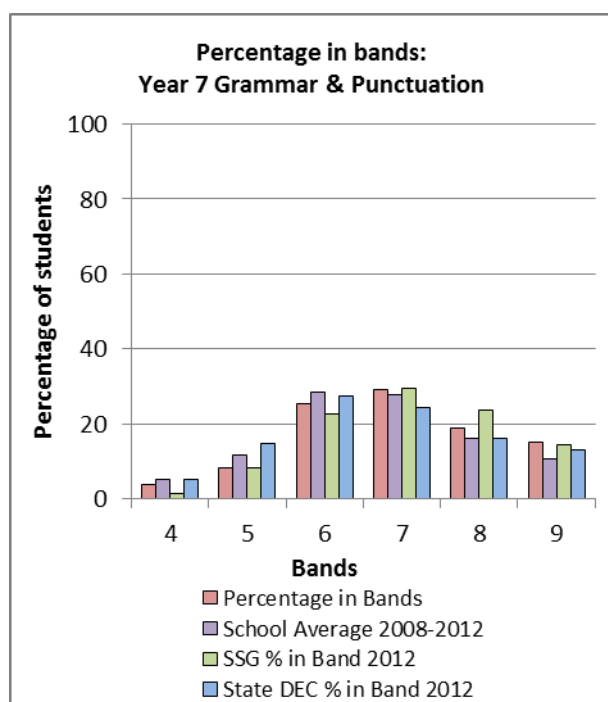
Year 7 NAPLAN Spelling

Year 7 NAEP EBN Spring						
Average score, 2012	School	SSG			State DEC	
	567.6	563.8			548.2	
Skill Band Distribution						
Band	4	5	6	7	8	9
Number in Band	7	18	44	69	71	39
Percentage in Bands	2.8	7.3	17.7	27.8	28.6	15.7
School Average 2008-2012	3.0	7.6	20.2	28.6	27.9	12.7
SSG % in Band 2012	2.9	5.9	17.5	33.0	29.9	10.9
State DEC % in Band 2012	7.3	9.8	20.2	28.7	22.6	11.4



Year 7 NAPLAN Grammar and Punctuation

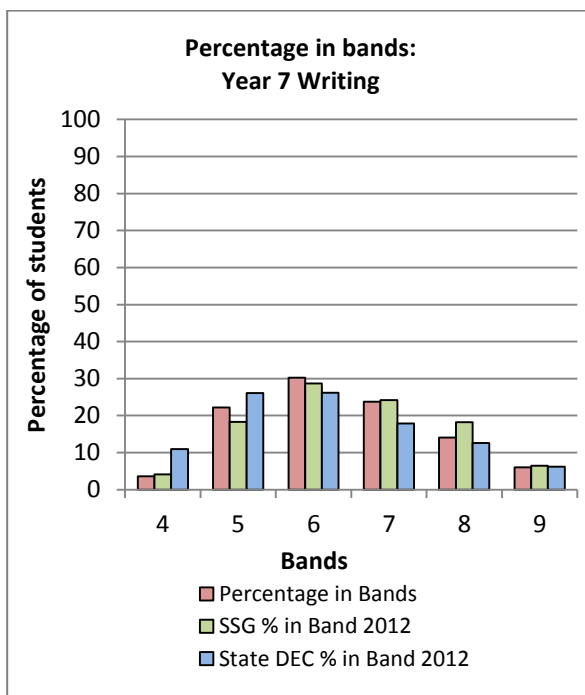
Year 7 NAEP Early Grammar and Punctuation						
Average score, 2012	School	SSG	State DEC			
	554.9	561.7	541.6			
Skill Band Distribution						
Band	4	5	6	7	8	9
Number in Band	9	20	63	72	47	37
Percentage in Bands	3.6	8.1	25.4	29.0	19.0	14.9
School Average 2008-2012	5.1	11.6	28.5	27.7	16.3	10.8
SSG % in Band 2012	1.5	8.2	22.7	29.5	23.6	14.4
State DEC % in Band 2012	5.0	14.6	27.3	24.2	16.0	12.9



Year 7 NAPLAN Writing

Average score, 2012	School	SSG	State DEC
	526.1	531.1	507.9

Skill Band Distribution						
Band	4	5	6	7	8	9
Number in Band	9	55	75	59	35	15
Percentage in Bands	3.6	22.2	30.2	23.8	14.1	6.1
SSG % in Band 2012	4.1	18.3	28.7	24.2	18.2	6.5
State DEC % in Band 2012	11.0	26.1	26.2	17.9	12.6	6.2

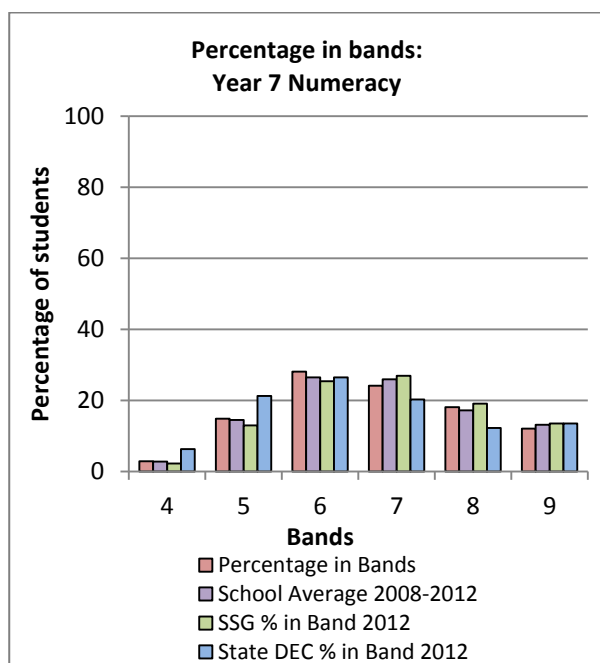


Year 7 Numeracy – NAPLAN

In 2012, the school's average for Year 7 numeracy was 545.2, only marginally below the state average. On a positive note, the school exceeded the regional average, which was 537.9. There were 4.7% of Year 7 students below minimum standards in numeracy, with approximately half of these students in a non-mainstream setting. The school was underrepresented in the Band 9 (highest) category as 14.5% of Year 7 students in the state received Band 9 results whereas only 12.0% of our Year 7 students achieved Band 9 results. Pleasingly, the percentage of students at Glenwood High School in both Band 7 and Band 8 were above the percentage of students across the state.

Year 7 NAPLAN Numeracy

Year 7 NAEP Math Numeracy						
Average score, 2012	School	SSG			State DEC	
	545.2	552.5			536.3	
Skill Band Distribution						
Band	4	5	6	7	8	9
Number in Band	7	37	70	60	45	30
Percentage in Bands	2.8	14.9	28.1	24.1	18.1	12.1
School Average 2008-2012	2.8	14.5	26.5	25.9	17.2	13.2
SSG % in Band 2012	2.2	12.9	25.4	26.9	19.1	13.5
State DEC % in Band 2012	6.3	21.2	26.5	20.2	12.2	13.5



Year 9 Literacy – NAPLAN

Students showed significant value added results compared with their Year 7 results. Spelling was again an area of high achievement for Glenwood High School students, with thirty eight per cent achieving in the top two bands. Twenty per cent of students also achieved in the top two bands for grammar and punctuation, and for writing. The focus upon structured reading programs for this cohort across all KLAS, in Year 8 and Year 9, has contributed to very positive reading results, with seventeen per cent of students achieving in the top two bands and an additional fifty seven per cent of students achieving in the two middle bands.

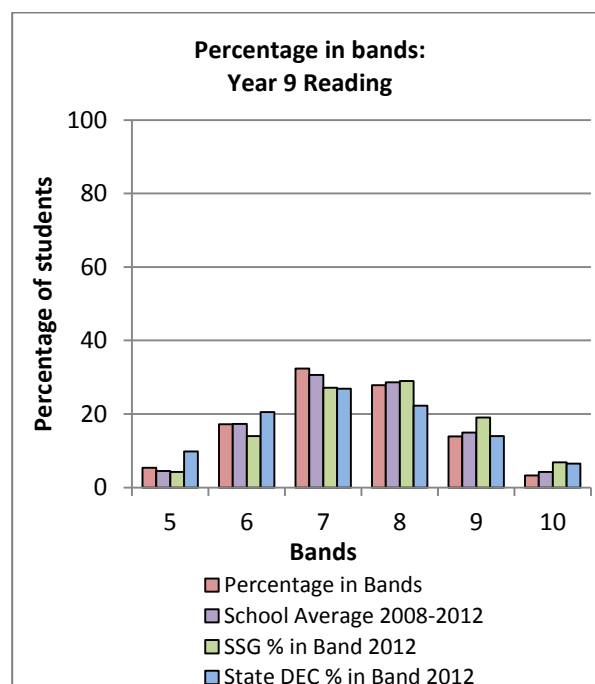
An ongoing emphasis on persuasive writing techniques and the structure of exposition texts throughout 2011 and 2012 has also contributed to a pleasing result of forty five per cent of students achieving in the top three bands for

writing. This, however, is considered somewhat disappointing when compared with the slightly higher Year 9 results of 2011. A reinvigorated program to develop student writing skills has been implemented in order to refine particular skills of writing, such as effective paragraphing and incorporating heightened vocabulary, across all KLAS.

With fifty four per cent of students achieving in the middle two bands for grammar and punctuation, as well as fifty per cent of students for spelling, Glenwood High School continues to be pleased with the consistently strong results in these two assessment areas. A newly designed literacy initiative endeavours to build on these results in the coming year and reduce the number of students achieving in the lower two bands in all four areas of the NAPLAN literacy test.

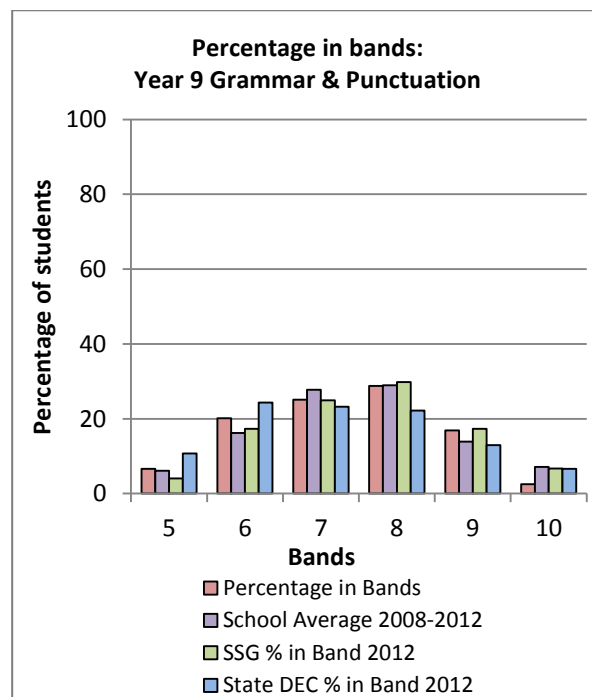
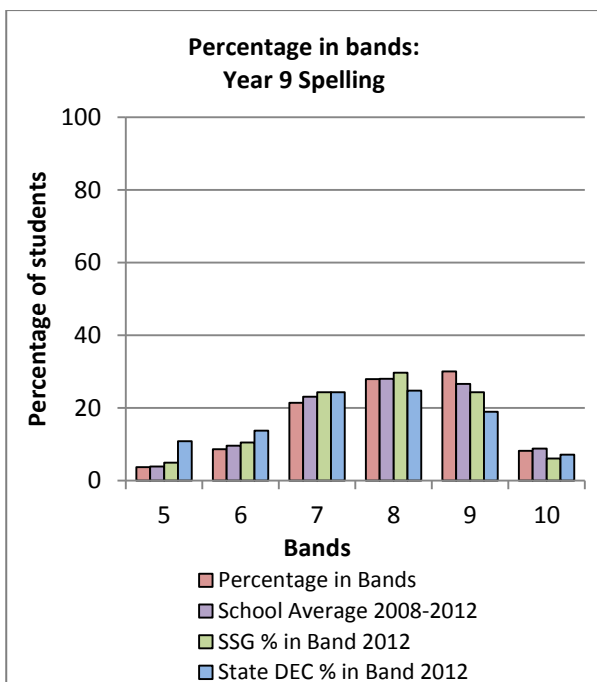
Year 9 NAPLAN Reading

Year 5 STAR Reading						
	School		SSG		State DEC	
Average score, 2012	571.5		587.4		568.5	
Skill Band Distribution						
Band	5	6	7	8	9	10
Number in Band	13	42	79	68	34	8
Percentage in Bands	5.3	17.2	32.4	27.9	13.9	3.3
School Average 2008-2012	4.5	17.3	30.6	28.6	14.9	4.2
SSG % in Band 2012	4.2	14.0	27.1	29.0	19.0	6.8
State DEC % in Band 2012	9.8	20.5	26.9	22.3	14.0	6.5



