

RESPECT YOURSELF

RESPECT OTHERS

RESPECT PROPERTY

RESPONSIBILITY FOR ACTIONS

READY FOR LEARNING

2017

# Glenwood High School

## Annual School Report



Opportunity Through Learning

## Our school at a glance

### Principal's message

2011 has been an important year for the consolidation of skills and the improvement of student learning outcomes at Glenwood High School. In the first half of the year teachers concentrated on the teaching of writing skills and extended written responses in both the junior and senior classrooms. This collective focus resulted in a pleasing improvement in the NAPLAN writing scores where Year 9 students demonstrated the competent ability to write a persuasive text in the form of an exposition. Teachers of Year 11 trained in the ALARM (A Learning And Response Matrix) approach to support the teaching of extended written responses required for success in the Higher School Certificate examinations. These explicit teaching strategies support students in their quest to address all criteria set for HSC extended responses. Training and implementation will continue in 2012 with an anticipated improvement in HSC results.

Student leadership was a focus in 2011 with the Year 12 Prefect body proactively tackling the issue of bullying. In Term 2 the Prefects organised and led three assemblies reaching out to all students at the school and inspiring them to take a stance against bullying. Although Glenwood High School does not have any more instances of bullying than any other school, it was rewarding to see the student leaders taking such responsibility towards the moral education of their peers. In particular, the Prefects motivated the bystanders who see bullying happening but do not take a stance against it. The assemblies culminated in the taking of a pledge and the signing of a book as a symbolic gesture to encourage students to 'do their bit' against bullying. The response was overwhelming with well over 1,000 students signing the pledge.

2011 saw the creation of a new executive position, Head Teacher Student Retention. This position focused on monitoring student attendance and investigating curriculum to

address the needs of students not suited to the academic pathway of the traditional HSC. A group of students were invited to participate in 'Planning My Future' and they have been thoroughly engaged in the curriculum which focuses on future employability skills and alternate educational pathways.

In 2011 a number of students were 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 all of the student population and in particular, the ways in which they support each other both in and out of the classroom. Glenwood students are globally aware and have the celebrated ability to empathise with others showing a mature talent for seeing the world from another person'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.



**Erla McMaster**  
**Principal**



## **P & C and/or School Council message**

Glenwood High School enjoys the support of an active Parents and Citizens Association which not only provides guidance and input to the school's planning and development processes, but also has been successful in raising funds to enhance school resources. This year a very successful Chocolate Drive was held raising valuable funds for school projects. Members of the Parents and Citizens have also provided invaluable support through work on committees and staff selection panels and have provided assistance in hosting regular visits by overseas students and at various social and sporting events.

**Neville Shields**  
**P & C President**

## **Student representative's message**

In 2011, the Student Representative Council consisted of 21 students from years 7-12. Over the course of the year, members were provided with opportunities to be a student voice in the decision making processes of the school and develop their ability to work collaboratively with others as a successful team. The leadership skills and confidence of many students developed as a result of their commitment to the SRC.

Students were involved in the following school and community projects:

- Offering financial support for students representing the school in extra-curricular activities such as debating camps
- Meeting during CONNECT time to discuss issues of importance and address and act on student concerns and suggestions brought to the attention of the SRC
- Assisting with various school events, such as information evenings, parent-teacher night, harmony day and orientation days, which took place both within and outside school hours



- Supporting and raising awareness of The Leukaemia Foundation through hosting the *World's Greatest Shave*, where SRC students worked collaboratively with hairdressers from the local community and raised over \$2100 through shaving the heads of student volunteers and creating crazy hairstyles
- Fundraising for A21, to assist those who have been affected by human trafficking or those who are at risk of being trafficked
- Encouraging school spirit by holding a successful dance party, Student vs Teacher matches and delivering Valentine's Day roses.
- Actively taking on leadership roles through chairing formal assemblies and announcing events on Tuesday morning assemblies
- Using funds raised through various SRC activities to improve school facilities
- Interacting with students from other SRC bodies throughout NSW at Regional SRC meetings and statewide camps.
- Training other student leaders from the refugee community in Western Sydney

**Sally Smith**  
**SRC Coordinator**

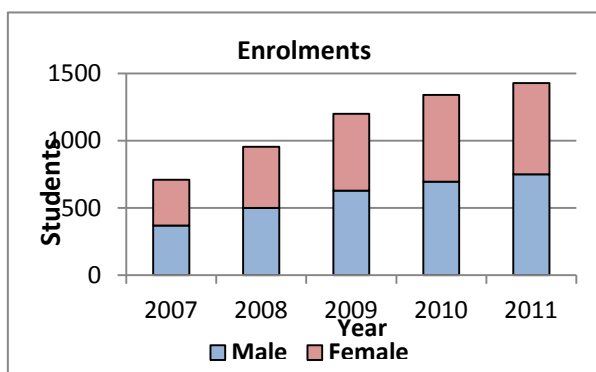
## School context

### Student information

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

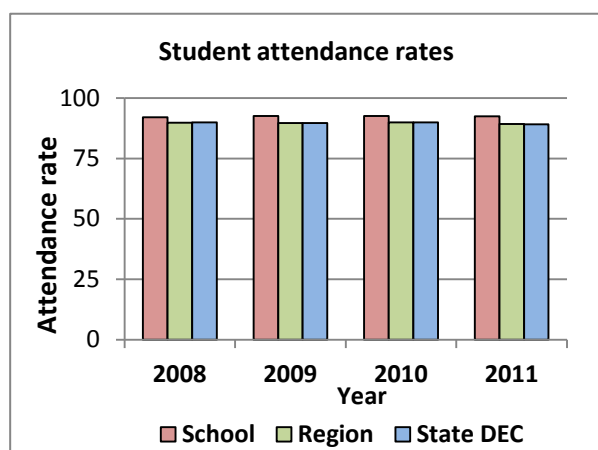
#### Student enrolment profile

Total student enrolment expanded by 7% from the previous year due to generic growth across all year groups. Whilst most enrolment pressure is due to population growth in the area as it develops, there has been some pressure from parents withdrawing their children from private schools. There is an expectation of continued growth for the next few years.



#### Student attendance profile

School attendance rates have continued to exceed both Regional and State levels.



#### Management of non-attendance

Student attendance is monitored weekly by the Head Teacher Administration who liaises closely with the Deputy Principals responsible for each

year group. Parents are notified on a daily basis by SMS if their child is absent from school. Students whose attendance becomes a major cause for concern are placed upon Principal's Programs and monitored closely. Referrals to Head Teacher Welfare, School Counsellor and follow up phone calls, student and parent interviews as well as Home School Liaison Officer (HSLO) involvement are allocated on a needs basis.

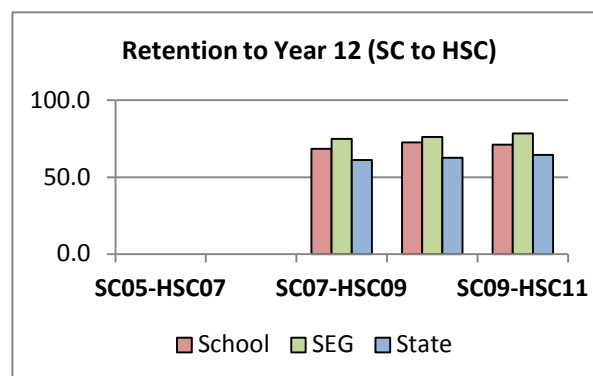
#### Structure of classes

In 2011 Glenwood High School continued to support student needs within its class structure. In Years 7 and 8 there is a gifted and talented class, as well a class established to support students with specific literacy and numeracy needs. All other classes in these two year groups are mixed ability.

Classes for Years 9 and 10 are structured to meet the preferred needs of each KLA. These are either graded or mixed-ability. Students study the core subjects as well as three elective courses. Elective options are determined by student choice.

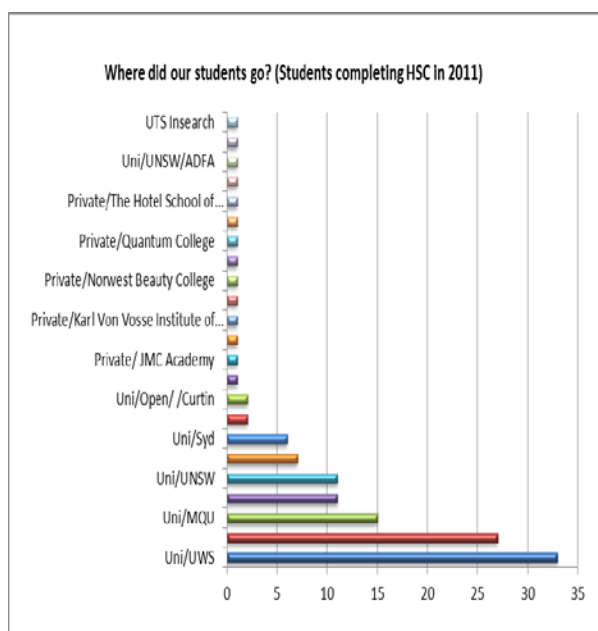
Years 11 and 12 class structure is determined by the subjects students elected to study in the preliminary and Higher School Certificate.

#### Retention to Year 12



Our retention of students into the HSC stayed at approximately 70%, which is well above the State average. Students who left in 2011 typically sought TAFE or trade school options.

## Post-school destinations



All 173 students who sat for the HSC/ Vocational Education equivalent in 2011 were successful in achieving the qualification. Of this number, 110 have chosen to study further. 29 students have selected TAFE and 81 have accepted a place at a University. Several students have chosen to join the Australian Defence Force. Twelve students were un-contactable. The remainder of students have either found employment or are looking for work.

### Year 12 students undertaking vocational or trade training

28 Year 12 students enrol in TVET this year. The subjects studied at TAFE this year on a Monday or Wednesday were:

**Board Developed Courses:** Accounting (10); Automotive (7); Entertainment (4); Information Technology (2); Retail (1); Tourism (3)

**Board Endorsed Courses:** Animal Care (2); Automotive Electrical Sound Systems (4); Baking (1); Beauty Therapy (3); Children's Services (3); Music (6); Outdoor Recreation (3); Plumbing (1); Transport & Logistics (1).

We had one student undertake a Hairdressing SBA.

## Staff information

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

### Staff establishment

Position	Number
Principal	1
Deputy Principal(s)	2
Head Teachers	14.5
Classroom Teachers	80.4
Teacher of Emotional Disabilities	3
Teacher of Mild Intellectual Disabilities	1
Careers Advisor	1
Support Teacher Learning Assistance	0.6
Teacher Librarian	1.4
Teacher of ESL	1.6
Counsellor	1
School Administrative & Support Staff	19
Total	126.5

The National Education Agreement requires schools to report on Indigenous composition of their workforce.

In 2011 staff retention was approximately 96%. Staff have access to leave entitlements such as sick leave. There are no indigenous teaching staff at Glenwood High School.

### Teacher qualifications

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

The school's continued growth and development has necessitated the spending of funds in the area of Capital Programs to support learning technologies in the classroom. Extra funding was allocated to support the continued expansion of the senior curriculum as well as additional resources for the junior school due to an increase in student numbers.

The balances brought forward and carried forward include large amounts of tied and trust funds which are not available for general expenditure but, especially in the case of tied funds, are

mandated by the Department of Education and Training for specific purposes.

The school has held the voluntary contribution at \$70 since 2005. Subject fees are charged to cover the costs of consumables in those subjects with a practical component.

Qualifications	% of staff
Degree or Diploma	100
Postgraduate	10

## Financial summary

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

### Date of Financial summary 30/11/11

Receipts	\$
Global funds	601,108.11
Tied Funds	377,569.00
School & community sources	543,012.09
School operated canteen	0.00
Interest	46,958.02
Trust receipts	61,548.04
Total receipts	1,630,195.26
Balance from 2010	761,068.58
Total funds available	2,391,263.84

### Expenditure

Educational programs:

Key learning areas	222,883.67
Library	20,571.97
Excursions	120,030.31
Extra curricula	153,899.31
Professional Learning	4,694.45
Tied funds	323,790.11
Casual teacher relief	174,687.96
	-----
	1,020,557.78

Administration and office	211,551.26
School operated canteen	0.00
Utilities	75,592.93
Maintenance	6,382.36
Trust payments	57,305.88
	-----
	350,832.43
Total capital programs	22,322.33
	-----

<b>Total payments</b>	<b>1,393,712.54</b>
-----------------------	---------------------

**Balance carried forward 997,551.30**

A full copy of the school's 2011 financial statement is tabled at the annual general meeting of the Parent and Citizens Association. Further details concerning the statement can be obtained by contacting the school.