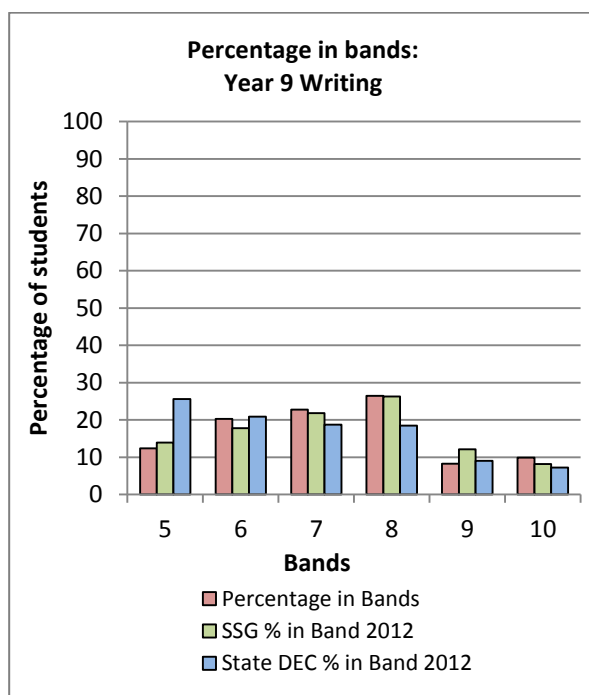
Year 9 NAPLAN Spelling

Year 5 STAR Enveloping						
Average score, 2012	School		SSG		State DEC	
	603.6		592.5		577.3	
Skill Band Distribution						
Band	5	6	7	8	9	10
Number in Band	9	21	52	68	73	20
Percentage in Bands	3.7	8.6	21.4	28.0	30.0	8.2
School Average 2008-2012	3.9	9.6	23.1	28.0	26.6	8.8
SSG % in Band 2012	5.0	10.5	24.3	29.7	24.3	6.1
State DEC % in Band 2012	10.9	13.8	24.3	24.8	19.0	7.2



Year 9 NAPLAN Writing

Year 5 STAR Math Writing						
Average score, 2012	School	SSG			State DEC	
	564.8	568.7			540.3	
Skill Band Distribution						
Band	5	6	7	8	9	10
Number in Band	30	49	55	64	20	24
Percentage in Bands	12.4	20.3	22.7	26.5	8.3	9.9
SSG % in Band 2012	13.9	17.8	21.8	26.3	12.1	8.2
State DEC % in Band 2012	25.6	20.9	18.7	18.5	9.0	7.2



Year 9 NAPLAN Grammar and Punctuation

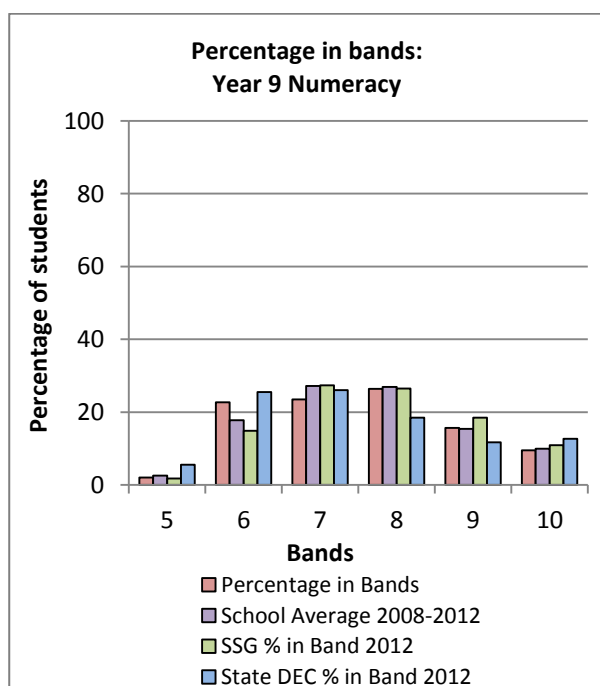
Year 5 NAEP ELA Grammar and Punctuation						
	School	SSG	State DEC			
Average score, 2012	576.1	587.9	567.5			
Skill Band Distribution						
Band	5	6	7	8	9	10
Number in Band	16	49	61	70	41	6
Percentage in Bands	6.6	20.2	25.1	28.8	16.9	2.5
School Average 2008-2012	6.1	16.2	27.7	28.9	13.9	7.1
SSG % in Band 2012	4.0	17.3	24.9	29.8	17.3	6.7
State DEC % in Band 2012	10.7	24.3	23.2	22.2	12.9	6.6

Year 9 Numeracy – NAPLAN

In 2012, the school's average for Year 9 numeracy was 589.9 compared with the state average of 594.8. As a result, the school was only marginally below the state average. On a positive note, the school exceeded the regional average, which was 585.8. There were 2.5% of Year 9 students below minimum standards in numeracy. The school was underrepresented in the Band 10 (highest) category as 13.9% of Year 9 students in the state received Band 10 results whereas only 9.5% of our Year 9 students achieved Band 10 results. Pleasingly, students at Glenwood High School were overrepresented in Band 9 and the percentage of students in Band 8 was well above the percentage across the state.

Year 9 NAPLAN Numeracy

Year 9 Math 2 in Numeracy						
Average score, 2012	School		SSG		State DEC	
	589.9		600.7		585.4	
Skill Band Distribution						
Band	5	6	7	8	9	10
Number in Band	5	55	57	64	38	23
Percentage in Bands	2.1	22.7	23.6	26.5	15.7	9.5
School Average 2008-2012	2.6	17.8	27.2	26.9	15.5	10.0
SSG % in Band 2012	1.8	14.9	27.4	26.5	18.5	10.9
State DEC % in Band 2012	5.6	25.5	26.1	18.5	11.7	12.7



Progress in Reading

As 2012 was the Australian National Year of Reading, Glenwood High School promoted an ongoing focus on reading through a variety of whole-school initiatives. Research has shown that schools which participate in and encourage wide reading have significant improvements in their literacy levels, leading to a positive outcome for all curriculum areas. The team of teacher librarians regularly discusses ways we can further build on these ideas to encourage greater school involvement in regular reading. The library has numerous programs that could be adapted to fit in with a solid focus on reading through Positive Behaviour for Learning, Connect and other areas of the curriculum. Some whole-school initiatives to encourage more effective readers in 2012 included:

- 'Friday Fiction' in that reading was included as an expected part of our Positive Behaviour for Learning focus through Connect classes. A concerted focus throughout the school that expects and values reading would be beneficial for all concerned.
- Regular displays in the library linking with the National Year of Reading monthly focus, relating to various holidays, events and social interests, celebrating and involving good cross-sections of the school in Book Week activities and displays and updating ongoing fiction displays.
- Book Week with the theme, 'Champions Read'.
- Hosting regular wide reading periods through English.
- Jo Henwood storyteller workshops for junior students.
- Simultaneous Story Day with a joint reading of 'The Cranky Bear'.
- Maintaining solid high interest purchases of fiction based on student requests, texts linked to films and graphic novels which develop visual literacy skills.
- Promoting participation in the Premier's Reading Challenge.
- Read, Imagine, Learn survey.
- Read, Imagine, Learn blog.
- 'Fiction with a Twist' which involved writing and responding to stories.
- Children's Book Council video conference for older readers.

- Pastoral care groups and classes are welcome to book in for borrowing at anytime. Books can be pre-selected, as arranged with the teacher librarian for such borrowing visits. This has been successful with groups who have trialled the program.
- A good basic collection of picture books relevant to readers from pre-school to adult level is currently available in the library. These have particular curriculum relevance for English, Visual Arts, Child Studies, overall visual literacy development and general interest. Thematic group work with picture books can be quite successful.
- POW, WOW and VOW (Poem of the Week, Word of the Week and Vocabulary of the Week).

Progress in Numeracy

In 2012, the school focused on embedding numeracy activities into each KLA. The school is building capacity in the area of numeracy and this will be a key focus in 2013.

The school recorded increased participation in the 2012 Australian Mathematics Competition. One student achieved the special prize awarded to the top one percent of candidates in Australasia.

Various classes attended excursions to enable students to develop a 'real world' understanding of the practical application of numeracy skills.

There will be a new team structure for 2013 which will see the literacy and numeracy team split into two separate teams, one focusing on literacy and the other focusing on numeracy. This will provide greater focus on numeracy issues in 2013 and beyond, including ensuring the place of numeracy in all KLAs is more readily identified.

Record of School Achievement

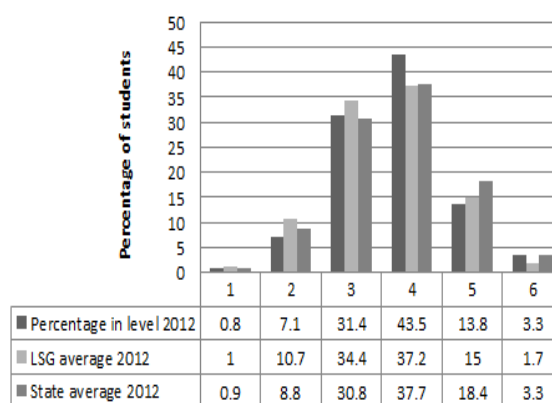
As indicated above, Year 10 in 2012 was the first group to experience the new ROSA system for those students leaving school after the completion of Year 10 and before the completion of Year 12. Traditionally, almost all students at Glenwood High School progress from Year 10 to Year 11 and only then do some students accept apprenticeships, apply for TAFE and other education or commence full time employment.

The school expects to see students from the Year 10 cohort in 2012 apply for and receive their ROSA at various points over the next two years in 2013 and 2014.

ESSA

In 2012, 239 Year 8 students completed the Essential Secondary Science Assessment (ESSA). Results are reported in six achievement levels, with Level 6 the highest achievement level. Each level represents a standard of achievement in Science.

Percentage of students in performance levels: ESSA



Comparisons to the state average show that the overall performance of students was satisfactory. Results in Level 6 were on par with the state, however, were nearly 5% below the state in Level 5. Level 4 results were nearly 6% above the state average. Results in Level 2 and Level 3 were lower than the state average. Student results in Levels 4 and 6 were considerably higher than our LSG (like schools group) and all other levels were similar. There has also been a 2% improvement in Level 6 achievements when compared to our 2011 results.

Future directions in Science will focus on developing the conceptual understanding and skill level of those middle range students to promote greater positive growth in Levels 5 and 6. In-depth analysis of student responses will allow teachers to plan learning programs and activities that can best assist students with their growth.

Higher School Certificate

In the Higher School Certificate the performance of students is reported in performance bands ranging from Band 1 (lowest) to Band 6 (highest).

As a relatively young school, the 2012 cohort was only the fourth group of Year 12 students to complete the HSC. The school has experienced success each and every year it has offered HSC courses and this tradition continued in 2012 with excellent results. In total, there were 42 x Band 6 results and 235 x Band 5 results, reflecting the dedication of both staff and students and high levels of commitment.

Excellent results were achieved in Biology, English (Standard), English (Advanced), Mathematics, Mathematics Extension 1, History Extension, Music and Physics.

In addition, the school was above the state DEC average in Ancient History, Biology, Business Studies, Community and Family Studies, English (Standard), Food Technology, General Mathematics, Hospitality, Information Processes and Technology, Mathematics, Modern History, Music 1, Physics and Software Design and Development.

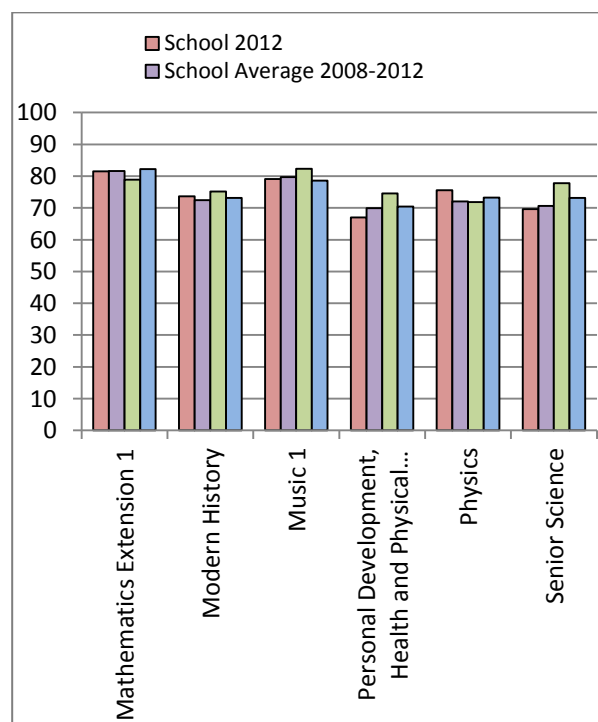
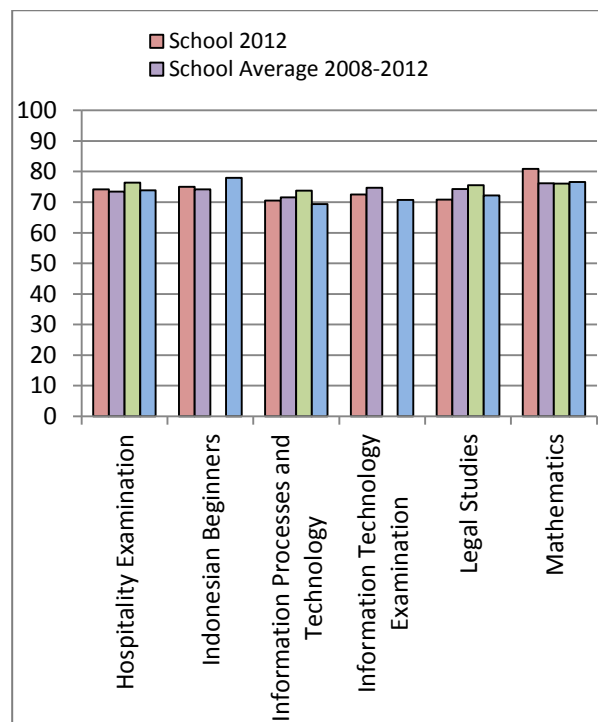
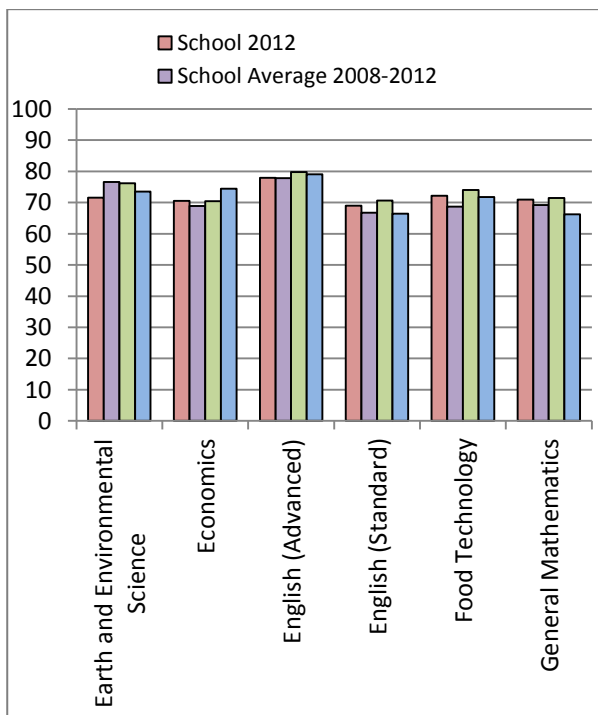
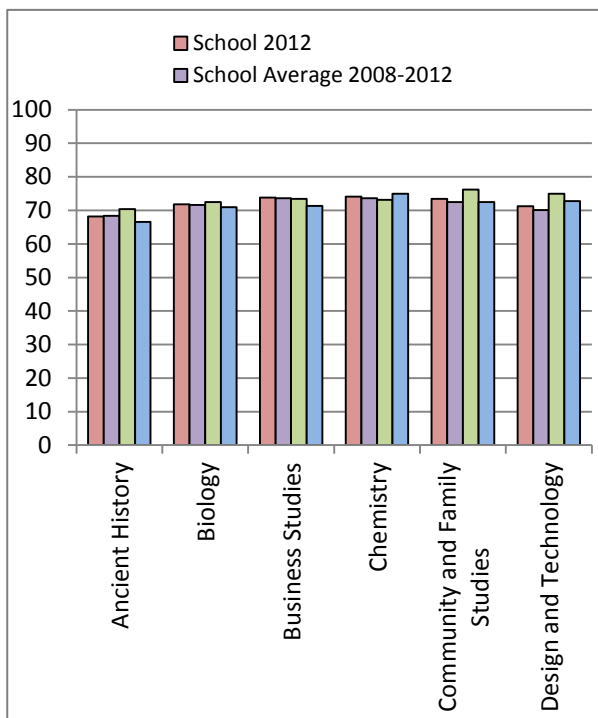
In addition, the school performed extremely well in Indonesian Beginners, with students from Glenwood High School coming third and fifth in the state.

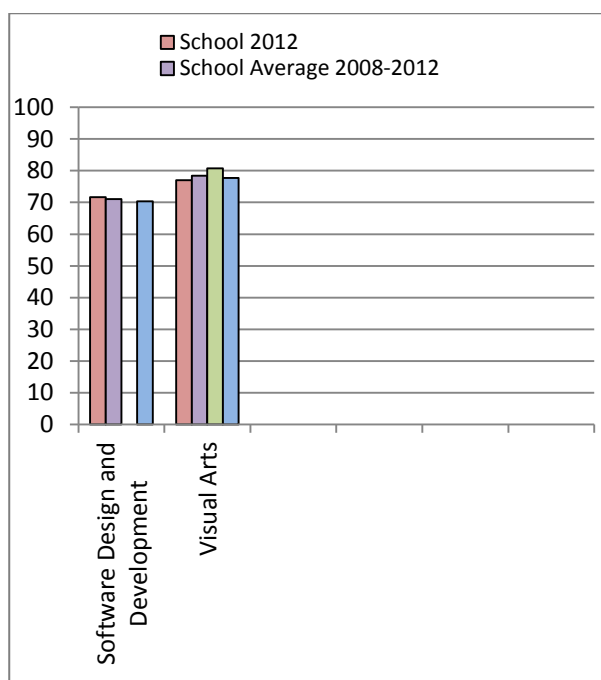
A large number of students received impressive ATARs and were able to access the university and course of their choice.

Course	School 2012	School Average 2008-2012	SSG 2012	State DEC 2012
Ancient History	68.2	68.4	70.4	66.6
Biology	71.8	71.7	72.5	71.0
Business Studies	73.8	73.6	73.4	71.3
Chemistry	74.1	73.6	73.1	75.0

Community and Family Studies	73.5	72.5	76.2	72.5
Design and Technology	71.3	70.1	75.0	72.8
Earth and Environmental Science	71.6	76.6	76.1	73.5
Economics	70.5	68.9	70.4	74.4
English (Advanced)	77.9	77.8	79.8	79.0
English (Standard)	69.0	66.7	70.6	66.4
Food Technology	72.2	68.6	74.1	71.8
General Mathematics	70.9	69.2	71.4	66.2
Hospitality Examination	74.2	73.5	76.4	73.9
Indonesian Beginners	75.0	74.2	n/a	77.9
Information Processes and Technology	70.5	71.6	73.8	69.4
Information Technology Examination	72.6	74.8	n/a	70.8
Legal Studies	70.8	74.3	75.5	72.2
Mathematics	80.9	76.2	76.1	76.6
Mathematics Extension 1	81.5	81.6	78.9	82.2
Modern History	73.7	72.4	75.2	73.1
Music 1	79.1	79.7	82.3	78.6
Personal Development, Health and	67.0	69.9	74.6	70.4

Physical Education				
Physics	75.6	72.0	71.8	73.2
Senior Science	69.6	70.6	77.8	73.2
Software Design and Development	71.7	71.1	n/a	70.4
Visual Arts	77.0	78.4	80.7	77.7





HSC: Relative Performance from Year 10

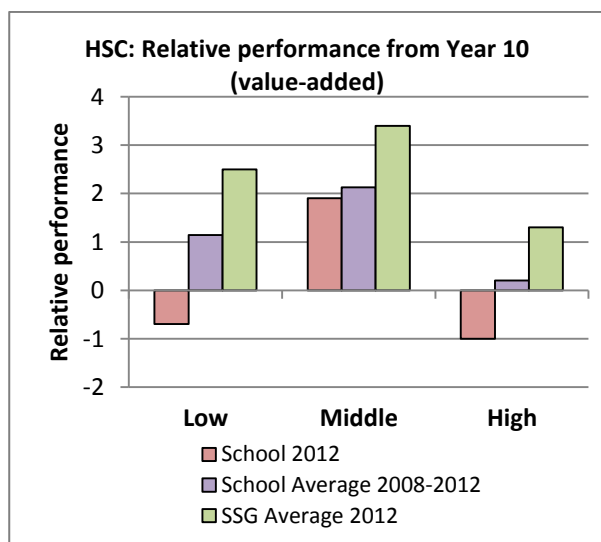
This data compares the performance of Year 10 students in 2010 with the performance of the same group in Year 12 in 2012.

HSC: Relative performance from Year 10 (value-added)

Performance Band	Low	Middle	High
School 2012	-0.7	1.9	-1.0
School Average 2008-2012	1.1	2.1	0.2
SSG Average 2012	2.5	3.4	1.3

Note: The State average relative performance is zero

This data indicates that the school added the most value from Year 10 to Year 12 for students falling in the middle range of marks. This demonstrates the need for the school to focus its efforts on the learning needs of students falling in the low range and high range of marks in future years.



Significant Programs and Initiatives

Aboriginal Education

Glenwood High School celebrated NAIDOC Week in a number of ways. In July, we were fortunate enough to have an Aboriginal dance troupe called Minni Minning Kaiwarrine (meaning Night No More in the Gur-ing-gai language) join us for the entire day. The troupe has danced on both national and international stages, including dancing for the former Pope during his recent visit to Australia and the Australian versus New Zealand NRL test match.

The day started with a dynamic performance from the dancers. Workshops were then held for the rest of the day with students learning how to participate in Aboriginal dance and learning about Aboriginal culture. Stu McMinn, the head dancer, had great charisma that he shared with our students. Aboriginal students were encouraged by the dancers to be 'loud and proud' and they led by example in this respect.

We also held formal assemblies to educate and entertain our students. To start the assembly, four of our students discussed the history of NAIDOC and briefly outlined some of the political, social and historical achievements of Aboriginal people. All students and teachers had a wonderfully entertaining experience. We learnt about the Aboriginal and Torres Strait Islander cultures in an inclusive and enjoyable atmosphere.

NAIDOC week was a huge success at Glenwood High School and will be remembered by all.

As well as celebrating NAIDOC Week we reflected on a variety of aspects of Aboriginal culture and identity during Reconciliation Week. During our formal assembly we went back in time with a presentation and student speeches acknowledging the government policies that affected Aboriginal people, and the unjust treatment that occurred during that time. On a more positive note, we celebrated the wonderful cultural achievements of Aboriginal people and looked together towards an inclusive and equal future.

As well as a whole school focus during these two important weeks, our Aboriginal student liaison teacher worked with all Aboriginal students on an

individual basis and organised support from various organisations throughout the year.

Some of these activities include a fortnightly visit with the Parramatta Eels for their School to Work Program. This is a new organisation that works with Aboriginal students during and after school to ensure that they have access to scholarships, traineeships and career or study options during Year 11, Year 12 and beyond school.

One of our Year 10 students was selected for a prestigious leadership program that ran throughout the year, preparing Aboriginal students for leadership roles in school and life.

Senior students also had the opportunity to accept one-on-one tutoring from the Norta Norta program.

Our senior Aboriginal students attended a number of indigenous career workshops throughout the year, and ties with universities and TAFE were created and maintained.

At the end of 2012, all Aboriginal students had Individual Learning Plans, and our Aboriginal student liaison teacher worked with multiple organisations that support Aboriginal education and achievement in order to reach Aboriginal educational targets and goals.

The school looks forward to further engaging Aboriginal students through our Connect classes in 2013 as we focus on building links with universities, TAFE and local organisations.

Multicultural Education

In 2012, Glenwood High School participated in the Rethinking Multiculturalism: Reassessing Multicultural Education (RMRME) project. This research project was coordinated by the University of Western Sydney, the NSW Institute of Teachers and the NSW Department of Education and Communities. As a large high school with a range of students from diverse backgrounds, we focused on improving intercultural understanding throughout the school. The program was specifically aimed at Year 8 and Year 9 students, who received lessons on intercultural understanding during Connect time for five weeks. Students learned about identity, anti-racism strategies, communication, understanding and respect during these lessons.

The program builds upon other school activities such as Harmony Day and ensures that Glenwood High School remains an inclusive educational environment for all.



English as a Second Language

ESL learners at Glenwood High School come from a diverse range of cultures and language backgrounds. The ESL teachers at Glenwood High School recognise that there is the same range of talents and abilities among ESL learners as there is among native speakers of English.

The 2012 Annual ESL Survey revealed that 52.1% of our student population (757 students) have a Language Background Other Than English (LBOTE). A percentage (19.4%) of our LBOTE students receive targeted ESL support. The breakdown of the phases of our ESL students is shown in the table below:

PHASE	NUMBER OF STUDENTS
<i>Phase 1</i>	6
<i>Phase 2</i>	28
<i>Phase 3</i>	113

We have two experienced and dedicated ESL teachers. The following considerations were taken into account when organising the ESL program for 2012:

- range of ESL needs in the school population
- number of Phase 1 and Phase 2 students
- the need to cater for flexibility in the ESL program to allow for changes in the school student population
- assessment of ESL students' needs in a range of KLA's

The ESL program at Glenwood High School values and acknowledges the prior learning, cultural

knowledge and linguistic skills brought to the classroom by ESL students.

Respect and Responsibility

Glenwood High School is committed to providing programs, structures and processes which promote respect and responsibility. Examples as diverse as our MATES program, child protection TPL events, drug education, anti-bullying strategies and student leadership activities all point to the emphasis on respect and responsibility that underpin the school's Positive Behaviour for Learning expectations:

- Respect yourself
- Respect others
- Respect property
- Responsible for my actions
- Ready for learning

To achieve this, we have used special occasions such as Anzac Day and Harmony Day to promote respect and responsibility. We have also used our roll call time, called Connect, to focus on the values and behaviours we want see in our learning community through the explicit teaching of our specific Positive Behaviour for Learning expectations. We facilitate this understanding through observable examples of expected behaviours. These expectations are further reinforced through all settings in the school through verbal repetition, clear signage and modelling of respect and responsibility by staff and student leaders.

Our school's welfare policy has incorporated peer mediation, peer tutoring and a number of increased opportunities for local, communal and global citizenship as wide-ranging as belonging to a school-house or participating in the 40 Hour Famine. In 2012, this focus on respect and responsibility strengthened as a result of an increased use of record keeping. In addition, there was continuous acknowledgement and rewarding of demonstrated instances of respect and responsibility through publication and celebration via local media, rewards at weekly assemblies, special morning teas, sunshine letters and celebratory parties and other fun festivities.

Other Programs

Volunteering

Clean-Up Australia Day was held on Sunday, 4 March 2012. The Year 10 and Year 11 students were at the Glenwood local park on Glenwood Park Drive. The skies cooperated and remained clear as students and staff worked to fill seven big sacks with rubbish and recyclable items. The students did such a comprehensive and fabulous job as they worked non-stop with no complaints. The most significant change involved the storm water drain, which they unclogged to enable the water to flow more freely. The volunteers also undertook a day of cleaning the bus bay and its surrounds and worked tirelessly to show pride and respect for their school.