## School performance 2011

### Achievements

#### Arts

2011 has proved to be another exciting and busy year for the Creative and Performing Arts students and staff at Glenwood High School.

The CAPA courses continue to develop and provide excellent learning opportunities for all students.

Additional workshops and excursions have been organised by staff to enhance and extend the learning in the classroom these have included:

- Year 11 Photography students visited the new collections and the Portraiture exhibition at the Art Gallery of NSW
- Senior Art students visited the Art Express Exhibition and Seminars
- Year 11 Art students visited the Art Gallery of NSW and White Rabbit Gallery to see 2 current exhibitions
- Scriptwriting workshops run by Blacktown Arts Centre for Year 12 Drama

- Singing workshop at the Australian Institute of Music for Year 12 Music
- Easter and July vacation workshops for Year 12 students included Dance, Drama, Music and Visual Arts run by various CAPA teachers.
- Year 12 Music students made a trip to see Encore
- Year 12 Drama students saw OnStage at the Seymour Centre
- Drama students also had excursions to see the productions of 'Ruby Moon' at the Riverside Theatre
- Year 9 Drama participated in a workshop run by the Blacktown Arts Centre "My Name is Sud" which had a multicultural perspective
- Year 9 Drama have also been involved in an inter class Theatre Sports competition
- Year 9 Visual Arts had a lovely day viewing Sculpture by the Sea at Bondi
- Two groups (one girls, one boys) of Gifted and Talented Year 8 students were invited to view the Archibald prize and participate in an accompanying seminar at the Art Gallery of NSW
- Year 7 visited the Zoo as part of their Art and Science studies.

Extracurricular groups run by our dedicated staff have provided extra opportunities for students to extend and further explore their interests.

- The Junior and Senior Dance Ensembles have rehearsed after school every week with our Dance teacher, whose exceptional tutoring and choreography have led to both groups being successful in their audition for the Sydney West

Dance Festival where they performed brilliantly at the Hills Centre in June.



- The Senior Dance Ensemble was also invited to perform in the Pulse performance at the Opera House and was successful in their audition for the State Dance Festival
- The continuation of the Film Club running on Tuesday afternoons has seen a number of budding new film makers
- The introduction of the Art Club on Thursday afternoons has seen many enthusiastic students develop skills in more depth in a number of art areas.

Smaller groups of talented students have also been given further opportunities to develop skills and knowledge-

- Two students were successful in their Dance auditions for the Regional Ensemble, as part of this group they performed at the Sydney West Dance Festival, Pulse, State Dance Festival and Schools Spectacular



- One student was invited to dance in China after a successful year with the Dance Off group
- Artworks by several students were submitted for Operation Art- two of which have been selected to remain at the Children's Hospital as part of the Bear Cottage Exhibition and Elizabeth's work is to be part of the travelling exhibition
- A number of Year 12 Photography students entered the Snap Shot Photographic Prize which is an international competition. One student's work was shortlisted-coming in the top 7.
- A number of Year 7 and 8 student artworks were entered in the Blacktown City Art Prize with two students being equal winners for the under 13 division and a Highly Commended Award given to another - under 12's.



Festival of the Arts was held in Term 4 and showcased the hard work of students and staff in the creative arts classrooms. There was a substantial art exhibition which had works from year 7 through to Year 12 in Visual Arts, Photography and Visual Design. There were performances including the Dance ensembles and items from elective Dance classes, Drama performances from Year 9 and 12 and Music from the elective classes.

Our HSC students have been extremely busy with performance evenings for Drama and Music and an exhibition the Visual Arts Bodies of Work.

Their hard work has paid off with some very exciting news from the Board of Studies about nominations for the exhibitions of HSC excellence. One student's Major study Dance composition was recommended for Call Back.

The efforts of the CAPA HSC teachers, who gave up extra time and made themselves always available to Year 12 students is very much appreciated .

2011 saw Glenwood High School's inaugural musical, Fame. After much hard work and dedication the musical came together and was performed over three nights, with a matinee performance for the primary schools. Fame was a fabulous experience for students and staff and was highly successful.

As well as improving the skills and capabilities of our own students, the CAPA staff has been involved in working with our feeder primary schools with WINGS workshops. Several of our staff were also involved in taster lessons at the primary schools.

Dance and Music students have also performed at our assemblies Feeder Primary schools and as part of Education Week at Stanhope Shopping Centre.

### **Debating and public speaking**

Students from Glenwood High School again participated in the 2011 Premier's Debating Challenges from Years 7-12. The Year 12 team who has debated together for the past six years was again competitive in their Zone. The Year 11 team who has debated together for the past five years finished a close second in their Zone, missing out on the Regional Final by just one win. The Year 10 team won through to the Regional Semi-Finals, only losing to the eventual Regional Winners and State Runners-Up. The Year 9 team defeated several older and more experienced



teams in their Zone debates and progressed to a play-off that was won by the school's Year 10 team. The Year 8 team was undefeated in winning their way through to the Regional Final. The Year 7 team started their Debating careers well and was only narrowly defeated by our more experienced Year 8 team in their Zone.

One Year 10 student was again selected to represent the Western Sydney Region in this year's JSDC (Junior State Debating Championships) to be held at The Women's College, Sydney University in December.

Year 7 & 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, reaching the Quarter-Finals of this particular competition. Year 8 & Year 9 students also participated in inter-class Debating competitions for English classes.

Glenwood High School students also participated in State-organised Public Speaking competitions. A Year 7 student competed in this year's LPSA (Legacy Junior Public Speaking Award) and a Year 11 student competed in PESA (The Sydney Morning Herald Plain English Speaking Award).

## **Sport**

2011 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 second 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 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 Junior Boys Soccer, Open Boys Touch Football, Opens Boys Oz-Tag, Opens Boys Basketball, Junior Boys Basketball, Junior

Boys Cricket, Open Girls Softball, Open Girls Volleyball and Open Girls Soccer.

We sent a number of teams out to compete in the Sydney West Knockout competitions and here we achieved some impressive results. Our Davidson Shield cricket team was a standout, making it through to the fourth round where they went down in an agonisingly close contest. For the first time ever our Girls Open Football team were one of the top two schools in the Sydney West Competition. This led them to be invited to participate in the CHS (Combined High Schools) competition, where they travelled to Newcastle to play a talented Mereweather High School. Unfortunately, they lost in the first round, however, just to make it to this level is a very high achievement.

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 year 7 and competitors only for Year 8,9,10, 11 & 12. 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 carnival. The highlight of the day was the staff gaining revenge from last year's loss in the Staff v Student relay. A clinical display from the teachers blew the student team out of the water.

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

Using these carnivals as a platform, we had a record number of students go on to compete at the representative levels of Macquarie Zone, Sydney West and CHS (state) across all three disciplines of Swimming, Cross Country and Athletics. Two students represented Glenwood

High School in the National Swimming Carnival, two students Won Gold and Bronze Medals at the CHS Athletics Carnival and three students won Gold at the CHS Cross Country Carnival.



We also had a number of individual students selected in the Hills 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 rec sports of Ten Pin Bowling, Ice-Skating, Rock Climbing and Fitness First continuing to be very popular. We also introduced the exciting new sport of Bollywood Dancing into our rec sport options.

This year was also our fifth group participating 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 year. A measure of the program's success was indicated when we achieved another convincing victory in the annual year 7 sporting exchange with John Edmondson High School. Our newest students did a fantastic job in bringing back the trophy for Glenwood High School.

2010 saw the first ever Sports Presentation Assembly. This Assembly recognised the achievements of our Glenwood High School Students. With awards presented by players from the Blue Sox Baseball team. With so many students receiving awards the presentation went quite a bit over time, however, these talented students deserved the 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 GHS would like to 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. A special thanks goes to all the staff members who gave up their time and efforts in coaching, managing and supervising all sporting groups throughout the year. Without the efforts of these teachers, sport at Glenwood would not continue to develop in the way it has over the past few years.

Congratulations on an excellent year in sport, and lets all look forward to another successful and most importantly, enjoyable year in 2012.

### **Academic**

In the National Assessment Program, the results across the Years 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10.

The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

Yr 7: from Band 4 (lowest) to Band 9 (highest for Year 7)

Yr 9: from Band 5 (lowest) to Band 10 (highest for Year 9)

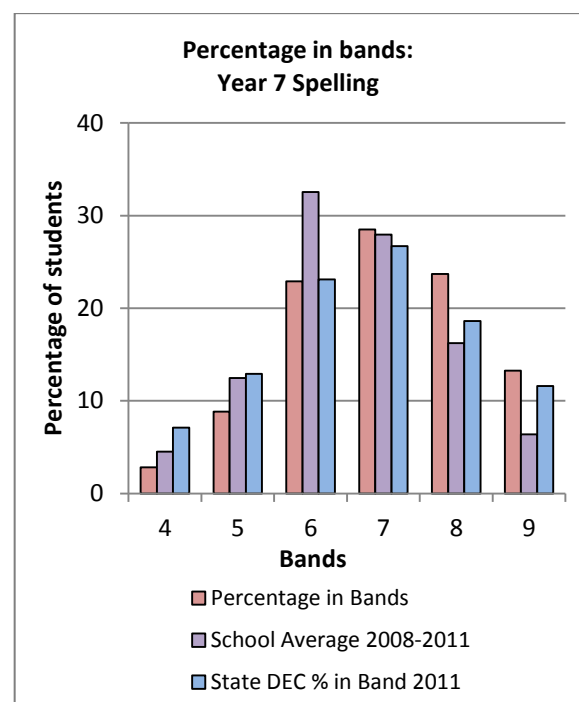
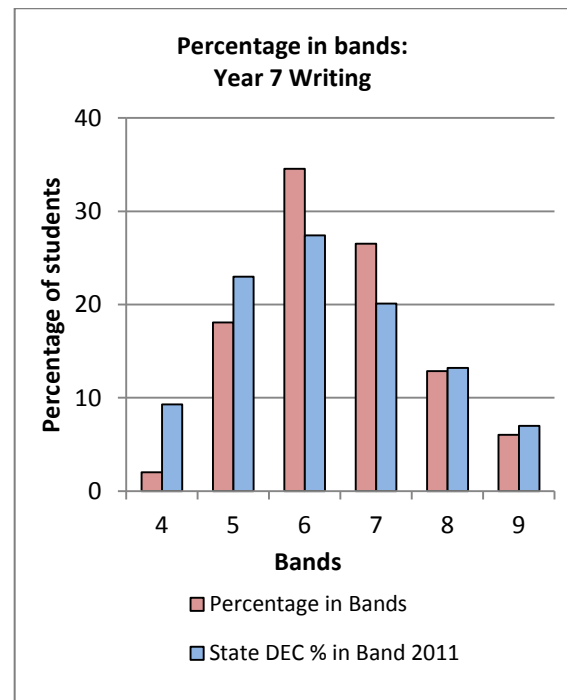
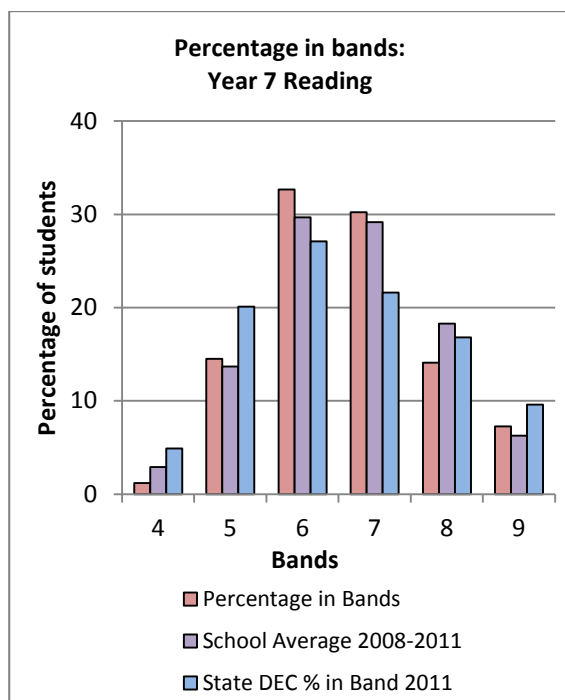
and

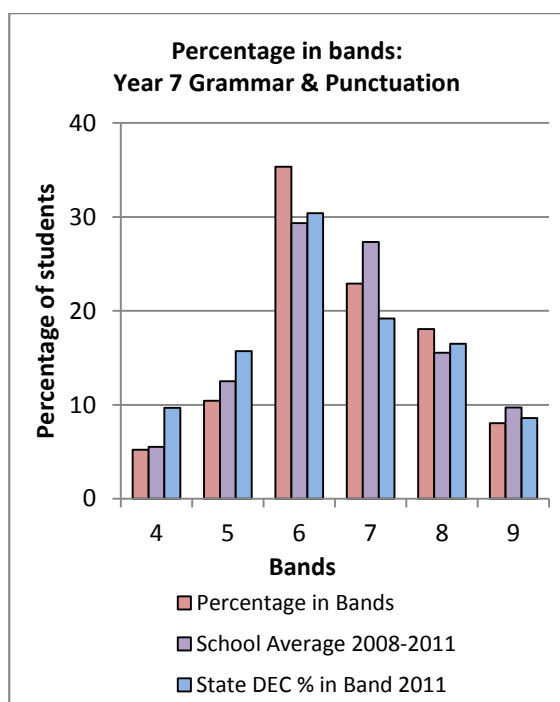
In the School Certificate the performance of students is reported in performance bands ranging from Performance Band 1 (lowest) to Performance Band 6 (highest).

## Literacy – NAPLAN Year 7

Student performance on NAPLAN tests reflect the attainment levels mainly achieved from their primary school learning. This valuable information gives us baseline Data to evaluate the value the high school has added to the students by the time they reach year 9. The school group is indicated in pink. Literacy is comprised of four elements: writing, reading, grammar and spelling. Overall, Glenwood High School performed extremely well in all four aspects of the literacy tests.

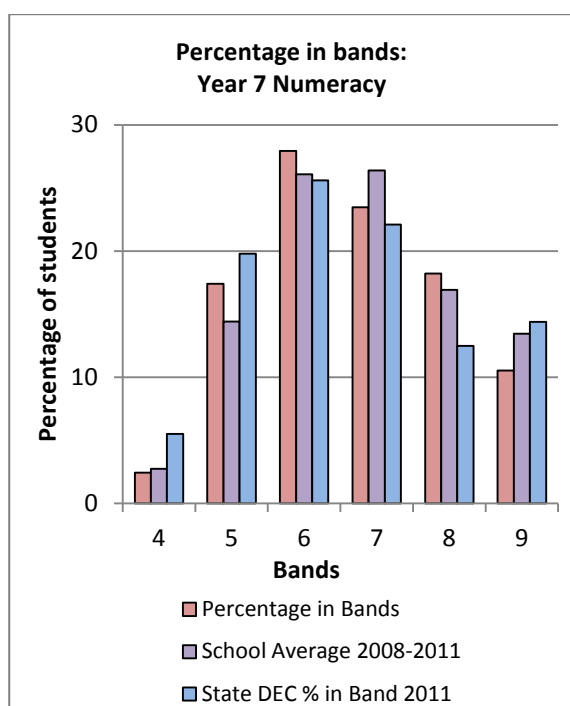
Year 7 NAPLAN results were pleasing in 2011. All areas indicated a substantial number of students were placed in the top two bands. Reading and Writing both contained twenty per cent of students, Grammar and Punctuation twenty six percent, whilst Spelling was a strength at Glenwood with thirty six per cent achieved the top two bands. The majority of students were placed in the middle two bands in all four areas. Moving this middle into the top bands is an area for focus in 2012. There is especially a need to focus upon inference in Reading and structuring Persuasive Text written responses.





### Numeracy – NAPLAN Year 7

Eleven per cent of students achieved the top band in Year 7 NAPLAN, whilst a further eighteen per cent gained a Band 8. Fifty two percent of students achieved satisfactory results in the middle two bands though, it was disappointing eighteen percent achieved a Band 5. The future focus is upon students upwards out of Bands 5 and 6.



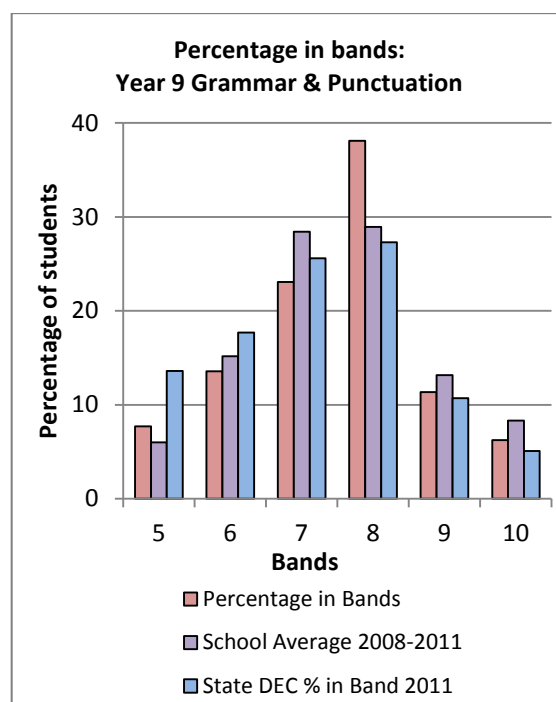
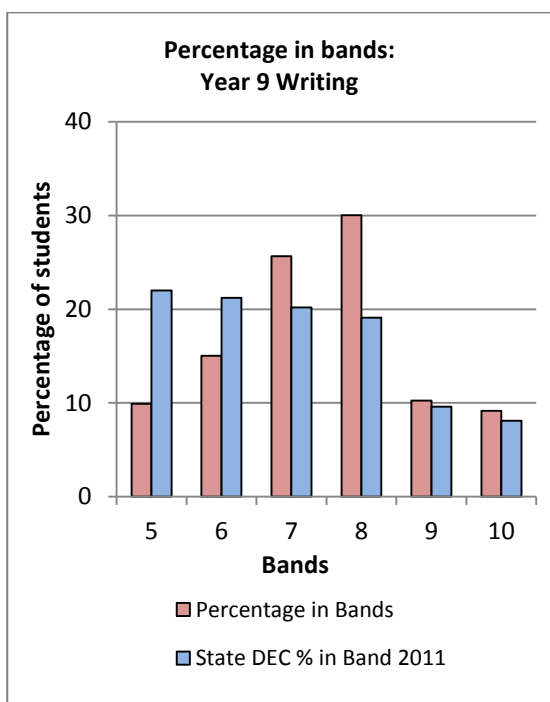
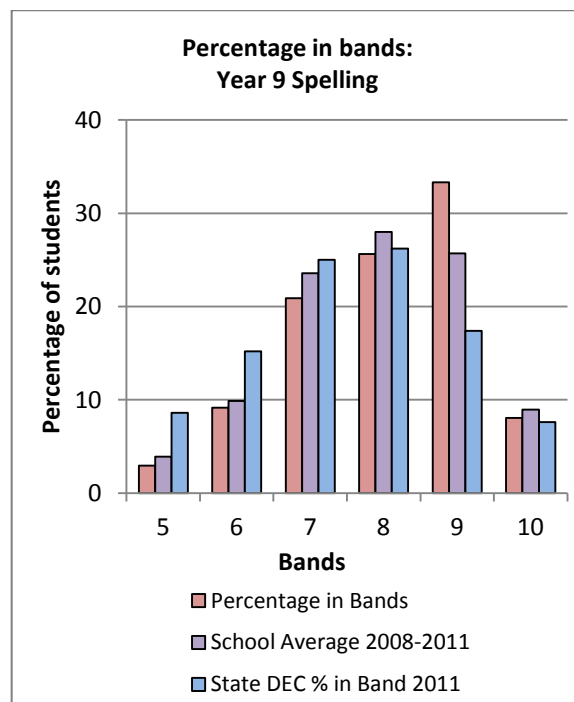
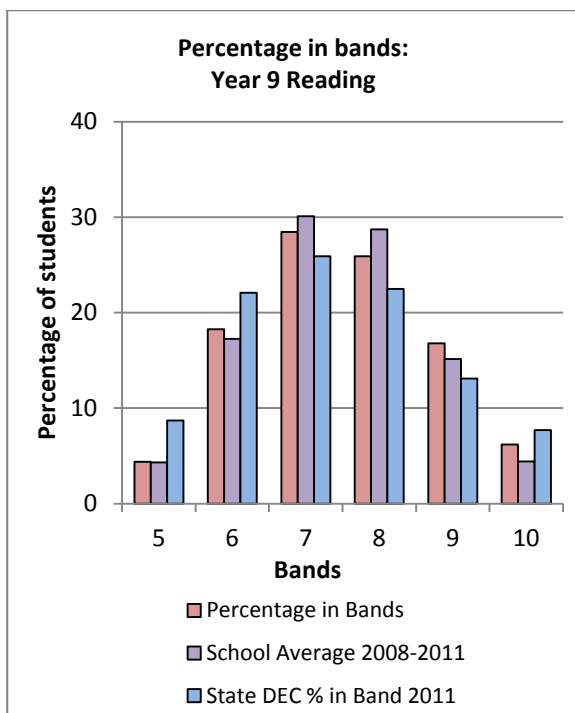
### Literacy – NAPLAN Year 9

Students showed significant value added compared to year 7 results. Twenty four per cent of students achieved the top two Bands in Reading with fifty four per cent of students achieving the middle two Bands. One area for development is decreasing from eighteen per cent, the number of students in Band 6. The focus upon structured reading programs across all KLA's in Years 8 and 9 is planned to improve these results for future years.

Writing, Spelling and Grammar and Punctuation were particularly pleasing for this cohort. In Writing nineteen per cent of students achieved in the top two bands, fifty five per cent were in the middle two bands. There were significantly more students achieving in the top three bands than across the State. One area for improvement is reducing the number of students, twenty five per cent achieving benchmarks in the lower two bands. Whilst disappointing, they were surprisingly lower than the forty three present of State wide candidates achieving in these bands. Across the school emphasis upon structured writing and especially Persuasive Text in Years 8 and 9 will see further improvement.

Particularly pleasing is the ongoing trend of improved results in Spelling with forty one per cent of students in top two bands. This is particularly pleasing compared to twenty six per cent of students State wide. Grammar and Punctuation were also pleasing results with fifty seven per cent of students in the top three bands. Ongoing emphasis in writing, grammar and punctuation across all KLA's is attributed to this impressive result.

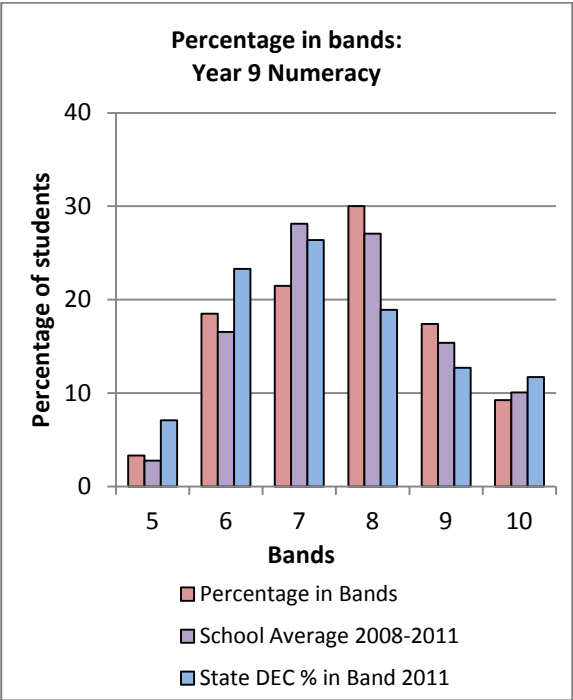




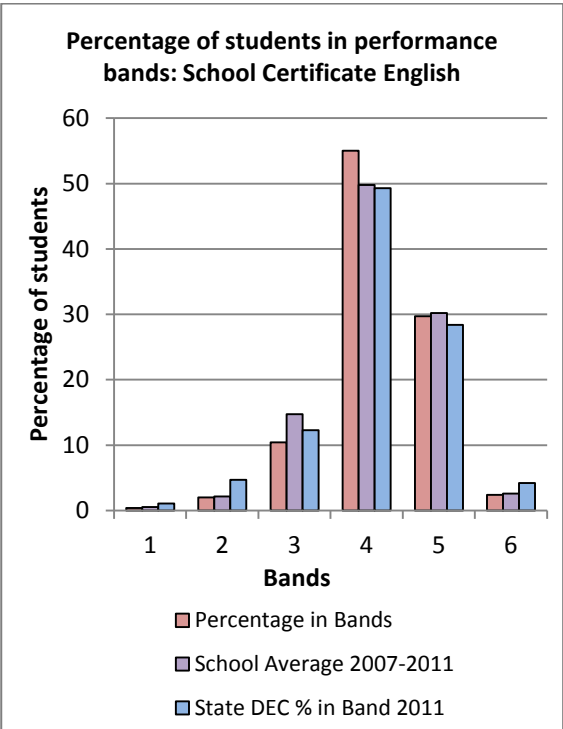
### Numeracy – NAPLAN Year 9

Glenwood's results in Year 9 Numeracy were pleasing as 27% of students achieved in the top two bands compared to 23% average across the State. 52% of students achieved in the middle two bands, including 38% in band 8 alone, significantly higher than across the State. 20% of students achieved results in the lowest two bands, whilst significantly lower than the State average of 31%, it is an area to improve upon. The emphasis will

be a continuation of moving the middle cohorts; just one or two marks for each student will dramatically increase the number of students in the top two bands.