In addition, the NSW Premier's Student Volunteering Program operated at Glenwood High School in 2012. This program was set up for Year 9 and Year 10 students who were able to receive awards from the NSW Premier for their volunteering efforts. The challenge was to contribute a total of twenty hours of their own time to a range of activities and they were given one year to complete this task. There were a variety of initiatives:

- coaching sporting teams outside school
- assisting other students with homework after school or on weekends
- participating in Clean-up Australia Day
- preparing food for activities at local churches and temples
- organising fundraising events for the school
- assisting neighbours with household chores and errands.

There was a core group of fifteen students from Year 9 and Year 10. Four students who were eligible for the awards gained gold awards as they contributed over eighty hours in total. The remaining students are still continuing their efforts, which should see them attain gold awards at the end of 2013.



Welfare Programs

The welfare team comprises deputy principals, year advisers, counsellors and our Head Teacher – Welfare. The entire team meets twice a term in Week 4 and Week 8 to discuss whole school welfare issues. Additionally, fortnightly year-based meetings are held to decide the best supports to help individual students or small groups of students. These are attended by the relevant deputy principal and year adviser, the counsellor and our Head Teacher – Welfare.

The team updates the school's executive each week and presents a report at each staff meeting. Team members disseminate and distribute information regarding risk management plans, health plans and wellbeing issues. In 2012, these included influenza, scalp conditions, anaphylaxis, dyspraxia, diabetes, ADD, ADHD and epilepsy in addition to medical directories to assist in excursion planning and other school processes. They update all staff or relevant staff as needed, on individual student needs and supports. They collect and collate progress reports on students identified as needing additional supports.

The welfare team participates regularly in professional development events to acquire the knowledge base and skills to support students in a wide range of academic and wellbeing needs. Each year, the team also participates in a day-long conference to review and plan for increased effectiveness through appropriate training. This year, Mary Ann Das Neaves led the team through aspects of Positive Psychology and designing a welfare curriculum.

In 2012, Glenwood High School was successful in its application for a social worker funded under the National School Chaplaincy Program. It now has a social worker service that is overseen by our school's Chaplaincy Committee. This Committee consists of the President of the Parents and Citizens Association, the Principal, the coordinating deputy principal and the Head Teacher – Welfare. Our social worker provides pastoral care for students. His work complements our school's well-developed welfare program and operates with the endorsement of the school's Parents and Citizens Association. There are many activities in the school through which students may have contact with our social worker subsequent to parental permission being granted. These include sports coaching, lunchtime activities and extra-curricular activities, assisting in classrooms and in the school's welfare program. These activities are available on a voluntary basis to all students.

Since his appointment, the social worker at Glenwood High School is available to students five days a fortnight. He has been working with a number of students in the areas of learning support and school-to-work transition. His support has included assistance with completing assessment tasks and incomplete class work, as well as supporting students emotionally and socially. Staff members who refer students for one-off or regular sessions have monitored his contributions and found them to be beneficial. It is evident that students not only connect very well with our social worker and enjoy meeting with him, but they are also compliant and willing to follow his instructions. His contribution of support to our student body along academic and welfare lines has been a fantastic asset to the school, with genuine benefit to the students and a great addition to the school's welfare team.

The welfare team mirrors the school's three-tier Positive Behaviour for Learning structure and undertakes all planning for supports in terms of the following:

- universal/whole school/year group supports
- small group/class supports
- individual supports

1. Universal supports

The welfare team implements effective wellbeing programs at key transition points such as events relating to Year 6 into Year 7 transition to high school, Year 7 camp and 'bully busters' program, Year 9 and Year 10 students at risk program and Year 11 educational pathways and Crossroads camp.

Some of the universal supports offered this year are listed below:

- *MATES 2011/2012:* MATES is the peer support program that is provided by Glenwood High School to help our Year 7 students transition into their next phase of schooling. MATES is an excellent peer support program targeting Year 7 and Year 10 students. In 2011, we trained seventy Year 10 students on how to be positive role models to Year 7 students. The program had a variety of teaching and learning activities focusing on leadership, group management, problem solving and empathy skills and knowledge. The Year 10 students participated in one day of training. This is an enjoyable day for the students and their teachers. Students engage in a variety of group work activities. These activities allow them to develop their teamwork skills and to reflect on their own experiences as Year 7 students. The Year 10 students explore the ways to help Year 6 students transition into high school. The Year 10 students described the training as a "fun, friendly day" that helped them build their confidence in "mediation, communication and organisation." Year 10's first task was to familiarise the incoming Year 7 students with Glenwood High School. They experienced a variety of lessons and toured the school. Year 10 led a 'Get to Know Each Other' activity with the Year 7 students. One incoming Year 7 student commented, "I feel less scared now. I will have someone to turn to." In Term 1, 2012, MATES leaders conducted four in-class sessions with the new Year 7 students. These sessions helped the Year 7 students to get to know, respect and understand their fellow students. The sessions also provided Year 7 with a better understanding of the Positive Behaviour for Learning program that exists at Glenwood High School. Year 7 students, as well as the MATES leaders, have found this program to be a positive and enjoyable experience.
- *Rock and water:* A staff member undertook training in Rock and Water and began planning to run the Rock and Water program with selected students for 2013. By participating in this program, students will learn to find their inner strength, showing respect for themselves and others. They will learn communication and problem solving skills, management skills, along with ways to avoid conflict. This program will be run in conjunction with a team of teachers who will be coordinating the Future Directions program for a select group of Year 9 students aimed at giving these students every opportunity for success in all avenues of their education and providing developmental pathways for their life beyond Glenwood High School.
- *Praise and concern events:* During Term 1 and Term 3 each year, year advisers collect data regarding students who are deserving of praise and the students who are a cause for concern in each class. This is referred to as 'praise and concern data'. Year advisers use this data in the following manner:
 - Praise data is collated. All students who receive a 'commendation' receive a sunshine letter. Students who receive three or more mentions are invited to a celebration in addition to receiving a sunshine letter.
 - Concern data is collated. Interventions are put in place. Existing interventions are reviewed/intensified/changed for those who are a cause for concern for reasons of effort, behaviour or attendance.

This 'praise and concern data' is additional to the school's formal reporting system. This process allows us to gather data relating to Term 2 and Term 4, provide us with information that helps us celebrate our students' effort, attitude and success and/or implement the student interventions that are needed. This year over 700 students were commended for their effort and commitment and interventions were put in place for 112 students based on the data collected.

- *Bully Busters:* Year 7 attended the Bully Busters presentation in the school hall on 3 September 2012. The presentation focused on a wide range of issues that teenagers face in regards to bullying. Game On – a 'board games and food' initiative was offered on Mondays at lunchtime by year advisers to students in Year 7 and Year 8 to facilitate new friendships and promote belonging.
- *Buddies Day:* Buddies Day was a chance for our current Year 7 students to return to their own primary school and share their thoughts and feelings with Year 6 students and answer any questions that Year 6 students ask about high school from a student's point of view. This experience also gave Year 6 students a 'familiar face' with which to connect when they enter our school for the first time next year.
- *Stormwater safety:* Four hundred students in Stage 4 had the opportunity to watch a stormwater safety presentation in the school hall on 31 August and 3 September 2012. Curtis Palmer from Sydney Water and YouthSafe Australia, helped students understand how important it is for themselves, pets and animals to respect and stay away from stormwater drains and grates. The interactive presentation graphically detailed the dangers of stormwater and its potential life hazards.
- *Vaccinations program:* In 2012, the following vaccines were offered: Hepatitis B and varicella (chickenpox), human papillomavirus (HPV) vaccine and diphtheria, tetanus and pertussis (whooping cough). Over 90% of students, who were eligible, chose to avail themselves of the offer to be vaccinated.
- *Year 8 welfare classes:* Year 8 students experienced the 'strength and shine' program through their welfare periods. These sessions provide students with targeted lessons on personal development, identity and resilience and have proved to be popular with students.
- *Girls programs:* Girls in Year 8 had the opportunity to participate in an excursion to see Legally Blonde – The Musical as an extension of their Year 7 welfare initiative 'Chick Chat' and its goals. The ideas about self-empowerment, achieving your goals, believing in yourself, defying conventions and basic girl power are all neatly presented in this show. Some of the prefects who assisted in facilitating Chick Chat also attended.
- *Police talks:* On 22 August 2012, all Year 8 students attended a talk on the dangers of sexting, responsible cyber citizenship, youth issues and the law. It was presented by school's youth liaison officer, Constable Lachlan McCabe.
- *Motivational speaker:* Year 9 students at Glenwood High School were privileged to have Simon Clegg, a motivational speaker, address them on the theme of 'choose life'. His uplifting presentation challenged students to consider how the choices they make in life direct their future and challenged students to 'take control of their thinking' and to 'ABC' - always be confident. Students enjoyed hearing about Simon's own life experiences and said they were, "inspired by his message" of not letting people's harsh words or any circumstances you face, stop you from achieving your goals and dreams in life. Another student said, "his words were gold."
- *Crossroads:* The Year 11 Crossroads Camp was a great success. Students gained a greater knowledge of how to handle the many difficult situations they could encounter in life. Crossroads is a mandatory Stage 6 course which extends the learning experiences of students in Years 7-10 in Personal Development, Health and Physical Education. Crossroads was delivered both at school and at a three day camp at the

Narrabeen Sports and Recreation Centre. Our senior students addressed issues related to identity, independence and changing responsibilities, team work and positive risk-taking as they participated in workshops as diverse as abseiling, rock-climbing, case-analysis, role-play and raft building. Year 11 represents a 'crossroads stage' or an important transition stage in our students' lives when they need life skills as much as they need academic knowledge. Students had the opportunity to develop knowledge, understanding and skills to enable them to make informed decisions about issues relevant to this stage of their lives. It offered new learning experiences and practical application of theoretical knowledge and skills learned.

2. Small group/class supports

Some examples of small group supports and interventions are as follows:

- *Kia Ora*: This nine-week program aimed at developing literacy and leadership for students from Pacific community backgrounds began in Term 4, 2012 and workshops were held each Friday on a sliding set of periods. They were facilitated by Lisa Felila of the DEC's Multicultural Services unit. Glenwood High School was successful in gaining funding to offer the workshops to develop communication skills to confidently express their opinions about a range of issues affecting young people of Pacific Islander backgrounds within the school and in the wider community. Topics included what it means to be a leader, issues related to cultural conflict, media stereotypes of Pacific Islander and Maoris, educational aspirations and the relationship between culture and religion. Students explored these in a supportive forum to discuss issues related to schooling and their culture. In particular, the twelve students who participated in the program were encouraged to reflect on how they could be leaders in the school and wider community through their daily actions or through more formal positions such as through school leadership positions.
- *Sailing*: Glenwood High School partnered with the Cruising Yacht Club of Australia's Youth Sailing Academy to offer an opportunity for four students to learn how to sail in the Freedman Foundation's School Youth Sail Program 2012. This event took place over three days on 7 November, 5 December and 6 December 2012. A post-event evaluation found that all participating students had achieved the intended outcomes of developing better communication skills, increased confidence and a basic knowledge of boat handling and sailing skills. The Year 10 students reported gaining valuable skills and enhanced self-esteem from this unique experience.
- *Year 7 BYSA workshop*: Blacktown Youth Services Association and Glenwood High School worked in partnership to offer a four week program to raise girls' understanding of friendships and health in school and social settings, harnessing them with all the skills and strategies to deal with conflict. Six students completed workshops where weekly topics included friendship, peer pressure, cyber bullying, effective communication and team work. The sessions concluded with a celebratory lunch where the girls made pizzas.
- *Attendance and behaviour monitoring*: Positive Behaviour for Learning cards supported student groups requiring additional proactive interventions.

3. Individual supports

Customised, individual supports are offered and implemented for students identified as being at risk due to medical, health, behaviour, learning or other issues. Supports for such students have included the ones listed below:

- *Individual health care plans and risk management plans*: These are developed to address significant health care or behaviour issues. The action plans are collaboratively developed by the student, parent, caregiver/specialist and relevant health care professional or counsellor. Action plans include descriptions of the condition, issue, procedure, agreed actions at school, persons

responsible for managing the issue and emergency procedures and arrangements.

- *Time out passes:* The welfare team liaises to support students through the issuing of a small number of timeout, medical and other passes as needed.
- *Transition program:* Glenwood High School's targeted transition program is aimed at supporting small groups of students as they move from primary to high school through improved connections between students, peers, older 'Mates', teachers and families. They seek to enhance resilience, improve understanding regarding behaviour expectations from self and others and empowerment through the transition process. This year we had twenty five Year 6 students who were nominated for the 'anxious' program. As part of their support, each of these students were assigned a Year 7 'buddy' who they accompanied to class during the two days on 29 October and 30 October 2012. The Year 6 students also participated in sessions run by several staff and students. The program received very positive feedback from students, parents and primary and high school staff.
- *Youth Connections:* The welfare team works with Kelly Shadbolt, Youth Consultant from the Parramatta Team of MTC Work Solutions, to make referrals, support students and provide a safety net for students who have disengaged or are at risk of disengaging from education. This program offers flexible case managed support and services that recognise the role that family and the community play in a young person's wellbeing and development. It is a voluntary program. Thirteen students were referred to MTC and all students found the services it offered relevant and useful to their needs.
- *Justin Herald workshops:* Businessman Justin Herald presented the Justin Herald workshops at Rouse Hill to selected students from schools in the Hills district on topics of success, passion and opportunity. A student from Glenwood High School participated and successfully completed the six workshops.

Drug Education

Drug Education is embedded in the PD/H/PE curriculum across Year 7 to Year 10. There is an allocated unit of work based on drug education in each year. Lessons are programmed to provide opportunities for students to gain factual information about drugs and to practise and develop skills that will help them to stay safe. There is a specific focus for each grade. The teaching and learning comes from a basis of prevention and abstaining and building the skills needed to abstain from drug use. There is increased application to real-life situations for young people. The empowerment of our students allows an increased ability to resist illicit drug use and help those that are involved in drug use. There is a legal implication to the use of drugs that is important to convey to students. This is performed through a variety of teaching and learning strategies:

- Year 7: smoking and alcohol
- Year 8: dangers of marijuana
- Year 9: recreational drugs such as ecstasy, amphetamines, cocaine, heroin, ice, etc
- Year 10: risky situations including parties, drink driving, drug taking and alcohol.

The welfare team updated staff on their responsibilities with regard to disclosure about possible drug use and made the resource Student Behaviour – Mastering Choices available to all staff.

Glenwood High School is committed to reducing the impact that illicit drugs have on our students. There is a great deal of information and there are many skills that need to be developed in order to minimise harm caused by drug use on young people. The school aims to empower our students to cope with drug use situations and resist use in the first instance. During 2012, there were several school visits from presenters looking to inform students about the effects of drugs and more importantly, develop skills such as critical thinking and decision-making and increasing resilience. The School Police Liaison Officer and Brainstorm Productions provided media presentations to students on dealing with youth issues and other complex situations involving the use of drugs.

Crossroads in 2012 focused on safe partying through an increased understanding of drug use, drug issues in the community, understanding harm associated with alcohol use for the individual and the community. Students role-played, responded to real life scenarios to propose strategies for minimising harm and developed strategies and skills for responding effectively to situations involving challenges and risks. The event continually emphasised the health and wellbeing of self and others.

Positive Behaviour for Learning

Our dedicated PBL team has continued to strive to ensure our school embraces the principles of Positive Behaviour for Learning in all aspects of its daily functioning. We have developed a PBL Handbook for staff which gives them an overview of what PBL is and how it is implemented at Glenwood High School. It includes our matrix, Connect procedures, classroom expectations and reward system, as well as a specific outline of consequences. This has proved to be a wonderful resource for all teachers as it has everything they need in one handy booklet. Our second initiative was a 'welcome package' for new teachers to our school. This provides teachers with an overview of our school, where to find things and the processes in place. These initiatives are helping teachers gain a greater understanding of PBL principles, ensuring our classrooms have a PBL focus and hence improving student behaviour.

Our student leaders have continued to be a positive influence at our meetings, sharing the viewpoints of students and voicing their thoughts and ideas. The PBL team has worked hard this year to convert the ideas of student leaders, in relation to building school spirit through the strengthening of our houses, into action. After many meetings planning and sharing our visions, a teacher House Coordinator was appointed. Our inaugural House Cup recipients were Boronia and all members of this house attended a reward afternoon involving a presentation from Theatre Sports.

Our analysis of data has continued to be an area for focus and improvement. Ischool entries now include location and time and we have simplified the entry process. House points may be entered which enable us to include social and academic

achievements, as well as sports, in our house point system.

Reward morning teas have been held by our year advisers to reward positive behaviours as well as presenting canteen vouchers at assemblies to students who have completed a Glenwood star passport.

When analysing data, the PBL team decided that signage around the school would provide a visual reminder of expected behaviours, so organised and coordinated the erection of signs in prominent places, particularly where issues were reported as having occurred. These signs remind students of our school expectations and provide teachers with a visual prompt when working with students.

Debating and Public Speaking

Students from Glenwood High School again participated in the 2012 Premier's Debating Challenges from Year 7 to Year 12. The Year 12 team that has debated together for the past six years was again competitive, winning their zone and progressing onto the regional final. The Year 11 team missed out on the regional final by just one win. The Year 7 to Year 10 teams all benefitted from the experience of debates at zone level.

Year 7 and Year 8 students attended this year's Western Sydney Region Debating Training Day held at Glenwood High School in March and then competed in the Western Sydney Region Gala Day Debates in Term 2.

In order to prepare students for school representation in debating, the English Faculty includes a mandatory debating module in each of its Year 7 to Year 10 programs. After familiarising themselves with the appropriate methods and procedures, students then compete with others in an inter-class debating competition. This continues to be a highly popular, competitive and exciting activity each year.

In 2012, students again participated vigorously in inter-school public speaking competitions. Within the school, our traditional 'Cooee comp' was resurrected. This public speaking competition invited students from Year 7, Year 8 and Year 9 to participate, with each candidate preparing and

presenting a three-minute speech on the topic, "You should meet...". Adjudicators were former students who, themselves, were previous winners of this tournament.

The revived competition met with resounding success, with both winners and runners-up being acknowledged at our end-of-year presentation ceremonies.



Library

The library at Glenwood High School is a busy hub of the school. In 2012, highlights of the year's activities were regular displays in the library linking in with National Year of Reading monthly focuses, a range of displays related to various holidays, events and social interests, all of which have included displays of relevant books and information. There was an increase in regular wide reading periods through English classes and celebrations involved strong cross-sections of the school through Book Week activities and displays. Enrichment events included inviting an outside storyteller to hold workshops for junior years and involving the school in National Simultaneous Story day. *"In the Jingle Jangle Jungle on a wet and windy day, four little friends"* met a team of approximately twenty staff and students of the school who donned story capes and created a jolly choral reading of Nick Bland's wonderful Australian picture book, 'A Very Cranky Bear', as part of National Simultaneous Story time. Although the book is generally targeted towards younger students, our story team were great sports at hamming it up with their lively reading and dynamic acting interpretations. Simultaneous story time gave us the excuse to enjoy sharing the magic of words and 'having a go'. Regular activities such as the student-run weekly trivia

and fiction displays saw an increase in students borrowing from the library. This in turn led to twenty seven students completing the Premier's Reading Challenge and thirty four students completing the Glenwood Reading Challenge. The cartoons of the staff as readers for Book Week were excellent and unique. The students were very responsive to these as they were to the pictures of themselves as readers. The library supported literacy links and the six-word story competition.

Book Week was celebrated during Week 6, Term 3. The theme for 2012 was 'Champions Read'. We expanded the national slogan to fit in with the school's Positive Behaviour for Learning focus and became 'Champions of All Kinds Read'. Staff and students enjoyed not only celebrating great Australian books but also celebrating the individual talents of each person at the school. A range of activities and displays were created to link in with Book Week. These included Jo Henwood, a highly talented professional storyteller, who held mini-workshops for the drama and public speaking groups, shared some of the mysteries behind classic mystery stories and involved Year 7 in learning about techniques to create and share presentations of stories.

2012 also saw two new library blogs entitled 'Lots of Learning [LOL]' for our senior students and a fiction discussion page entitled 'Read and Imagine' for our writers and passionate readers. The year ended with a survey of student and staff responses to all aspects of the library and its services. This will be used to begin planning for 2013.

Diversity

Glenwood High School celebrated Harmony Day on 9 March 2012 with cultural diversity talks, international food stalls and a concert by students. The day is organised as an enrichment activity to extend and supplement classroom learning. The emphasis is on good citizenship, inclusivity and harmonious living. It was a positive and valuable learning experience and helped to promote a harmonious school environment. Students were encouraged to wear the traditional dress from their families' countries of origin or orange clothes. Orange is the official colour of National Harmony Day. It was chosen

because it is seen as an active colour that implies celebration. Glenwood High School students were treated to two concerts during the day which included a martial arts display, Afghan, Islander, Indian, African and Hula dancing. Speakers included Jacqueline Nelson from the University of Western Sydney and Donna Jacob-Sife. At lunchtime, each faculty prepared and sold food from stalls around the school. Harmony Day was a vibrant and exciting festival and we were able to showcase some of the amazing talent of our students. The annual Harmony Day concert was again a popular event with the students and was a colourful display of the many cultures represented within the Glenwood community. For the second year, Year 7 and Year 8 enjoyed student-run lessons on henna art, turban tying, disability and difference, cooking, traditional dances and many others. Our student representatives coordinated this activity and are to be commended for its success.



Wear it Purple Day was observed on 14 September 2012. This diversity team initiative used a simple purple wristband as a conversation starter and a visual tool to get students thinking about what kind of community they wanted to create. 'Conversations' during Connect time focused on inclusion, belonging, sexuality and gender diversity and bullying. Many staff members and many students wore purple on the day and made a very visible statement to show their support for rainbow people.

The diversity team has been very active this year, promoting and celebrating our wonderfully diverse community at Glenwood High School. We have been pleased to welcome a student representative to our diversity team this year. Her insight and involvement have been invaluable. The diversity team is already planning

for next year's events and continues to promote an atmosphere of acceptance in the school.

New Teacher Induction

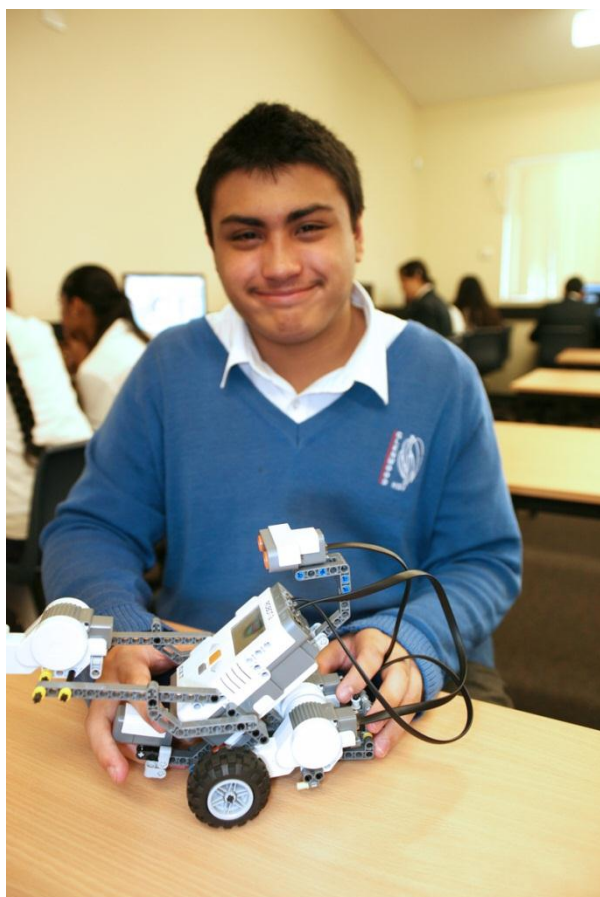
The Glenwood High School induction program is facilitated by the school's Head Teacher – Mentor and all teachers who are new to the school are required to participate. The program has two parts and all new teachers attend the 'general school induction' that familiarises them with the school's expectations, policies, procedures and key personnel. This part of the induction program contains four 45 minute sessions that are run after school. At this point experienced teachers have completed the induction program. However, those teachers who are also new to teaching are then required to continue their training by completing the 'beginning teacher induction'. This consists of an additional six 75 minute sessions that are run after school and they focus on developing their skills as classroom practitioners.



These sessions are designed to provide development in regard to the Professional Teaching Standards of the NSW Institute of Teachers. Areas such as the role of the teacher, effective communication strategies, classroom management issues, professional responsibilities, quality teaching and the accreditation process are all covered in these sessions. By providing this professional development to beginning teachers, the school is ensuring that our most inexperienced staff members are supported through professional development, and as a consequence, student learning outcomes are enhanced. In 2012, seven beginning teachers completed the full induction program.

Gifted and Talented Education

Glenwood High School's program for gifted and talented students continued to develop in 2012. The program focused on extending students who have been identified as being gifted and talented and providing them with opportunities to demonstrate their creative and academic abilities. Throughout the year, these students participated in a number of activities, designed to develop their thinking and learning skills. The Mathematics and Science competitions, along with other initiatives such as 'Spellit', our school spelling competition, were some of the opportunities that our students were able to compete in to demonstrate their abilities. Students also journeyed to the University of Western Sydney where they were able to partake in a number of experiments and demonstrations designed to encourage their knowledge of all things Science.



Glenwood High School entered two teams in the Western Sydney regional finals of the Tournament of Minds competition. This year, the Australia wide tournament required students to build one object that could be interpreted in

three different ways, based on the audience's perspective. As well as this, they had to come up with a ten minute drama presentation that would clearly show the different interpretations of their object. Both teams were highly commended for their presentation with one of the teams being awarded the 'Spirit of the Tournament' award with the judges being highly impressed with their initiative and problem solving.

The year culminated with our annual GR8 GATsby program which saw thirty students from Glenwood High School, along with fifty students from our feeder primary schools, participate in a fun-filled day of intellectually challenging activities across a range of key learning areas. The day was a great success, providing our gifted and talented students with an opportunity to develop their thinking skills through participating in extension tasks, as well as proving invaluable for fostering productive relationships with our local school community.



Indonesian Bridge Project

Since May 2012, Glenwood High School has participated in the Australia-Indonesia BRIDGE Project. BRIDGE school partnerships provide teachers and students with the opportunity to engage with peers in Asia learning about the history, cultures, societies and languages of their partner school country. The Asia Education Foundation (AEF) has led work on Australia-Asia School Partnerships since 2008 through its award winning BRIDGE (Building Relationships through Intercultural Dialogue and Growing Engagement) Project.