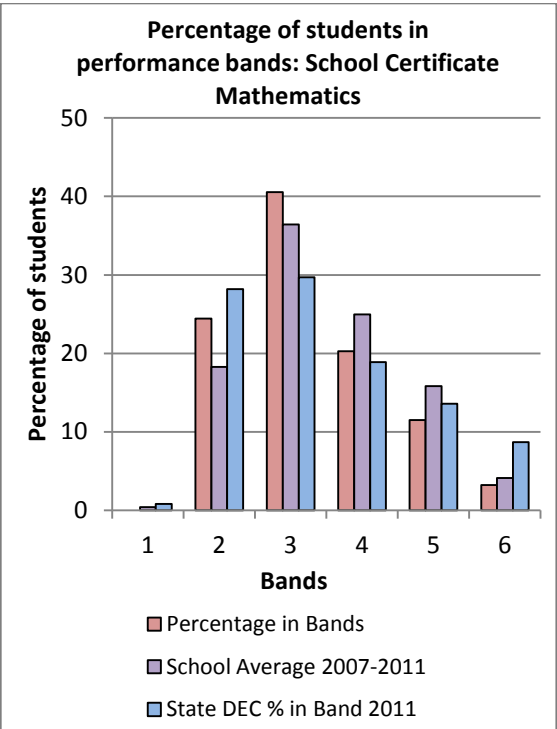


### School Certificate

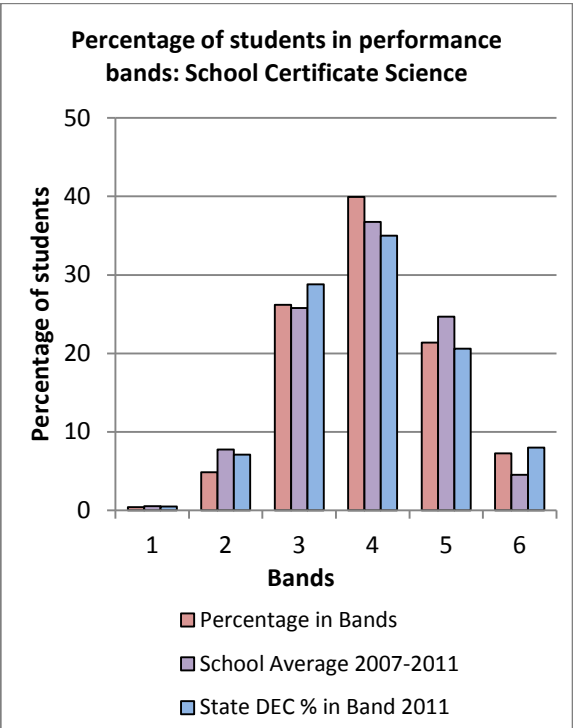


85% of Year 10 students achieved Bands 4 or 5 which is pleasing compared to the average across the State. An area for focus is the emphasis upon improving the writing and comprehension skills of

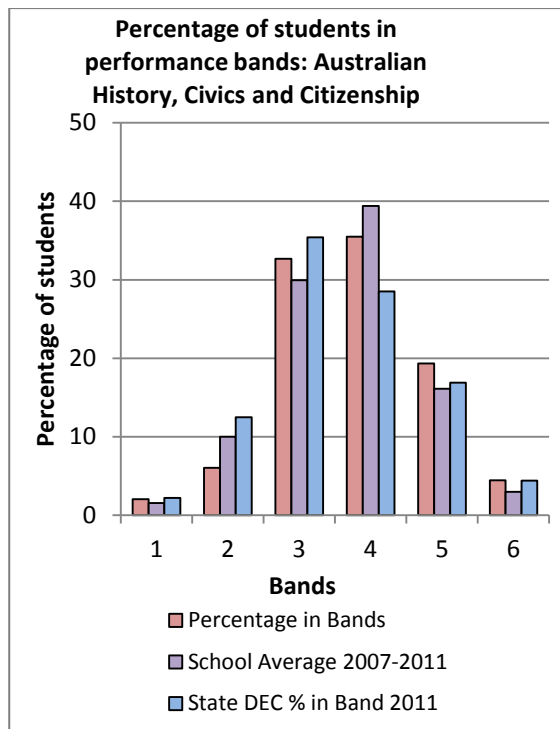
students in these two bands so they reach their potential of gaining band 6 results.



Mathematics results demonstrate a need to focus upon the skill base of students in the middle cohort of bands, pushing them into the higher brackets. 60% of students achieved these middle bands, which indicates a sustained emphasis will bear fruit in the future.

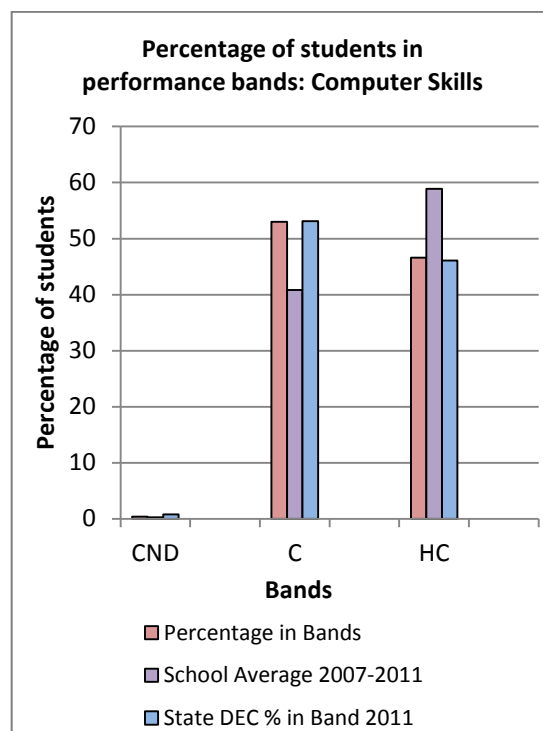
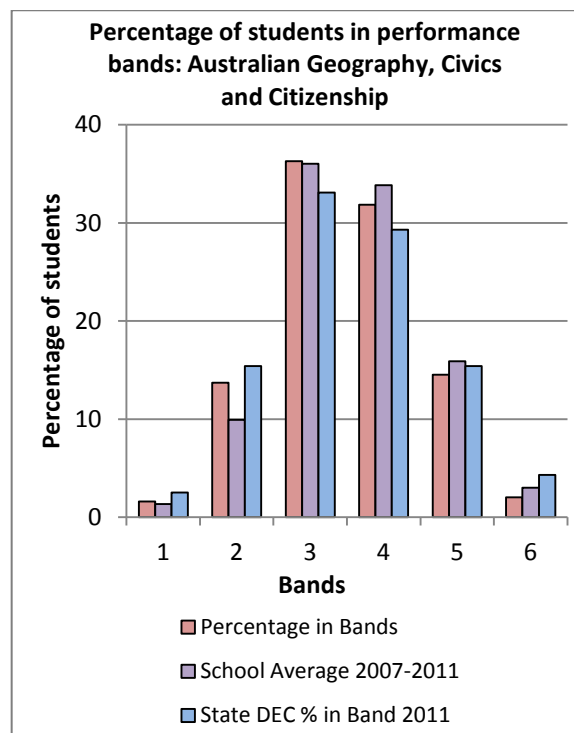


Science results were quite pleasing with 69% of students achieving in the top three bands and 30% achieving in the top two bands. A continued emphasis upon the skill base of students achieving in bands 4 and 5 will result in improved higher results in the future.



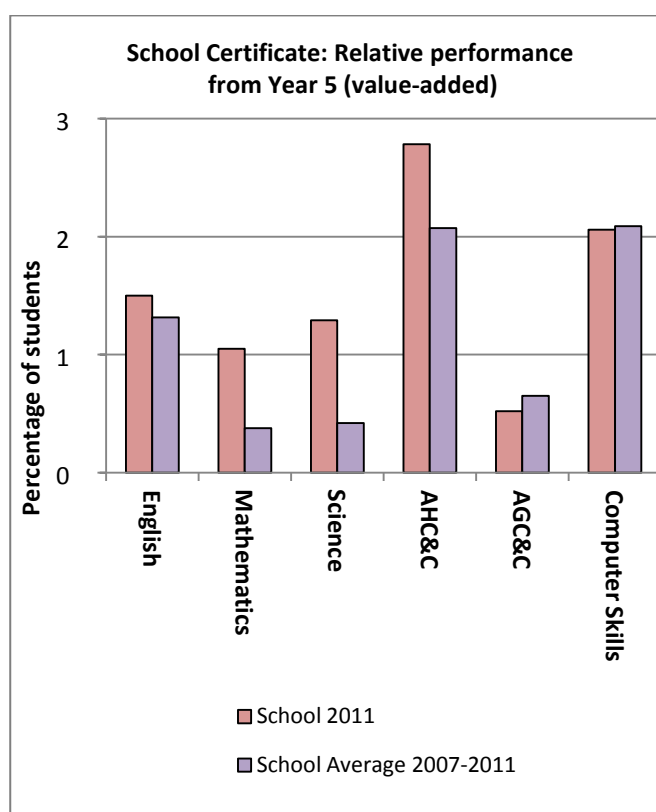
History results have continued to be pleasing and once again were an improvement upon the previous year. Significantly, more students achieved in Bands 4, 5 and 6 than reflected across the State. Interestingly a large number of students could have been pushed into Band 6 if they had gained a single mark.

Geography results were pleasing. It is important to note the addition of a single mark to many students would have pushed their results in the next band. A sustained emphasis upon further strengthening student Geographic skills and writing, specifically in relation to expected outcomes in Geography, will result in student improvement.



Glenwood High School students continue to demonstrated their skill in Computer Skills.

## School Certificate relative performance comparison to Year 5 (value-adding)



It is pleasing to note students have added significant value compared to their skill base in Year 5. All KLAS have registered pleasing growth.

## Higher School Certificate

The HSC results of our third cohort to go through the school were very pleasing and showed significant improvement upon the previous year. Eighteen students achieved an ATAR above 90, thirty five students achieved an ATAR above 80. Whilst in 2010 the school achieved fifteen band 6s, in 2011 forty four band 6s were gained. Two hundred and twenty six students achieved band 5, seventeen of which were one mark off band 6. Other successes from 2011 include one of our students achieving first in the state in Indonesian and one student nominated for call back in HSC Dance.

Especially pleasing were the results in Drama, Earth and Environmental Science, all Mathematics courses, Geography, Modern History, Legal Studies, Business Studies and English Standard which were all significantly above the State

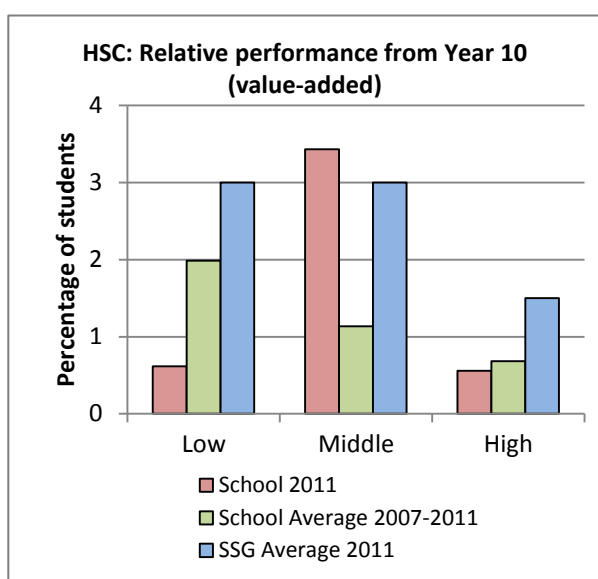
Average in these courses. IPT, IT, CAFS, PE/H/PD, Music, English Extension 1 and 2 and Indonesian also achieved averaged results above the State benchmarks.

HSC: Course Summary Table		
Course	School 2011	State 2011
Ancient History	68.9	70.4
Biology	71.0	71.5
Business Studies	73.4	70.8
Chemistry	74.6	74.1
Community and Family Studies	73.3	72.6
Dance	72.6	75.7
Design and Technology	68.8	73.3
Drama	86.8	75.2
Earth and Environmental Science	83.3	75.0
Economics	69.8	73.7
Engineering Studies	73.3	74.2
English (Standard)	66.1	62.8
English (Advanced)	77.7	79.1
English as a Second Language	69.2	73.9
English Extension 1	80.9	79.5
English Extension 2	80.0	78.3
Food Technology	64.9	70.4
Geography	78.2	71.0
Industrial Technology	64.6	69.3
Information Processes and Technology	70.8	69.8
Legal Studies	75.0	72.2
General Mathematics	67.1	66.4
Mathematics	79.4	76.2
Mathematics Extension 1	85.6	81.4



Mathematics Extension 2	86.6	84.2
Modern History	77.5	73.1
History Extension	73.1	76.0
Music 1	78.6	78.3
Personal Development, Health and Physical Education	72.9	72.0
Physics	72.4	74.5
Senior Science	72.1	74.6
Software Design and Development	70.9	69.5
Textiles and Design	70.7	73.5
Visual Arts	75.5	76.5
French Beginners	66.0	74.4
French Continuers	67.7	81.3
Indonesian Beginners	73.3	73.2
Hospitality Examination	72.7	74.5
Information Technology Examination	76.7	76.1

### Higher School Certificate relative performance comparison to School Certificate (value-adding)



The value adding of this cohort is on par with previous years and demonstrates a need to

further continue the focus upon HSC preparation as the school prepares for its fourth cohort to go through.

### Minimum standards

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

### Minimum Standards Data

Percentage of Year 7 students achieving at or above minimum standard (exempt students included)	
Reading	98.8
Writing	98.0
Spelling	95.3
Grammar & Punctuation	92.9
Numeracy	96.0

Percentage of Year 9 students achieving at or above minimum standard (exempt students included)	
Reading	95.3
Writing	89.8
Spelling	96.7
Grammar & Punctuation	92.0
Numeracy	96.3

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

## Significant programs and initiatives

### Welfare

Glenwood High School's welfare structures and initiatives are aimed at promoting the academic, emotional, social and physical development of each student. In 2011, the needs of students were addressed through school-specific sequential, informative, preventative and remediation programs. Students, staff and parents were regularly surveyed to determine areas of concern and the most effective methods of dealing with these concerns.

School-wide / universal systems were implemented to offer supports which make school and learning experience safe and positive ones. This involves Staff, parents, caregivers, relevant external agencies working together. The following are the main ways in which the social, emotional and academic welfare of our students are catered for:

- School Welfare team which consists of DPs, Year Advisors, Head Teacher Welfare and Counsellors meet regularly and attend TPL events
- Regular recognition of student achievement via assemblies, media, celebratory events
- Transition, mentoring, parent information sessions, MATES, Study Skills days, Connect Focus, Girls and Boys Days
- The Laptop rollout for Year 9 preceded by a talk on safe internet behaviour. Constable Jason Roughley spoke to students and their parents about responsible cyber behaviour
- The Teenage Alchemist well-received by 500 students from Years 7 and 8. The play which is set in cyberspace explored personal conflicts, courage and optimism
- A series of Police talks by Constable J. Roughley outlined the dangers of Cyberbullying, law enforcement relevant to the internet safety
- Book week to address well being issues : Author visit Randa Abdel Fatteh
- Vaccinations
- Targeted workshops to offer support e.g relaxation workshops, Art therapy for Girls
- Use of *ischool*, RMPs, fortnightly updates, intra committee liaison between LAT, PBL and Welfare
- Camps, talks, Crossroads, Peer mediation
- Use of Youth Workers to add extra support to students needing guidance
- National Day focus: Let's take a stand together : Bystander behaviour

### Aboriginal education

2011 has been an exciting year at Glenwood for Aboriginal Education. One of many goals was to raise awareness of Aboriginal culture and issues that affect Indigenous Australians.

Reconciliation Week was acknowledged at Glenwood High School in the form of a formal assembly. During this assembly Year 7 students spoke about the issues that have, and continue, to affect Aboriginal people. We ended the assembly with a poem that one of our Aboriginal students, wrote for the occasion. Titled *Our Land*, the student spoke about what it would have been like to have one's land taken from them, and also to have families separated by law and legislation.

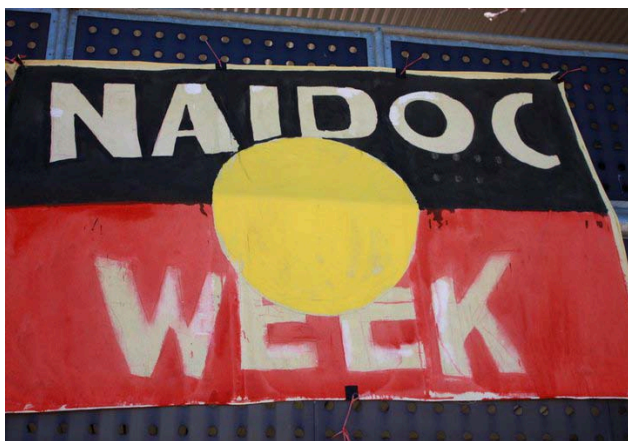
Our next major event was NAIDOC Week. The Aboriginal Education Coordinator and the Diversity Team put together a wonderful week of celebrations. During NAIDOC Week we acknowledged and celebrated Aboriginal culture, and appreciate its place in Australia.

The week began with the drawing of a Chalk Serpent. Students came and drew, with chalk, an Aboriginal serpent in the Quad. Students loved this activity! During the week Aboriginal DVD's were played in the library during lunch time, as well as various other activities in which students could participate. To end the week Stuart McMinn

came to Glenwood amidst an Aboriginal themed mufti day.



Students came dressed in the Aboriginal flag colours of red, yellow and black. Stuart McMinn is the Indigenous Prospective Student Advisor for The University of Newcastle, and travels the world in a traditional Aboriginal dance troupe. Stuart spoke at the NAIDOC assembly, explaining the meaning and background of NAIDOC week, what it is like being an Aboriginal man in past and present Australian society. He capped off this performance with playing and dancing to two Aboriginal songs. He ended the assembly playing the didgeridoo.



After the assemblies he spent time with the Aboriginal students at our school, and then spent time with each student offering his support and expertise. Stuart also spoke to certain classes about Aboriginal issues and culture. Already we are planning next year's celebrations, which will include a visit from Stuart's dance troupe.

As well as increasing the profile of Aboriginal Education at Glenwood, the AEC (Aboriginal Education Coordinator) worked with each Aboriginal student, creating Personalised Learning Plans. This included applying for funding for students in need for next year. Our goal at Glenwood, and state wide, is to decrease 'the gap'. Studies have shown that Aboriginal students do not do as well as their fellow students at school. P.L.P's (Personalised Learning Plans) and tutoring will assist our students so that they are achieving the same outcomes as all other students at Glenwood. Aboriginal students learn in different ways than other students, and teacher professional learning opportunities are planned for staff at Glenwood regarding the ways that Aboriginal students learn.

As well as the abovementioned initiatives the AEC attended community meetings and was in regular contact with other Aboriginal Education Advisors and staff of various departments that assist with Aboriginal Education. There are various support programs that Aboriginal students are offered, for example one student completed a short course at Mount Druitt TAFE. This program provided extra guidance and greatly assisted the participating student in gaining work place skills.

### **Multicultural education**

Multicultural Education at Glenwood High School is a whole school process that prepares all students with respectful interactions in an interdependent world. 2011 was marked by several significant events:

Special Assembly on Religious beliefs and Practices - A special assembly conducted by the Prefects promoted multi perspectives on the various religious beliefs and practices followed by the student groups at Glenwood. It gave the school community an appreciation of cultural and linguistic diversity within our school.

*Teacher professional Learning - Sikhism.* Special Professional Learning events such as the one led by Sonita Bhimwal gave the staff an understanding of the Sikh way of way. Glenwood HS works with community members, staff, students and parents to build a positive and progressive future.



Using Data - Ischool Data is used to monitor all incidents that relate to bullying behaviours including possible racist bullying. In 2011 GHS had 15 bullying behaviours reported and in 2012 there were 16 bullying behaviours reported. All cases were resolved satisfactorily with no repeat behaviours reported.

The celebration of diversity is highly valued at Glenwood High School, which supports a vast community of diverse learners and their families. We have celebrated a number of important events that have help to create an atmosphere of tolerance and acceptance of all students.

Harmony Day was celebrated on 19th March and the array of activities that involved teachers, students and parents, was a wonderful celebration of the many aspects of our school culture. The multicultural dance performances have been cemented as a popular Harmony Day tradition, as has the multicultural food fair at lunchtime. The participation of parents this year in the food fair sent a strong message of harmony. In addition, students themselves organised and ran classroom activities focused on celebrating difference. These included Indian cooking lessons,

turban tying, origami, presentations by students with a disability, Samoan Sasa and dance, karate, henna art and national sports. The activities were of a high standard and thoroughly enjoyed by the students. Speakers on the day included Vietnamese comedian, Oliver Phanomvanh and inspirational speaker, Brett Murray.



### **Respect and Responsibility**

Our PBL expectations have Respect and responsibility embedded in them.

In 2011 GHS continued to integrate the identified values of respect, responsibility, acceptance, equity and inclusion as the student and staff embraced community, national and global citizenship. Both the school's academic and pastoral care program addressed these values.

Leadership programs both in the school and in the community through activities as wide-ranging as the 7 Bridges walk and MATES enhanced a sense of Respect and Responsibility amongst the members of the school community.

Some of the projects which demonstrated the sense of Respect and responsibility were

- 40 hour famine
- Volunteer program
- Premier's reading challenge



## **Other programs**

### **Developing New Staff to Support Our Students**

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 three 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 90 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 three teaching domains, seven elements and their associated professional teaching standards as established by the NSW Institute of Teachers.

Areas such as the role of the teacher, effective communication, classroom management, 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 are well supported through professional development and as a consequence student learning is enhanced. In 2011 four teachers completed the full induction program.

### **Support Unit**

In 2011, Glenwood High School established an extra class, taking our numbers to four classes, one for students with Moderate Intellectual Disabilities and three for students with Autism Spectrum Disorder. Planning meetings were held in Term 1 involving parents, the student, District personnel, where appropriate, and teachers.

Individual Education plans were developed outlining the specific outcomes each student worked towards and the strategies used to meet the individual's learning and social needs.

In 2011, students were grouped into classes according to functioning level, rather than disability, hence each class included a combination of disabilities.

This enabled us to establish a Senior class of Stage 6 students, all undertaking a Lifeskills program of study. Two of our seniors integrated into a mainstream course linked to their transition plans. ADAHC assessments were completed for all our Year 12 students. Three students were offered Transition to Work programs and two were offered Community Participation. All our Year 12 students have linked to agencies for their transition from school to the work force. One student completed TVET Automotive as part of his HSC and went straight from finishing Year 12 to a Mechanical Apprenticeship with Subaru.

Our other three classes were a Year 7 class, a Year 8/10 mainstream outcomes class and a Year 8-10 Lifeskills outcomes class. Our Year 10 students were integrated for their chosen electives. Year 8 were integrated for HSIE and Science. Most students successfully met the outcomes at a mainstream level, with one student transferring to a Lifeskills level within the mainstream class due to individual need. Several of our integrated students performed exceptionally well.

Work Experience is a vital component of the Special Education Curriculum as it assists students to gain valuable skills to link between school and work. In 2011, we continued our joint Supported Work Crew program. In this program, we combined with Baulkham Hills High and Model Farms High to offer a variety of sites from one-on-one supported skills based through to independent in retail. Students worked at a site for a semester. These sites provide students the opportunity to develop essential work skills and habits to increase future employment

opportunities as well as invaluable social opportunities through being mixed with students from the other high schools. All students involved found the experience rewarding and students definitely gained a variety of work skills as well as the majority learning independent travel skills.

### **Supporting Students with support needs**

In 2011 thirty mainstream students were identified with disabilities and received High Support integration funding. Four Learning Support Officers were employed to assist in the classroom or withdraw individual students for one-on-one support. Low Support needs funding was used to provide aide support for students, focusing on years 7 and 8. Students receiving aide support were able to meet course requirements and complete set tasks. Integration funding also allowed us to place a Learning Support Officer in the Learning Centre, which helped provide support for students with assignments, or individualised assistance with class work or assisting with Special Provisions for examinations. The Learning Centre continued to be an invaluable resource, assisting these targeted students, as well as students referred by teachers and the Deputies.