The Australia in the Asian Century White Paper, which was released recently by Prime Minister Julia Gillard, sets out an ambitious roadmap to

ensure we achieve an Asia capable skillset and mindset by 2025, with all children from the start of primary school to learn about Asia including Asian languages and Asia's histories, geographies and cultures through the Australian Curriculum.

To support this objective it is expected that "all schools will engage with at least one school in Asia to support the teaching of a priority Asian language, including through increased use of the National Broadband Network".



Through involvement in the BRIDGE Project, Glenwood High School has already benefitted in the following ways:

- Teacher professional learning on intercultural understanding, embedding Asian perspectives in the curriculum, and in particular, using ICT to build ongoing connections between partner schools.
- Hosting of teachers from Indonesia through the school visit and homestay program. The teachers, Imam Payitno and Viddya Nora Willova, from MTsPB Roudlotul Mubtadiin, a village boarding school in Java, stayed for two weeks in May at our school, during which time they taught Indonesian classes and learned about contemporary Australian society and schooling.
- Students from Year 7, Year 8, Year 9, Year 10 and Year 12 engaged in many self-reflective activities as they considered aspects of their own lifestyle while learning to look at the world through the eyes and experiences of others.

Glenwood High School is continuing to engage in online collaborative activities with students in our

partner school via a joint Wikispace, in which the similarities between the teenage hopes and aspiration of students from both schools will be highlighted. Via the wonderful BRIDGE initiative, Glenwood High School is at the forefront of aspiring to achieve the national priority of engaging with Asia.

Wellbeing Team and Anti-Bullying

The school's student wellbeing team was formed to:

- provide students and staff with an understanding of issues related to harassment and bullying
- empower students and staff with the skills to effectively deal with harassment and bullying
- provide a framework within which those who harass others see their behaviour as unacceptable and change their behavior.

The team was made up of both staff and students and met fortnightly, undertaking the following tasks:

- reviewing school plans and policies
- raising awareness of wellbeing issues through assembly announcements such as the 'R U Ok?' day
- enhancing teacher professional learning by providing common scenarios and the use of the Pikas method
- promoting the 'Take a Stand Together' iPhone application to make school a safe and supportive environment, free from bullying, harassment and violence for everyone
- liaising and supported a leading prefect initiative which was the String Movement
- undertaking student mentoring whereby team members supported nominated students within the school.

The highlight of 2012 was the anti-bullying forum held on 4 October 2012 in the school hall. The Principal spoke about silence being the bully's best friend while students were led through 'The Bully High School Workshop'. A visiting speaker briefly presented an update on Ignite The Town – a Nirimba TAFE anti-bullying initiative.

An award winning film entitled Best Enemies was presented. Students role-played segments based on the film to show what action, support and intervention could achieve in combating bullying.

Ninety three percent of the 141 students who participated in the forum reported that they would recommend the training to other students and would use their own training to benefit others. Ninety six percent found the strategies suggested by the workshop to be effective.

All team members have indicated that the wellbeing team is a worthwhile student initiative that should be continued in 2013.

In terms of anti-bullying programs, staff, students and parents attended special screenings of the film, 'The Bully'. Lee Hirsch's life-changing film encouraged people to "stand up, not stand by" when they see bullying taking place and that "everything starts with one." Both messages were used by students who then spoke at assemblies and at the anti-bullying forum.



On 16 March 2012, we observed the National Day of Action Against Bullying and Violence. Interestingly, the day was very close to when Glenwood High School celebrated Harmony Day. Our day of rejoicing, friendship and respect made a very strong statement about us and our community. This event extended the gains made on Harmony Day by introducing students to the Take a Stand Together iPhone application that was launched to coincide with the National Day of Action Against Bullying and Violence to help parents and students address bullying. It meant students could watch interactive animations on bullying situations and choose different endings to see what happens next. They could create their own avatar, choose a positive anti-bullying message and take a stand against bullying to

make school an even safer and more supportive school environment free from bullying, harassment and violence for everyone.

Programs for Students with Additional Learning Needs

The Learning Centre is located within the library and operates as a resource to the student body to assist students in all years and at all academic levels, but in particular, those students with additional learning needs. This year saw the addition of a second full time teacher in the role of Learning and Support Teacher.

Students are withdrawn from class on a one-on-one or small group basis. Assistance may be in the form of help with classwork, providing the opportunity for individual explanations, help in breaking down and simplifying tasks, and providing students with the skills necessary to complete the tasks themselves. Students may also receive help with assignments in terms of understanding questions, assisting with research and structuring work. Assistance for students with organisational difficulties has also been a focus area, addressed by teaching study skills and organisational strategies.

The Learning Centre is open almost every day during lunch and recess and provides many students with the opportunity to receive help in their own time.

During 2012, a total of 335 students, or 23% of the whole student body attended the Learning Centre, with the majority of these students attending on more than one occasion. The majority were for assistance with English and Mathematics.

The following table shows the breakdown by year of the total number of students who received support from the Learning Centre:

Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
17%	15%	23%	16%	17%	11%

Students who attended the Learning Centre were spread across all years, however, there was a higher number of Year 9 students who attended. This year also saw a rise in the number of

students from Year 11 and Year 12 accessing the Learning Centre.

Part of the Learning and Support Teacher's role has been to carry out the application process for students who are considered eligible for disability provisions with the NSW Board of Studies. With the School Certificate having been replaced by the Record of School Achievement, provisions were only needed for HSC students. A total of six students (four received separate supervision, one received hearing support and one received the use of a computer) were granted disability provisions.

A number of Year 7 and Year 9 students were also provided with provisions for NAPLAN in the form of a reader for the sections where a reader is permitted.

Peer Reading continued to operate during Connect time, with nine Year 7 students and nine Year 10 students taking part in the program. The Year 10 students had the opportunity to attend a training day at the end of 2011, funded by AusSip and run by Multilit at the Parramatta Eels Stadium, in which students were trained to understand the process of reading and then be able to assist their student in reading for understanding using the pause, prompt and praise model of reading tutoring. At the start of 2012, students were partnered up with a Year 7 student as their peer tutor for the year. The peer tutoring program was very successful in its operation. The Year 10 students were very diligent in their role and having a smaller group was much more effective for monitoring and support. To allow the Year 7 students the opportunity to give back to others and practise their reading skills in a real life situation, a visit to Caddies Creek Primary School was organised where the Year 7 students read children's books to the kindergarten children in small groups.

The Learning Assistance Team (LAT) consists of thirteen regular staff members who meet on a fortnightly basis to discuss the learning needs of students and ways in which these needs may be supported.

Support for targeted literacy classes was provided in the form of withdrawal of individual students, as well as coordinating with teachers for half of the class to work on literacy tasks, enabling the

teacher to pursue more accelerated work with other students. A specialist literacy program was run with students with severe phonic difficulties.

Team teaching was utilised in the CAPA faculty for senior Visual Arts classes, to assist with literacy skills such as decoding subject specific language and being able to use it correctly in the context of analysing specific pieces of artwork.

2012 saw the introduction of the new funding model to support mainstream students with identified disabilities. This has enabled us to be more flexible in how we support students. Four School Learning Support Officers were employed. One was allocated to the Learning Centre supporting our Learning and Support Teachers to ensure students were able to receive support for assignments, as well as for special provisions during examinations. One was employed to work with Year 7 and Year 8, moving between classes as needed to ensure all our Stage 4 students were supported and receiving help when needed. The other two were allocated to specific students with high support needs. Students receiving support were able to meet course requirements and complete set tasks.



Support Unit

In 2012, we were able to group our four classes into year groups for Year 7, Year 8 and Year 9 and then a senior class for Year 11 and Year 12. We followed a high school model with teachers teaching subjects, rather than classes. This allowed all teachers to teach each class. This proved a very successful model for both staff and students. All teachers gained a greater understanding of individual students and students enjoyed the different learning areas and styles. Our Support students who transitioned to

the mainstream completed their HSC, with both students aiming for an ATAR and university. Our other two Year 12 students were successfully linked with external agencies and received transition to work funding to support them in their journey to full-time employment.



Two of our Year 9 students were successfully integrated into mainstream electives, meeting all course requirements. Five Year 9 students completed a mainstream course of study and all other students completed a Life Skills program of study.

2012 saw the introduction of iPads into our teaching programs. Our English teacher undertook several courses to increase her skills and knowledge in using iPads as a learning tool. This has enabled our students with severe communication needs to increase their ability to communicate their needs and wants both at school and at home.

All staff in the Support Unit attended professional learning sessions to increase their skills and update their knowledge, resulting in improved teaching and learning.



We established a gardening program this year, thanks to the generous donation of two gardens by Bunnings. This has enabled our Senior Work Skills students to develop work skills at school

and the garden has produced some wonderful fresh herbs and vegetables.

Duke of Edinburgh Program

2012 saw the departure of a founding member and coordinator of the Duke of Edinburgh program for most of 2011. His contribution to the program will be missed by staff and students alike. This year we have welcomed a number of new students into the Duke of Edinburgh program and farewelled many Year 12 members who have been with us since Glenwood High School started this program. We have continued our major achievements this year with a number of our senior students attaining positions in student leadership roles as school captains and prefects. We have also seen developments in student skills in a number of key training areas. Students have taken part in first aid, bush foods and rope tying workshops and have continued to develop their preparedness for a variety of terrains and potentially hazardous conditions. Our participant numbers have continued to be strong and a number of students are working hard towards the completion of a gold level award. Students continue to assist in the community in a variety of volunteering roles and the contribution of the program to academic activities is encouraging. This year is the first year of the new ORB (Online Record Book) system that requires the students to record their hours on the internet. Students journeyed through a number of remote locations in the Blue Mountains and participated in our first ever snow camp, which was a learning experience for all involved. We look forward to yet another productive and eventful year in 2013.



Film Club

Film Club continued into its fourth year in 2012, running on Thursday afternoons, after school. In order to give students more access, it paired with Art Club and ran for an extra hour, closing at 5pm. The resources of the group were largely accessed by a core group of Year 7 to Year 9 students.

Students were encouraged to use club time to improve both their classwork and film-making for pleasure, and for the second year in a row, a group of junior students was short-listed for the international short-film competition Trop Junior, demonstrating their skills as one of the top forty films of almost one thousand submitted.

Student Leadership

2012 was another successful year for the Glenwood High School prefect body. They identified early in the year their major focus areas for the school, namely, anti-bullying and school spirit, and set about implementing a variety of strategies and activities to tackle these areas.

As a result, their first main focus was improving school spirit throughout Glenwood High School, with the specific aim of increasing inter-grade interaction. The introduction of 'Fun Friday' lunchtimes, with music and games in the quad was a big hit, with students from all grades participating. Another successful school spirit initiative was the handball competition, pitting students and teachers against each other in a battle of hand-eye coordination. The final activity for the year, and a farewell to the outgoing prefect body was the inaugural game of 'frocce', again pitting students against teachers in a frenetic game of soccer (in frocks).



The other main issue identified by the prefect body was that of bullying within the school. Continuing the wonderful work begun by the 2011 prefect body, and in consultation with key players within the school, such as the executive and senior executive, the prefect body designed a series of strategies to promote anti-bullying. Chief among these was the introduction of the String Movement, designed to remind students of the impact of bullying and the importance of taking action as a bystander. The String Movement was introduced through a series of assemblies, where students were urged to take a stand against bullying. Following the assemblies, the students re-signed the anti-bullying pledge and were given a piece of string to wear around their wrist as a reminder to work together to stop bullying.

2013 promises to be another big year for the prefect body, as they continue increasing school spirit, and expand their action plan to include improving the school environment and refocusing on our Positive Behaviour for Learning expectations.

Careers and Transition

This year saw the first Transition Adviser from Glenwood High School being trained for the position. The training involved a three day course held in October, which thoroughly explored the role and responsibilities of a Transition Adviser.

The Transition Adviser position comes under the umbrella of the School to Work Program, which focuses on supporting students in their successful transition from school to further education, training and employment through planning transition pathways, exploring career futures, strengthening student outcomes through vocational learning and building networks and connections.

Since the creation of the position, a week of at-school work experience was organised for a group of Year 10 students, which involved the building and completion of a project on the school premises. The Australian Brick and Blocklaying Training Foundation (ABBTF) sent an industry qualified trainer to undertake a week long project in which the students were taught about reading plans, WH&S, manual handling and bricklaying. The ABBTF also endeavours to match

young people interested in an apprenticeship with suitable employers.

The Future Directions program targets Year 9 students who are identified for a number of reasons such as early disengagement, needing early intervention for career direction due to increased school leaving age, academic difficulties, natural inclination towards a “hands-on” career, disorganisation and concern of non-completion of requirements in Year 9 and Year 10 and the need for social development.

Targeted students and their parents were invited to a parent information evening which took place in late November. At the time of writing, thirteen students are confirmed to participate in the program in 2013. The program takes the form of regular meetings with students to monitor assignment and assessment task organisation, exploration of career direction, completion of any relevant courses and work experience and employer contact opportunities. Integrated into the program is the Rock and Water program, which focuses on self-knowledge and personal growth.

During 2013, a few targeted students in Year 10 will be withdrawn from careers lessons to work through a more individualised program of career focused material.

To function effectively, the Transition Adviser works within a team. The Learning Support Team, which already meets fortnightly, also focuses on transition and career matters.

Art Club

This year has been a successful year for the Art Club. Junior and senior students have worked hard on their self-directed work, competitions and HSC bodies of work. The work was set up to foster the talents of Glenwood High School students. Students have been developing, building and transforming themselves through their own practice, whether that is photography, film, painting, drawing, ceramics or sculpture. They have been able to fulfill their potential and achieve success in the creative arts.