### **PBL**

Our dedicated PBL team continued to meet each fortnight and plan proactive strategies for supporting appropriate student behaviours. 2011 saw the involvement of our student leaders in the PBL team and a strong bond was formed between the team and the Prefect body. This resulted in the Prefects taking ownership of bullying issues in the school and holding an Anti-bullying Assembly followed by encouraging all students to sign an anti-bullying pledge. The PBL team analyses behaviour Data each semester and the information is used to drive our decisions. The Learning Curve diaries were used to explicitly teach appropriate behaviours during our Monday PBL focus Connect sessions. The language of PBL is embedded in all our school policies and procedures. This year the PBL team revamped the reward system creating a Senior Card for years 11

and 12 and a coffee club style card for years 9 and 10, stimulating students' engagement in striving to achieve awards. The Senior Card was also linked to the Prefect selection process.

### **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. It is staffed by one full-time teacher (STLA – Support Teacher Learning Assistance) and a full-time teacher's aide. 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, for anything from going over the question to help with research, or assistance with how to structure their work.

The Learning Centre is open almost every day during lunch and recess, which provides many students with the opportunity to come and ask questions and get some help in their own time.

During 2011, a total of 401 students, or 29% of the whole student body attended the Learning Centre, with the majority of these students attending on more than one occasion. Of these visits, the majority were for assistance with English and Mathematics, as well as a wide selection of other subjects.

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
20%	14%	23%	24%	10%	9%

This shows that the majority of students attending the Learning Centre were from Years 9 and 10. This follows on from Year 9 being the year utilising the Learning Centre the most in 2010.

Part of the STLA's role has been to carry out the application process for students who are considered eligible for special provisions (now called disability provisions) with the Board of Studies. 2011's Year 10 had a particularly large cohort of students who were approved by the Board of Studies to receive disability provisions for the School Certificate Examinations. These provisions were for a variety of reading, writing and comprehension difficulties, as well as medical issues. Year 9 students, who had been trained, took on the roles of reader and writer for those students who had been granted those specific provisions.

There were a smaller number of Year 12 students who required readers or writers, and for the first time, these roles were fulfilled by volunteer parent and community members, who committed their time to assisting these students. It worked very well as a means of supporting the Year 12 students with disability provisions.

The organisation and administration of special provisions for examinations other than official Board of Studies Examinations, was carried out through the Learning Centre. In each grade, there were a number of students who benefited from this provision, as part of the strategy to apply appropriate modifications in order that students may access the curriculum equally. In most cases this involved the provision of extra time, or possible assistance reading the questions or scribing the answer.

Peer Reading continued to operate during Connect time, with 20 Year 7 students and 20 Year 10 students taking part in the program. The Year 10 students were trained at the beginning of the year, and then partnered up with a Year 7 student as a peer tutor. They were trained to understand the process of reading and then be able to assist their student in reading for understanding.

Seven Year 9 students have already been trained as peer readers for next year, and had the opportunity to attend a training day sponsored by

AusSIP and MTC Work Solutions, with a professional trainer from the Multilit program, run at the Parramatta Eels Stadium. They all enjoyed the training very much and are looking forward to being peer readers in 2012. As part of this program, the STLA was also able to attend an additional training day for staff, on the format of Multilit.

The STLA was also trained in a literacy program called "Catch Up" which works on the basis of two fifteen minute sessions per week and focuses on reading fluency, de-coding skills, word meaning, spelling and writing. A number of students were targeted to initiate the program this year and found the highly structured format enjoyable to take part in. The goal is to expand this program next year through additional teacher aides being trained, and consistent sessions being run with targeted students.

The Learning Assistance Team consists of 11 regular members who meet on a fortnightly basis to discuss the learning needs of students and ways in which these needs may be supported. LAT are also responsible for notifying teachers of the specific needs of their students, for example, a list of students who have dyslexia or other language or reading based disabilities was compiled, and a document specifying the individual problems experienced by each student, and strategies for teachers to use in the classroom, distributed to all staff. It has been planned for 2012, that all Phase 1 and 2 ESL students, as well as those receiving special provisions, will have an Independent Learning Plan outlining learning needs and teaching strategies. Members of LAT have run information sessions in staff meetings on topics such as dyslexia. The team also worked through the steps of the Life Skills identification, notification and implementation procedures. Both the STLA and ESL teacher write reports for students they regularly work with in order to inform parents of the additional assistance their child is receiving.

### English as a Second Language

Glenwood High School has a high proportion of students who have a Language Background Other Than English. (LBOTE) The main language backgrounds other than English represented in the school are Persian, Punjabi, Tagalog, and Dari. The school places a high value on encouraging the LBOTE students to maintain and value their language backgrounds.

A percentage (18.5%) of our LBOTE students receive targeted ESL Support. We have two very experienced and dedicated ESL teachers. Depending on the ESL students' needs, the support occurs through withdrawal or a team teaching approach. This is only possible because of the collegiality that exists between the ESL staff and other subject area teachers. Also, through professional development, ESL staff ensure that there is a whole school approach to the understanding and implementation of ESL pedagogy.

Total Student Population	Students with a Language Background Other than English	Students Eligible for English as a Second Language Assistance
1379	865	160
+ 3 International Students	63%	12%

### Prefects 2011

2011 was a big year for Glenwood High School's prefect body. While continuing to meet daily and be guided by the co-ordinating Head Teacher in how to chair assemblies, speak to all groups and increase the profile of the Student Leadership body, the group identified bullying as a major issue that they wanted to tackle.

As a result, their major focus for the year was the implementation of their anti-bullying program,

which was launched with a series of school assemblies in June, and a pledge being signed by about 80% of the student body to help eliminate bullying in the school. The program was particularly significant as it was owned by the students. The prefect body collaboratively planned, discussed with key players in the school such as the Executive and Senior Executive and put into place their strategies to promote anti-bullying.



One of the main initiatives introduced by the Prefect Coordinator 2011 was the voting for Prefects 2012 coordinated by the Australian Electoral Commission. Students got a firsthand taste of how the voting process works.

2012 promises to be a very busy year for the Prefect Body, as they continue with their anti-bullying focus and expand their action plan to include increasing school spirit and community involvement.

### Gifted And Talented

Glenwood High School's GAT program has continued to grow and branch into new arenas this year. The program has focused on developing student learning, relationships and self-regulation through the encouragement and promotion of competitions such as the Maths and Science Competitions, as well as academic and artistic programs across all key learning areas. On top of



that, HSC Extension courses were run across English, Maths and History in 2011.

Students have entered a range of Gifted and Talented development competitions including the National Design Packaging Competition which saw two of our students achieve first and fourth in Australia. Our annual Spelling Bee was a great success, crowning yet another Glenwood High School wordsmith.

Lastly, Glenwood continued our proud tradition of facilitating gifted and talented opportunities for our learning community, with a very successful implementation of the GR8 GATsby. Selected students from Years 7, 8 and 9 from Glenwood, along with our gifted and talented friends from John Palmer, Kellyville Ridge, Caddies Creek and Parklea Primary Schools participated in a day of intellectually challenging ( and fun! ) rich tasks and activities, across a range of key learning areas.

### **Transition into High School**

2011 saw the Transition Team at Glenwood High School consolidate the established links with our Nor-West Community of Schools Learning Community. The schools involved were: Caddies Creek PS, John Palmer PS, Kellyville Ridge PS and Parklea PS. The Transition Team included Stage 3 Coordinators from the Primary Schools and GHS members of staff.



The key achievements of the Learning Community throughout the year included:

- A focus upon literacy strategies at a Stage 3/ Stage 4 afternoon where Stage 3 and 4 teachers presented to teaching staff from all five schools on how to best develop the literacy of our students
- A focus upon embedding Lane Clarke's Enquiry based Learning into the teaching and learning of all KLA's for Year 7. This approach focuses upon the imbedding of Thinking Tools in a scaffolded approach and has been adopted by most schools within our Learning Community
- Coordination and planning of the links between the schools including Orientation Day, Transition, WINGS (a GHS GAT program for Stage 3), Rock and Water, was undertaken as well as targeted lessons delivered by several GHS teachers to our feeder schools. These lessons were delivered in the areas of History, Science, English, Maths, Dance, PE and Drama, Careers Education

All Year 10 students had a Careers Lesson once a fortnight. Students had the opportunity to participate in an optional School Work Experience Program during two weeks of Term 4. A total of 189 students participated this year.

Year 11 students had the opportunity to participate in A Taste of University for one day at UWS Kingswood Campus. 110 students registered for the day. Year 11 students at risk participated in the Independent Employment Advisers activity. These students organised two events themselves and acquired many employability skills. Students organised a Defence Force Presentation for all Year 11 students as well as a full day visit to Castle Hill RSL to explore career opportunities.

All Year 12 attended the Western Sydney Careers Expo at Homebush Bay. Every student had at least one, one on one interview, a weekly newsletter emailed to them as well as being able to articulate their exit plans.

### **Duke of Edinburgh**

This year saw a number of new students join the Duke of Edinburgh program, but it also saw the departure of year 12 members who have been part of the program since its inception at Glenwood High School. One of the major achievements this year was in the program's leadership development which saw a very large number of senior students attaining positions in student leadership roles as school captains and prefects.

2011 also saw improvement in student skills in a number of key training areas. Students took part in first aid, bush foods and rope tying workshops and continued to develop their preparedness for a variety of terrains and potentially hazardous conditions. Our participant numbers continued to increase and a number of students worked hard towards completing a Gold level award. Students continued to assist throughout the community in a variety of volunteering roles and the contribution of the program to academic activities was encouraging.

Students journeyed through a number of remote locations in the extended Sydney region and the Manning Valley and involved themselves in a range of fundraising activities and volunteering challenges.

### **Connected learning**

This year saw an increased emphasis upon Connected Learning and the implementation of laptops into effective teaching and learning. The focus for staff was upon TPL for teachers to specifically utilize student laptops within the classroom, especially in using Moodle and One Note. Staff confidence in applying the use of laptops has increased though there is still a way to go. The eight new Smart boards have meant that teachers daily use specific teaching programs in KLA's such as Maths as well as the vast resources of TALE and the DET. Several video conferences were attended by staff in the Connected Classroom.

### **Technology**

2011 has seen the continued focus of implementing technology across Glenwood High School.



The Digital Education Revolution has continued to grow with three grades 9, 10 and 11 all having their own individual laptop. Additionally all teachers now have their own DER laptop. Across the school this brings the total number of laptops to 910. This year Glenwood High School was appointed its second full time Technical Support Officer to cope with the increasing demands. The TSO's have their own dedicated office in the library which is easily accessed by students before school, during the day and after school.

11 additional Interactive White Boards have been purchased and incorporated across all faculty's and into Glenwood High School classrooms. This brings the total to 24 IWBs. The technology team attended training on using Smart Notebook and caring for the IWBs. There has also been 5 Data projectors ceiling mounted into various rooms. Staff continue the strong tradition of having experts in software train their colleagues during Staff Professional Development Days. This allows staff to see cross-curricular ideas and techniques for incorporating technology into students learning. Training has been included on Microsoft Office programs, Prezi, Moodle and Adobe products.

This year the connected classroom was used to video conference the attendance of a famous

author to various schools in the west. Our students made links with industry and attended workplacements in prestigious venues such as Oracle Industries.

### **Drug Education**

Our school implemented a series of programs and initiatives to provide opportunities for students to access factual information about drugs and develop skills within a safe and supportive environment. These included whole school initiatives to promote good health such as focus days during Connect and newsletter articles. Consistent health messages were also reinforced through PDHPE curriculum and Crossroads implementation.

Year 10 attended an all-day workshop 'Love the Skin you're in'/ OxyGen Factory that promoted caring for one's health and well-being.

Term 3 saw 185 Year 11 students complete Crossroads with its focus on understanding the dangers of drug use and the need to plan for safe celebrations. This was done through workshops, forums and discussions.

The PDHPE program at Glenwood HS incorporates units of work that focus on different areas of drug use across every year group from 7-10.

- Year 7: Drugs. No Butts About It! Focuses on Tobacco Smoking and Alcohol
- Year 8: Candidly Cannabis. Focuses on the dangers of Marijuana
- Year 9: Take Control. Focuses on Recreational drugs such as Ecstasy, Amphetamines, Cocaine, Heroin, Ice etc
- Year 10: Risky Business. Focuses on risky situations --parties, drink driving where drug taking/alcohol have become a concern

Educational resources produced by Community health organisations visiting speakers and workshops have helped reinforce messages about the dangers of drug use.

Drug Ed at GHS addresses changing issues related to identity, independence and changing responsibilities by aligning them to 3 of the school's PBL expectations: Respect Yourself, Respect Others and Take Responsibility for your own actions

### **ABW**

Australian Business Week involved 160 students from year 10 taking over a business to compete with each other. ABW is a wonderful opportunity for students to develop their business and interpersonal skills on a variety of levels. The biggest challenge is working co-operatively and productively with others to design and create a unique product within a limited timeframe. By the end of the week students will have designed a brochure, given a speech to shareholders, redesigned their workspace into a shop front and made risky financial decisions. By undergoing this process students learn to negotiate with others and begin to understand a great deal about their own skills as leaders and team members. It is very rewarding to see students engage so enthusiastically in the simulated environment

### **JOLT**

JOLT stands for Jesus Over Lunch Time. It is a voluntary student-run group that meets on Thursday at lunchtime. Each week JOLT gives students the opportunity to meet with other Christians to discuss their relationship with Jesus and spend time in prayer together. A regular JOLT meeting includes music, a talk, discussion and social time. Talks from the Bible are often given by student leaders, but guest speakers from local churches have also visited JOLT this year. A particular highlight of the year is 'Souled Out'. This is a lunchtime event organised by the JOLT student leaders to express Christian love for the Glenwood High School community. This year it involved JOLT members baking muffins and sweets to give to students, along with musical and dancing performances in the main quad. Teachers were all given a Gerbera to brighten up their day! In 2012, JOLT aims to continue being a welcoming

group where students can come along and further explore their faith in Jesus.

#### **40 Hour Famine**

This year students at Glenwood High School were invited to make a difference and take up a 40 hour challenge. About 90 students and teachers took up the challenge of going without something they find hard to live without. Why did they do this you ask? It was in response to hearing about Australia's neighbouring country, East Timor, only 600km from our mainland. Students were shocked that during East Timor's 'hungry season' people mash the bark of trees and eat it as a substitute for food.

Realising how much they take for granted, students were inspired to ask for people to sponsor them to go without food, without talking, without sleeping, without furniture, without technology, without limbs, without shoes or without something they needed. Their sacrifices were creative and impacting. With the help of the Glenwood community these students raised over \$7000. Every \$40 raised feeds a family of 5 for a whole month. 40 Hour Famine participants are to be congratulated on their dedication to raising awareness and finances for those less fortunate. Particular mention should be given to those who raised over \$250 on their own. Thanks!

#### **Boys Education**



2011 saw Boys Education at Glenwood High School continue to develop and improve learning outcomes for Boys and the introduction of MAN

DAY in November, sparked a new Glenwood tradition for boys to explore their identity and strengthen their understanding of what it means to be a young man.

The key focus areas for 2011 were:

- Class structures (Boys Only, use of technology).
- Curriculum (Selection of learning material specifically challenging and targeting boys).
- Welfare/Identity/Resilience

The Year 9 & 10 Boys English classes continued their learning journey through the use of Thinking Tools to organise and analyse the texts studied. Technology became a genuine tool for learning. Boys continued to express their learning using thinking frameworks to support their understanding of the material addressed in class. The thinking frameworks or 'Thinking Tools' also provided a framework to express their learning in various ways—writing, technology (laptops), use of analysis tools such Venn Diagrams, T Charts and SWOT. Topics covered ranged from Shakespeare to Australian War Writers to Prejudice and Discrimination. Consequently, our NAPLAN results have continued to strengthen and improve in comparison to the Western Sydney Region. The value added results are particularly pleasing.

#### **Man Day**

Glenwood High School welcomed NRL and South Sydney Legend, Mario Fenech to speak at the first MAN DAY. This event was designed to explore male identity, friendship and achievement. Mario delivered the NRL DREAM, BELIEVE; ACHIEVE presentation to the boys from Years 7 & 8. Earlier the boys watched a DVD specifically created for Glenwood with messages from the channel 7 Sunrise crew; David Koch, Melissa Doyle and Mark Beretta.





### Challenging Opportunities

As always, our great professional relationships with Blue Mountain TAFE and The Cruising Yacht Club at Rushcutters Bay, meant our boys were provided with opportunities to challenge themselves and learn new skills.

Two camps were conducted with Blue Mountains TAFE. Again we took on the might of the Abercrombie National Park with Year 9 & 10 Boys and 15 kilometres of hills, rivers and rocks. The boys were taught navigation skills by map and by the stars and engaged in practices reflecting minimal environmental harm ranging from cooking practices to building and environmentally friendly toilet.

The Year 7 boys headed off to Newnes and the Wolgan Valley in November to walk the old railway line and through the Glow worm tunnel at the top. The boys were challenged and desperately wanted the comforts of home, but they soldiered on and achieved completed the hike.

Late November heralded the annual sailing day at the CYC Rushcutters Bay. Our students were taught the team-building skills and the sailing 'know-how' to 'take on' Sydney Harbour.



### Rock and Water

Rock and Water continues to be offered as a Wednesday afternoon recreation sport for Glenwood High students. The focus on anti-violence, problem solving and confidence continues to be the driving force in delivering this program. This year has seen large numbers of students participating benefitting from raised standards of fitness and resilience.

### Volunteering

In conjunction with the Premier's volunteering Challenge, GHS designed and implemented a Volunteering program aimed at improving the Social Responsibility of students across the whole school. In its first year of operation, the volunteering program saw six Stage 5 students receive their Bronze or Silver PREMIER'S Volunteering Award, having completed 20 or 40 hours of volunteering. Throughout stages 4 and 6, over 15 students have completed the equivalent number of volunteering hours to achieve the GHS Volunteering challenge award. In total, over 200 students have contributed to over 2500 hours of volunteering this year.

These are some of the projects that students have been volunteering in during 2011:

- 40h Famine
- Blanket Appeal
- 7 Bridges Walk - raising money for Cancer Council
- CanTeen
- Coordinator for Movember
- Cyberbullying - creating and presenting workshops to students and parents

- Musical - For Primary Schools
- Harmony Day Organisers/Participants
- Festival of the Arts
- Flag Duties
- Coordinating JOLT activities (Jesus over Lunchtime)
- Library
- Media
- Book Covering
- Peer Reading
- Reader/Writer
- School Based Fundraising
- Sport Coaching - Primary Schools
- Sport Gala Days
- Tutorial Centre
- Global Fundraising – Orphanage in Vietnam
- Environment - School based Gardening
- Swim School instructors
- Peer Mediation
- Community Dance Festivals
- ANZAC Day/Remembrance Day Volunteers
- SRC Initiatives - including fundraising for 3 charities per year
- Front of House Volunteers - for parent evenings
- Back of House Volunteers - for presentations in the hall
- Volunteering with various religious organisations
- Coordinating Duke of Edinburgh Projects

## Progress on 2011 targets

### Targets for 2011

#### **Target 1**

*To ensure the average NAPLAN result of Year 9 students is value added by two marks.*

The 2011 results for NAPLAN indicated the school met this target with overwhelming success in most areas. The average value added score for Year 9 students was above the average value added score for the rest of the state as well as across the nation. Students showed pleasing growth in the areas of Reading, Spelling,

Grammar/Punctuation and Numeracy. Year 9 students proved overwhelmingly they were capable persuasive writers with 50% of students in the top three Bands compared to the 36% State average. Impressively there were many less students in the lower three Bands in all areas when compared to the percentages across the State.

Our achievements in student growth include:

- In Language and Punctuation, the average growth score for the state was 32 while the average growth score for Year 9 at Glenwood High School was 38.5. This growth demonstrates the benefit students gained from the programs put in place by the Literacy and Numeracy Team earlier in the year. Careful analysis of the Year 7 2010 NAPLAN results, indicated student weakness in Language and Punctuation. This was addressed at Faculty level with Literacy and Numeracy team members raising awareness of the importance of thorough marking of student workbooks. Similarly, staff were trained in strategies to improve student use of language and punctuation when writing
- In Reading, the average growth score for the state was 37.3% while the average growth score for Year 9 at Glenwood High School was 36.5%. This lack of growth demonstrates the need to evaluate the twenty minutes reading time in Connect (roll call) three mornings per week. However 50% of students in Year 9 achieved the upper three bands compared to 42% state wide. Similarly, the NAPLAN analysis undertaken by teachers during the School Development Days at the end of 2010, informed their planning for 2011 classes. This enabled them to cater for individual literacy needs and understand generic trends across the Year 9, 2011, cohort

- In Spelling, the average growth score for the state was 36.97 while the average growth score for Year 9 at Glenwood High School was 43.2. Pleasingly, Year 9 students continue to improve their spelling skills. This is supported with the school's focus on the use of vocabulary lists for each unit of work taught within each Key Learning Area. Similarly, the Spelling Bee held every year by the English Faculty creates a great deal of interest and competition amongst students. This raises the awareness of the importance of correct spelling and builds spelling skills
- In Numeracy, the average growth score for the state was 39.59 while the average growth score for Year 9 at Glenwood High School was 39.60. More students were in the top three bands when compared to both 2010 and the state figures. Although this result helped meet the target and is pleasing, teachers recognise the need to have a greater focus on numeracy across the curriculum in 2012 to help build skills
- the promotion and continued publication of subject vocabulary glossaries for all staff and students
- the continuation of Year 9 boys only Mathematics and English classes
- display of text types and essay techniques in all classrooms, taught by all Faculties where appropriate
- the continuation of student literacy and numeracy focused competitions e.g. spelling bee; Maths challenge; reading competitions and Read for a Feed
- ongoing staff training in the teaching of literacy and numeracy skills

### **Target 2**

#### ***To increase the proportion of students achieving Bands 4, 5 & 6, ensuring value added in the 2011 HSC.***

Year 12 2011 performed well in the HSC as a whole compared to the two previous year's groups. However the target of improving upon Value Added was met with varying degrees of success. The middle group of students demonstrated significant growth in value added.

Successful strategies used to achieve this target included:

- an explicit literacy and numeracy focus during Year 7 – 9 Connect each Thursday throughout the year, particularly in the weeks preceding NAPLAN
- whole school focus on the teaching of text types in Year 7-9, with particular emphasis on the teaching of persuasive text for the written component of NAPLAN
- persuasive text TPL afternoon with partner primary schools within the Nor-West Community of Schools
- Faculty based NAPLAN analysis to identify areas for individual and specific classroom focus to improve student skills
- a literacy and numeracy audit of all Faculty programs to ensure literacy and numeracy skills are being taught in every classroom

There were particular results to celebrate especially in Drama, Earth and Environmental Studies, Modern History, Geography, Legal Studies and Mathematics. Additionally there was significant and consistent improvement for all subjects compared to the State Average when contrasted to the previous year. Twenty subjects having achieved at or better than the State Average, which was twice as many as the previous year.

Importantly, structures for ensuring that each progressive cohort improves upon the previous have been set up with the expectation that 2011 results will be built upon. These include the:

- clear improvement in results. There were 44 Band 6 results achieved by students, compared to 17 in 2010 and 226 Band 5 results achieved by students compared to 129 in 2010. Many of these Band 5 results were 89, just one mark of a Band 6

- assigning of a teacher mentor to all Year 12 students who supported them in the areas of study skills, time management, work and study balance as well as coping with the stress of senior school
- appointment of a school-funded STLA who targeted the study and writing skills of Year 12
- planning of formal meetings with the Careers Adviser to address goal setting and future pathways
- introduction of Board of Studies forums whereby students were addressed by the Board of Studies Liaison Officer who outlined HSC expectations, assessment procedures, scaling and moderation of marks
- holding of an InFocus evening and day presentation by past successful HSC students
- implementation of a holiday tutoring program for most courses initiated by class teachers and their desire to gain further improvement from our students
- after hours tutoring of courses on a weekly basis run by teacher good will
- publication of a weekly careers bulletin outlining requirements and opportunities for all Year 12 students
- realisation that there is a need for the explicit teaching of how to write HSC written responses
- Rather than over analyse the failure to achieve improved Value Added, the approach taken for 2012 is to build upon the success that was achieved and to continue to establish high expectations in students

### **Target 3**

**To increase teacher capacity to deliver engaging programs focusing on intellectual quality and the use of thinking tools.**

Many opportunities were provided to staff to participate in professional learning to improve their knowledge and capabilities in Quality Teaching as well as increase their confidence in

applying both 'thinking tools' and ALARM to teaching programs, with the end result being enhanced student performance. Staff continued to focus on the Quality Teaching model as best practice when planning lessons while focusing on ways to create a positive classroom climate to maximise student engagement.