Students in Art Club have been entering and are being selected for a range of DEC competitions and art competitions in general. Several students were selected to showcase their work in

Operation Art at the Westmead Children’s Hospital.



The DEC Arts Unit conduct a sister cities exchange exhibition between NSW school students and students from Nagoya, Japan. Four students participated in the selection process. Out of these four students, two went to Japan following their outstanding efforts.

The Blacktown Art Centre’s annual Children’s Art Prize had a few outstanding works entered. Every year we have a large group of students enter the prize and this year was no exception. Two students created very impressive sculptures. Art Club endeavours to foster the talents of all our students, at all levels, to achieve success in education and in life through the arts.

Progress on 2012 targets

For 2012, Glenwood High School set five specific targets to measure the school’s effectiveness in a number of areas.

Target 1

To increase teacher capacity and leadership capability through the effective implementation of Professional Learning Plans and improved EARS and TARS processes.

Glenwood High School prides itself on having a highly skilled staff that engages in professional learning experiences on a regular basis. In order to further focus our teaching staff on the need to reflect on their teaching practice and refine their skills, the school implemented a program involving the use of Professional Learning Plans (PLPs).

Our achievements included:

- A PLP template was developed by the school executive team, focusing on skills that teachers wish to enhance.
- The Professional Teaching Standards of the NSW Institute of Teachers were used to allow teachers to critically reflect on their professional growth.
- Classroom teachers were afforded the opportunity, as emerging leaders, to reflect on the selection criteria for executive positions as a part of the PLP process.
- There was a requirement for teachers to use our school targets when reflecting on their teaching practice and planning self-improvement.
- A PLP specifically designed for executive staff was created to align with the responsibilities of executive staff in terms of leading and managing education programs and staff.
- An executive conference in 2012 focused on refining the PLP process to ensure that school systems met the needs of classroom teachers and executive staff.
- A TARS/EARS timeline was used to outline the school's expectations and consistent processes to implement strategies focusing on feedback and observation.
- A clear focus on the analysis of HSC results through critical reflection on value-added results, teaching and learning strategies, resources, trend data and ALARM pedagogy as a part of our TARS/EARS processes.

Target 2

To increase the number of students achieving higher bands in the 2012 HSC by 1%.

Glenwood High School has now had four cohorts of Year 12 students complete the HSC. The school is aware of the need to develop a high performance culture reflected in strong HSC results, in order to establish a strong academic reputation for the school. For the past three years, the school has performed very well in the HSC and the school achieved similar results in 2012.

Our achievements included the following. For the purposes of this analysis, the first figure outlines

the results from 2011 and the second figure outlines the results from 2012. In terms of 'higher bands', this refers to the number of students achieving Band 5 or Band 6 results.

- English (Standard): An increase from 6.6% to 9.8% of students achieving Band 5/6 results.
- General Mathematics: An increase from 15.7% to 17.7% of students achieving Band 5/6 results.
- Biology: An increase from 17.8% to 22.6% of students achieving Band 5/6 results.
- Physics: An increase from 34.6% to 48.4% of students achieving Band 5/6 results.
- Business Studies: An increase from 32.7% to 34.0% of students achieving Band 5/6 results.
- Economics: An increase from 17.6% to 25.0% of students achieving Band 5/6 results.
- French Beginners: An increase from 16.7% to 37.5% of students achieving Band 5/6 results.
- Engineering Studies: An increase from 21.4% to 40.0% of students achieving Band 5/6 results.
- Information Processes and Technology: An increase from 22.7% to 29.6% of students achieving Band 5/6 results.
- Software Design and Development: An increase from 7.4% to 7.7% of students achieving Band 5/6 results.

There is a need to focus on the following courses, which recorded less students receiving results in the higher bands than in 2011: English (Advanced), Mathematics, Chemistry, Earth and Environmental Science, Ancient History, Legal Studies, Modern History, Indonesian Beginners, Design and Technology, Food Technology, Dance, Visual Arts, Community and Family Studies and PD/H/PE.

Overall, the school once again achieved very pleasing HSC results in 2012.

Target 3

To maximise student engagement in learning through positive recognition of student academic and social achievement as measured by PBL Data.

Glenwood High School is a school that adopts a Positive Behaviour for Learning approach in many facets of school systems and organisation. Our aim in 2012 was to maximise student engagement with the use of our PBL rewards system.

Our achievements included:

- There was a greater staff focus on PBL as a result of the creation and use of the PBL Handbook to assist staff members in understanding the school's commitment to PBL and the school's rewards system. The PBL Handbook was accompanied by a 'welcome package' to ensure a high level of commitment to PBL by our new staff members.
- A review of the school's PBL matrix took place at the end of 2012 to ensure it remained relevant to the school's context.
- The school's house system was reinvigorated in 2012, with a renewed commitment to the house structure based on ideas presented by the prefect body and school leaders. This was supported by the appointment of a teacher as House Coordinator to oversee this new initiative. Members of Boronia, the winning house in 2012, attended a reward afternoon.
- Changes were made to the iSchool welfare system to enable teachers to assign house points to students in order to help recognise and reward positive behaviours.
- Regular reward morning teas were held by our year advisers as a motivator for improved behaviour and to recognise the positive achievements of those students that reflect the school and themselves in a positive light.
- The names of students who received awards were recorded on raffle tickets at assemblies, with the drawn winner receiving a canteen voucher.

Statistics reveal that hundreds and hundreds of house points were assigned to students in 2012. As this was the first year of operation of the house points system, we are unable to compare this result with previous years. However, it does set a benchmark and allows for comparisons to be drawn in future years.

In terms of PBL and iSchool data, the following categories recorded a decrease from 2011 to 2012:

- phone misuse
- computer abuse
- theft
- negative social interaction
- lateness
- out of uniform
- banned items

There were small increases in some other categories, in line with growth in student enrolments.

It was very pleasing to see that the commendations doubled from 1,176 in 2011 to 2,089 in 2012. This is a reflection of the school's commitment to PBL principles and the notion that positive behaviour needs to be recognised, rewarded, taught and encouraged.



Target 4

To focus upon reading and writing in Year 8 2012 to increase the percentage of students in the higher two reporting bands, with the end result of having Year 9 students in 2013 being in the top two bands increase from 21% in reading and 19% in writing, to 31% in reading and 29% in writing in the 2013 NAPLAN assessment.

Glenwood High School has a strong commitment to teaching literacy and numeracy across the curriculum within the context of a variety of KLAS. The school has focused on reading and writing with Year 8 in 2012 in an attempt to improve these results for the same cohort of students when they are in Year 9 in 2013.

As a result, there is no statistical data in relation to this target, as it is a two-year target. However, the following occurred in order to help achieve this target:

- *Writing Success for Stages 4 and 5:* This involved a whole school focus on boosting the teaching of writing across all KLAs. This program involved targeted professional learning for all teachers in the explicit teaching of explanation writing for Stage 4 students and exposition writing for Stage 5 students. Strategies included effective scaffolding and modelling of good writing, and the development of consistent marking guidelines for each text type.
- *Decoding Texts – Developing Reading Comprehension:* This workshop developed the capacity of teachers to train students in the application of effective chunking, skimming and scanning techniques, assisting them in identifying key words in comprehension questions and locating these key words in the passage. These strategies were embedded into all KLA teaching programs as part of a literacy team initiative.
- *Plans for 2013:* A program focused on core literacy skills was developed for use with Year 9 in 2013 during Connect classes.



Target 5

To embed the teaching of numeracy across all subjects in order to increase the number of students achieving above the state average by 10%.

Glenwood High School has performed well historically in numeracy in NAPLAN. This target demonstrates the school's commitment to ensuring that numeracy is given particular attention as a skill set that exists within many KLAs.

Our achievements included:

- In 2012, the school's average for Year 7 numeracy was 545.2 compared with the state average of 545.6. As a result, the school was only marginally below the state average. On a positive note, the school exceeded the regional average, which was 537.9. There were 4.7% of Year 7 students below the minimum standards in numeracy. The school was underrepresented in the Band 9 (highest) category as 14.5% of Year 7 students in the state received Band 9 results whereas only 12.0% of our Year 7 students achieved Band 9 results. Pleasingly, students at Glenwood High School were overrepresented in both Band 7 and Band 8.
- In 2012, the school's average for Year 9 numeracy was 589.9 compared with the state average of 594.8. As a result, the school was only marginally below the state average. On a positive note, the school exceeded the regional average, which was 585.8. There were 2.5% of Year 9 students below the minimum standards in numeracy. The school was underrepresented in the Band 10 (highest) category as 13.9% of Year 9 students in the state received Band 10 results whereas only 9.5% of our Year 9 students achieved Band 10 results. On a positive note, students at Glenwood High School were overrepresented in both Band 8 and Band 9.
- Participation in the annual Australian Mathematics Competition.
- Excursions to enable students to develop a 'real world' understanding of the practical application of numeracy skills.
- A new team structure for 2013 has been agreed to, which will see the literacy and

numeracy team split into two separate teams, one focusing on literacy and the other focusing on numeracy. This will provide greater focus on numeracy issues in 2013 and beyond.



School Evaluation

NSW public schools conduct evaluations to support the effective implementation of the school plan. In 2012, the Norwest Communities of Schools undertook an evaluation of Stage 3 to Stage 4 transition. This resulted in the establishment of the 'Continuum of Learning' project. Students and staff at Glenwood High School in conjunction with all four feeder primary schools were surveyed to determine student needs. Focus areas were established and a plan was devised to support middle year students. The Norwest Community of Schools recognises that these are the years when experiencing positive relationships, being genuinely engaged in learning and developing high self-esteem, have a major and lasting impact on each young person.

Research further supports this and indicates that young adolescents and 21st century learners benefit from a supportive learning environment that engages, challenges and motivates them as learners, community members and leaders. Their connections to each other, their family, community and school are central to developing their resilience, tenacity, independence and intellectual growth.

In 2012, the Middle School Transition Team of the Norwest Community of Schools designed a framework that reflects the DEC NSW Model for the Middle Years of Schooling and Transition. An agreed focus with all stakeholders was

established and a grant sought to provide a working platform. From data collected through student and staff surveys, three focus areas were chosen:

- common information, terminology and language skills
- technology that addresses and meets the needs of 21st century learners
- staff understanding of the backgrounds of students, individual education needs and support requirements

In 2012, the 'Continuum of Learning' project focused on the first focus area, namely, common information, terminology and language skills.

A team was established including members from all schools in the Norwest Community of Schools and local community libraries. Professional learning days focused on 'scaffolding', where new learning takes place on the foundation of what is already known and can be done. The team, comprising library and learning support staff from all five schools (including Library staff from Stanhope and Blacktown Municipal Libraries), identified information literacy as a key skill and felt that our community of learners need a coherent spiral of instruction and practice through their years of schooling from Kindergarten to Year 12 to skill them to become lifelong learners and competent users of information. A profile of students as researchers was created by asking the following questions: What did our students already know? How were they previously taught? What did the continuum of skills in high school look like? How did our students use their home libraries? Did they use the internet or local public libraries?

Glenwood High School collaborated with our feeder primary schools and the public libraries to develop a mutual understanding of skills, terminology and language taught to develop common indicators as a basis for collaborative planning. Staff engaged in professional development, dialogue and networking to support continuous improvement of practice. As a result, staff from all five schools and the community libraries were able to:

- share common factors that influence learning in high school and primary school

- develop common terminology, enquiry research skills and practices
- gain awareness of the learning characteristics and background of Year 6 into Year 7 students
- increase understanding of library support services, practices and programs available to students and our wider school community
- review and refine current library focuses to ensure that libraries support smooth transitions in learning from primary to high school.

The team investigated special programs and activities offered at each school related to Year 6 to Year 7 transition, special features or significant focuses in each school, use of technology, library basics, additional programs and an overview of each library. The team discussed special transition groups as a learning focus including; GAT, ESL, cultural and special needs students. Common learning approaches were developed for all schools in the areas of information skills, guided inquiry, learning styles and approaches, library services and support for teaching and learning.

In conclusion, cyclic, action-based research and collaborative approaches will continue to ensure a student-centred learning community.

In 2013, the 'Continuum of Learning' project will further support common information, terminology and language skills as well as establish and develop common terminology, enquiry research skills and practices to continue to support the transition of students from Stage 3 to Stage 4 and beyond.



Parent/Carer, Student and Teacher Satisfaction

In 2012, the school sought the opinions of parents, students and teachers about the school through surveys, interviews and forums in relation to the quality of school life.

Over 80% of students noted their teachers treat them fairly, listen to what they say and help them to do their best at school. Students on the whole believe that they always achieve a satisfactory standard in their work and that teachers give them the marks they deserve.

75% of students feel confident in their peer relationships and believe it is easy to get to know people at Glenwood High School. These students get enjoyment from being at school and the social aspects of school life. They feel respected by other students and agree that mixing with others helps them understand themselves.

72% of students agreed that the things they learn at school are important and will help them in their adult life, giving them a sound preparation for their future. A similar number of students show pride in being a student and like to learn at our school.

Of concern is the 9% of students who feel lonely and depressed at various times throughout the school year. These students indicate they need more support at school regarding skills to help them cope with school work and peer relationships. Programs planned for 2013 will enable staff to address these concerns.

A number of parents surveyed felt their children were supported academically to achieve to the best of their ability. Parents were particularly positive about the way in which teachers took a personal interest in helping students with their studies and are prepared to give their own time to ensure senior students succeed.

Parents indicated a continued improvement in home-school communication with the introduction of a Glenwood High School Facebook account and the upgraded website. 2013 will see the creation of a Glenwood High School iPhone app to further enhance communication.

The majority of parents expressed a high degree of satisfaction with the school's image and reputation, particularly with regard to the uniform, and the ways in which the students conduct themselves while at school and on outside activities.

Staff surveyed indicated they enjoy working with students and ensuring they are thoroughly prepared for life beyond school. They treat students fairly and with respect and 95% of the time this is reciprocated. Staff would like to see junior students focus on developing their writing and study skills to ensure a smooth transition into senior school. Similarly, the majority of staff feel students need to develop more independent study habits to achieve their full potential in the future.

Professional Learning

During 2012, the TPL Team continued to offer a wide variety of activities throughout the year to support quality teaching and learning. This has included an ongoing focus on the implementation of ALARM (A Learning and Responding Matrix) to support Stage 6 students in all subjects, the DER Laptops for Learning Program and the development of effective Professional Learning Plans for all teachers. Additionally, a priority area for TPL at Glenwood High School has been building teacher capacity to meet the needs of students of the 21st century and to implement the Australian Curriculum.

Pleasing HSC results in 2011, after the introduction of ALARM, led the TPL team to provide consistent professional learning activities to support staff in implementing this pedagogical approach and to further improve the learning outcomes of our students. In faculty groups, staff participated in workshops in which a specific matrix was designed to enhance student capacity to respond in a more detailed and sophisticated manner to the variety of questions encountered in both internal and external HSC assessments and examinations. Additionally, staff members from each faculty were invited to engage in professional learning through observing the implementation of ALARM at a classroom level. This involved networking with and visiting other schools which have effectively embedded ALARM into their curriculum delivery with great success.

In 2013, ALARM will again be a focus area for professional development as we begin to embed its practices into the Stage 4 and Stage 5 curriculum across all KLAs.

Professional Learning Plans and the EARS and TARS processes were revisited throughout 2012 as a means of improving the focus at Glenwood High School on delivering quality teaching and learning. This included workshops on the Professional Teaching Standards and the inclusion of time during faculty meetings and school development days to engage in professional dialogue and reflect on current teaching practices.

Positive student engagement though the effective implementation of technology in the classroom was another focus area in terms of professional development for all staff. Following the successful 2011 faculty-based workshops in the use of Web 2.0 tools and social media in the educational context, staff enrolled in some inspiring workshops led by members of the technology team. These encompassed an array of programming tools, suites and applications that ranged from the simple use of everyday technology in the classroom to more sophisticated and specific digital media. One Note and a host of Adobe solutions, as well as Edmodo and BlogEd featured in these workshops. Meeting the needs of digital natives, through the accessibility of online classroom resources and the use of social media in the educational context, generated rich and strong professional dialogue at these workshops. Additional DER funding allowed specific and further professional development for staff throughout 2012 and the opportunity for faculties to embed ICT more readily into their programs. This will be enormously beneficial to both staff and students through the implementation, in 2013, of programs which address and develop necessary 21st century skills and which create relevant and engaging classrooms, rich in quality teaching and learning.

With the implementation of the Australian Curriculum occurring in 2014, the two school development days which concluded 2012 were focused on addressing key issues relating to teaching and learning in this new educational context. The first of four DEC interactive online courses, 'The Learner and the New Curriculum',

was facilitated at Glenwood High School for all staff in a series of workshops. Using Google Drive, staff worked in 'expert groups' to explore and discuss the mandatory readings for the course, before moving into faculty groups to complete the required activity booklets. The five tabs of the course encouraged teachers to explore the context of the 21st century learner, the diversity of students within the classroom, the skills which will be valued in a rapidly evolving global community and the ways in which pedagogy is developing and adapting to meet these demands. The course was completed with positivity and purpose, inspiring teachers to reflect on the valuable contribution we make in the shaping of lifelong learners.

At the executive level, conferences throughout 2012 focused on key management and educational leadership issues and have linked to the development of school targets. Some of the topics included:

- equitable timetabling and resourcing
- evaluating PLPs and the TARS/EARS process
- moving to the National Professional Teaching Standards
- use of SMART data
- analysis of NAPLAN/HSC results
- planning for the 21st century learner and the Australian Curriculum

The following matters frame the professional learning context at Glenwood High School:

- Glenwood High School comprises 112 teaching and executive staff (including part-time and temporary staff), 17 SASS members, 7 Learning Support Officers, 3 School Counsellors and 2 Technical Support Officers.
- The syllabus implementation budget allowed \$300 to be spent, on average per faculty member, on relevant TPL (a total of \$18,279).
- Additionally, \$54,249 of TPL funds were used to support beginning teachers, the use of ICT, quality teaching, literacy and numeracy, leadership and career development, and welfare and equity.
- A further \$13,093 of DER tied grant money was used to support professional development and up-skilling of staff in implementing technology in the classroom.

- Total school expenditure on teacher professional learning for 2012 was \$87,281.
- All teaching and executive staff, counsellors and LSOs participated in all school development days. SASS attended TPL activities on these days as directed by the Principal.
- In 2012, Glenwood High School supported 7 New Scheme Teachers working towards accreditation.
- Additionally, Glenwood High School supported 31 New Scheme Teachers maintaining accreditation at Professional Competence.



School Planning 2012—2014

The school planning policy provides direction for the preparation and implementation of school plans including the identification of priority areas, intended outcomes and targets that are consistent with the NSW State Plan and the Department's planning documents.

School priority 1

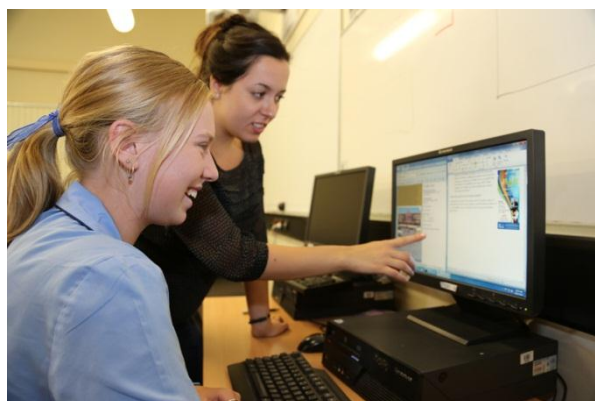
Target and outcome for 2012–2014

To increase teacher capacity to engage students and develop their requisite skills for the 21st century through innovative, explicit pedagogy and quality teaching practice.

Strategies to achieve this target include the following:

- A focus on the new Australian Curriculum during our Term 4 school development days in 2012 with use of 'The Learner and the New Curriculum' training package from the DEC. This training package will be revisited again in 2013 to provide a framework for introducing the new Australian Curriculum, its focus on 21st century skills and the pedagogy that provides the basis for its implementation.
- The implementation of a school conference in lieu of Term 4 development days in 2013 that focuses on quality teaching and assessment. This will provide teachers with the opportunity to implement strategies learned at this conference during 2013.
- The ICT team will continue to focus on locating new programs, websites and applications to improve the 21st century skills of students.
- Our Head Teacher – Mentor will continue to provide support to new teachers throughout 2013, however, this program may not continue into 2014 and beyond. As a result, responsibility for supporting new teachers will transition to our Head Teacher – Teaching and Learning, to ensure that new teachers continue to receive targeted assistance.
- The Transition Adviser program, first implemented in 2012, will continue to evolve and help those students transitioning to work and/or other training, in terms of ensuring they have 21st century skills that are relevant to the workplace.
- Under the Every Student, Every School initiative, the school will continue to use our Learning and Support Teachers to engage students at risk through targeted intervention and the development of specific strategies to re-engage these students.

- At the end of 2012, a new Head Teacher – Secondary Studies was appointed to the school which led to a review of the school's non-faculty head teachers and reallocation of whole school responsibilities. As a result, 2013 will see the evolution of this role and other head teacher roles, in terms of improving whole school assessment practice and pedagogy.
- The school's Professional Learning Plans will continue to be used to help teachers to self-reflect and improve their pedagogy, explicit teaching practices and quality teaching strategies.
- Executive conferences will continue to be used to develop and support head teachers and enhance their leadership skills. This will contribute to the school's focus on developing 21st century skills and improved pedagogy.
- Collegial planning with our feeder primary schools, especially with regard to the use of ICT, to provide a more seamless transition for students from primary school to high school.



School priority 2

Target and outcome for 2012–2014

To increase the number of students moving into a higher band in the 2013 HSC by 1%.

Strategies to achieve this target include the following:

- Continuation of the HSC Improvement Program which involves regular meetings of Year 12 teachers throughout the year. These sessions focus on information sharing and the use of explicit teaching strategies to target improved performance. Highly experienced teachers with a history of teaching HSC

courses and involvement with Board of Studies processes present sessions to ensure their knowledge is passed onto other teachers, especially those who may be teaching an HSC course for the first time.

- Continuation of the focus on ALARM pedagogy, A Learning and Response Matrix, that is particularly useful in providing a specific framework for answering HSC-style questions. In 2012, professional learning involved visits to other schools for teachers to view best practice in relation to the implementation of ALARM and this is expected to continue in 2013. In addition, regular sessions on ALARM pedagogy will be incorporated into the HSC Improvement Program to ensure that students see a whole school approach to writing and responding. A particular focus for 2013 will be on expanding ALARM into junior classes.
- The learning support team will continue to provide support for senior students in completing their HSC.
- Use of study skills and stress management sessions for senior students to ensure that they have the skills to deal effectively with the pressures of being a senior student.
- Celebration of HSC results from 2012 to build the confidence of the 2013 cohort.
- The school's Professional Learning Plans will continue to be used to further improve the ability of teachers to deliver Stage 6 courses.
- Enhanced subject selection procedures to match students with the best subject for them, based on student interest and ability.
- Relating teacher professional learning and practice to the seven elements and further stages of the Professional Teaching Standards of the NSW Institute of Teachers.
- Creation and implementation of a whole school assessment template to ensure consistent best practice across the school.

School priority 3

Target and outcome for 2012–2014

To increase the percentage of Year 9 students achieving more than the state average in the top two bands in reading and writing in NAPLAN.

Strategies to achieve this target include the following:

- Establishment of a separate literacy team (which was combined with the numeracy team in 2012) to focus on particular literacy issues across the school and plan for improvement. This team will meet approximately twice a term and help teachers develop strategies for the integration of literacy activities into teaching programs for all KLAS. Each faculty will be represented on the literacy team and this representative will work with their own faculty on implementing programs to support and improve the teaching of literacy. In addition, students will be expected to engage in private reading during Connect on Fridays to improve their reading skills.
- Development of lessons to be used during Connect time that focus on key aspects of literacy prior to the NAPLAN tests. These lessons will target particular literacy skills and use explicit teaching strategies to provide a whole school approach to the teaching of literacy skills during this time.
- Continuing to use the learning support team structure to identify students who require targeted intervention in literacy and then make recommendations to the Learning and Support Teachers on the nature of this intervention and support.
- Ensuring that each faculty focuses on the explicit teaching of persuasive writing in a number of contexts.
- Use of the library's resources to encourage reading through displays that change regularly.



School priority 4

Target and outcome for 2012–2014

To increase the number of Year 9 students achieving above the state average in numeracy in NAPLAN.

Strategies to achieve this target include the following:

- Establishing a separate numeracy team (which was combined with the literacy team in 2012) to focus on particular numeracy issues across the school and plan for improvement. This team will meet approximately twice a term and help teachers develop strategies for the integration of numeracy activities into teaching programs for all KLAS. Each faculty will be represented on the team and this representative will work with their own faculty on implementing programs to support and improve the teaching of numeracy.
- Continuing to use the learning support team structure to identify students who require targeted intervention in numeracy and then make recommendations to the Learning and Support Teachers on the nature of this intervention and support.
- Encouraging participation in the Australian Mathematics Competition and other competitions with a numeracy focus.
- Focusing on integrating quality teaching into the teaching program of each faculty supervised by head teachers and supported by our TARS process, including the use of Professional Learning Plans to support staff.

School priority 5

Target and outcome for 2012–2014

To maximise student engagement in learning through positive recognition of student academic and social achievement as measured by PBL data.

Strategies to achieve this target include the following:

- Continuing to build the new house structure to develop a sense of pride, teamwork and

school spirit, centred on the school's PBL expectations.

- Changing the structure of quad assemblies so that students stand in house groups to further develop a sense of house spirit.
- The provision of social support to students and encouragement to use the school's PBL rewards programs to aim for the medal of excellence and celebrate success.
- Building on the work of the House Coordinator, first established in 2012, to further improve student engagement and commitment to the school's PBL expectations.
- The installation of more ICT facilities including interactive whiteboards to assist teachers in providing more engaging and stimulating lessons.
- Use of the Quality Teaching Framework in professional learning experiences to focus on the quality teaching domain of significance.
- Use of Professional Learning Plans with teaching staff to enhance their skills as teachers and enable them to critically reflect on areas for development.
- The continuation of refinements to iSchool and school systems to ensure that the recording of house points, welfare incidents, commendations and other information can occur efficiently in a user-friendly manner.
- The use of PBL data at PBL meetings to further enhance the school's ability to develop targeted interventions.

About this report

In preparing this report, the self-evaluation committee has gathered information from evaluations conducted during the year and analysed other information about the school's practices and student learning outcomes. The self-evaluation committee and school planning committee have determined targets for the school's future development.

The following staff members contributed to the writing of this report:

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<http://www.schools.nsw.edu.au/asr>