Training opportunities were provided in 'Thinking Tools' through utilising both internal and external expertise. Staff were also provided the opportunity to engage in professional dialogue creating consistency across the KLAs. Through linking with feeder Primary schools a continuum of learning has been created across stages three and four. In this area Glenwood High School will continue to build on this continuum with all of its feeder primary schools through the Nor-West Community of Schools.

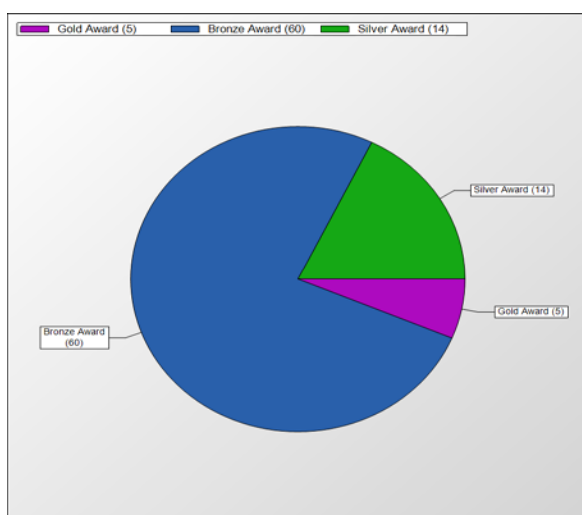
Reciprocal visits of staff with our feeder primary schools, enabled Glenwood staff to engage in further professional dialogue, supporting each other, maximising both success and increased student engagement.

Staff have been trained in ALARM with Faculties provided with sufficient TPL time to establish plans for its implementation into all Year 11 and Year 12 classes. Further opportunities were created for faculties to backward map when designing assessments. Students surveyed reported that assessment feedback was more informative, with clear and concise advice on where and how to improve. Teaching staff were the Learning Curve Teacher Chronicles which mirror the Learning Curve Student Diary, allowing them to develop student use of Thinking Tools, included in their Student Diaries.

### **Target 4**

**To increase positive recognition of student academic and social achievement through the use of PBL Data.**

An increase in the recording of positive Data on the iSchool system was successfully achieved as evidenced by the following pie chart. Blue represents Bronze awards, green represents Silver and Purple represents Gold awards distributed to students:



Other successes in 2011 include

- Seventeen students achieved a Medal of Excellence Award
- The School Captain and Prefect representative attended each PBL meeting and actively contributed resulting in changes to our Reward Cards and an improvement in our monitoring system
- Data identified an increase in commendations recorded on ischool across all years
- The School Captain and Prefect representatives attended each PBL meeting and actively contributed resulting in changes to our Reward Cards and an improvement in our monitoring system
- Analysis of PBL Data each semester highlighted the difficulty of using this Data in a meaningful way due to repetition of behaviours in various categories. This resulted in a review of the ischool codes to improve the quality of the Data
- Monday CONNECT time was monitored and evaluated. Some teachers explicitly taught behaviours
- PBL initiatives for recognition and rewarding students were discussed regularly at Staff Meetings, reminding staff to use the language of PBL and to reward students
- The Senior Reward Card was used as a tool for identifying leadership potential in

applicants for Prefects and School Captains.

Further to this, the survey of School Culture indicated most students felt their efforts were valued by the school as they were recognized.

## Key evaluations

It is a requirement for all NSW public schools to conduct at least two annual evaluations – one related to educational and management practice and the other related to curriculum. In 2011 our school carried out evaluations of:

### Educational and management practice

#### Executive Assessment Review Schedule (EARS) and Teacher Assessment Review Schedule (TARS)

In 2011 the executive staff reviewed the former EARS and TARS processes in order to develop a more consistent and supportive approach to teacher professional learning across the whole school. An executive conference was held in Term 1 to enable the Principal, Deputy Principals and Head Teachers to collaboratively design a Professional Learning Policy which addressed the needs of a diverse teaching staff at different career levels. A set of documents were created to support supervising staff as they led and inspired teachers to challenge themselves and focus on improving professional practice and ultimately, student learning outcomes.

The new EARS and TARS processes included:

- An executive conference each term to support executive professional learning
- A consistent focus on improving classroom practice across the whole school
- Professional Learning Plans which addressed the professional needs of teaching staff
- Formalising the discourse between Head Teachers and staff whilst maintaining a supportive and collaborative environment
- Opportunities to identify best practice through classroom observation and scheduled time to share productive pedagogy



### **Findings and conclusion**

- Head Teachers felt the new processes gave them a more structured framework for professional discussion with teachers
- Head Teachers felt the consistency of approach to EARS and TARS were beneficial for the school and teaching staff
- The professional learning nature of the executive conferences supported the role of the Head Teacher
- Supervising staff valued the use of Professional Learning Plans to support classroom teachers which in turn improved classroom practice
- Head Teachers are at various stages of analysing and applying the professional standards published by the Institute of Teachers

### **Future directions**

- A more refined EARS and TARS process will continue in 2012 with all staff producing Professional Learning Plans so it is a professional development process
- The Professional Learning Plans will inform executive decisions regarding whole school Teacher Professional Learning
- EARS and TARS will be linked to the new National Professional Teaching Standards
- Staff will be trained in identifying how the National Professional Teaching Standards are evidenced in the classroom
- Staff will be involved and informed of the TARS processes at a formal staff meeting at the beginning of the year giving it a whole school priority
- All EARS and TARS documents will be available in a package accessible on staff share
- Supervising staff will use common TARS strategies across all Faculties
- EARS meeting agendas will be published two weeks prior to EARS individual conferences
- A separate EARS focus will be established to support non-Faculty Head Teachers

## **Curriculum Evaluation**

### **Assessment and Reporting**

#### **Background:**

In 2011 the school community, identified a need to review the way in which assessment and reporting was undertaken. An internal Evaluation Committee was established comprising of Executive staff, to conduct a review of how assessment tasks in Stage Six were presented to students and how feedback for these tasks was given.

A range of data was analysed including, student, staff and parent surveys as well as assessment task samples, marking grids and how all of these relate back to the units being taught in the class room. The data collected was cross correlated with BOS syllabus requirements to ensure best practice and quality teaching methodology was in place.

#### **Findings and conclusions:**

- A consistent approach to the structure and distribution of assessment tasks was needed
- Students indicated that terminology across subjects varied, creating a discourse which needed to be addressed
- More in-depth feedback was required to inform students of their strengths and areas needing further development
- Staff indicated they needed more opportunities to develop assessment tasks, marking grids and feedback criteria to support student needs
- A consistent approach to be adopted across all subject areas
- Classroom teachers valued the opportunity to reflect on practices

#### **Future directions:**

- A Common template adopted across all subject areas to ensure all students grasped a full understanding of the

assessment task requirements, regardless of the subject

- A common process of registering the distribution of and collection of assessment tasks to be adopted
- Consistent terminology to be established across all subject areas to address subject specific language differences
- Staff to unpack assessment task in class lesson delivery to ensure student understanding of the requirements of the task
- ALARM as a tool, to be implemented by all stage six teachers, to give informative and relevant feedback to students
- Data analysed to evaluate changes implemented such as ALARM and comment templates
- TPL to support staff in delivering meaningful tasks aligning with BOS syllabus requirements and allowing opportunities for students to further develop skills, knowledge and understanding as per Quality Teaching

#### **Parent, student, and teacher satisfaction**

In 2011 the school sought the opinions of parents, students and teachers about the school.

#### **Parent, student, and teacher satisfaction with School Culture**

In 2011 the school sought the opinions of parents, students and teachers about the school through surveys, interviews and forums in relation to school culture.

Over 80% of students noted their teachers held high expectations for their success and clearly articulated these expectations in the classroom. Over eighty per cent of students felt the school encouraged them to be successful and to learn. Parents supported this by indicating that school work and homework was challenging but realistic. 78% of student felt new students were made to feel welcome at Glenwood High.

Over 60% of students felt pride in their school and the work they did at Glenwood High School was viewed as worthwhile as it helped them prepare for their future. They felt the teachers were also proud of their school and liked the culture of motivation and assistance in the school.

A number of parents surveyed felt the positiveness of the school created a culture of success where their children were well supported and praised the school. This was especially the case with the pastoral care focus in class and during extracurricular activities. They indicated the staff care about the mental and social wellbeing of their children and worked hard to create a safe and happy learning environment for them.

Parents indicated an improvement in home-school communication with the introduction of emails home from the school.

The majority of students continue to indicate they enjoy activities outside the classroom and that these activities build school spirit and camaraderie. However, a large number of students are still not prepared to give their own free time to help organise and co-ordinate such activities. This is being addressed with a greater focus on student involvement in the Student Representative Council and senior school leadership in 2012.

There were two areas of concern from student Data. It indicated 52% of students only sometimes supported what was happening in relation to school culture. Whilst eighty five per cent of students indicated pride in their school, fifteen per cent had limited pride in the school. Both are important areas to be addressed in 2012.

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

Staff interviewed expressed general satisfaction with the management of the school. However, they did feel there was room for improvement in developing more effective communication and decision-making processes to address staff needs. Future directions will investigate the use of the school intranet to disseminate information and calendar events.

## **Professional learning**

During 2011, the TPL team continued to support a wide variety of activities throughout the year to support quality teaching and learning.

Glenwood High School continued to develop and support the implementation of Laptops for Learning program and the integration of ICT (Information, Communication and Technology) through our involvement in the L3ICT Action Research Project. This project involved the executive in a series of TPL days to explore and evaluate a variety of WEB2 tools, eg. BlogED, Wiki's, Voki's, Animoto, Widgets etc. Each HT chose a suitable program to create lessons using a selection of tools to integrate the project material into their current lesson preparation and curriculum delivery. As an executive team we had the opportunity to share our experiences with the implementation and effectiveness of the technology to student engagement. The use of Voki and Animoto to deliver LOTE lessons to year 8 students was well received. Students were keen to attend lessons and also completed homework tasks to enhance the learning process. The increased student engagement through the use of this technology was evidenced by the enjoyment that students expressed.

The use of BlogED also featured heavily as a teaching tool by a number of faculties. As an example, senior students in Industrial Technology utilised a Blog to share ideas and respond to a series of questions with reference to an embedded video clip. This digital environment encouraged normally

disengaged students to respond and contribute to the class discussion online. This environment also provided the opportunity for peer and self evaluation of each response.

Our involvement in the L3ICT project has increased the variety of approaches to ICT in the curriculum. To continue the professional development process to the whole school, sessions will be conducted during our school development day in term 4. Faculty HTs will conduct faculty based workshops to share their experiences and promote professional dialogue in the use of WEB2 and social media in an educational context.

Our continued commitment to middle school linkages have also been a key feature and focus for the TPL team to support. The use of "Thinking Tools" is an integral part of the Norwest Learning Community to address middle school linkages. After the evaluation last year GHS has reaffirmed its commitment to the use of thinking tools to ensure that our new Year 7 students have a smooth transition into high school and that they can engage in their learning more effectively with a common approach using the familiarity of the thinking tools that they used in primary school. As part of our curriculum structure, all year 7 students will take part in lessons that focus on these teaching and learning tools. All executive participated in TPL activities presented by Parklea PS on their use of thinking tools allowing the executive to evaluate their effectiveness in secondary schooling. As this program is still in its infancy, future TPL activities will support this initiative in 2012.

During 2011, we have been evaluating the effectiveness of the ALARM method of improving student feed back to improve student's results in the HSC. Representatives from each KLA have taken part in a number of TPL activities to trial and plan the implementation Alarm as a teaching strategy. Several faculties and a number of key staff

have conducted school visits to assist in the implementation on this method.

The TPL team at Glenwood High School will continued to evaluate current trends and teaching strategies and endeavour to provide appropriate professional learning activities to support staff and improve the learning outcomes of our students.

## **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**

#### **Leadership and management**

##### **Outcome for 2012–2014**

Glenwood HS aims to strengthen leadership development and enhance management capacity through increased opportunities for quality professional learning.

##### **2012 Targets to achieve this outcome include:**

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

##### **Strategies to achieve these targets include:**

- Increase awareness of the 7 elements and further stages of NSW Institute of Teachers (e.g. Accomplishments/Leadership).
- Appointment of Staff Collegial supporters to oversee staff welfare matters.
- Teachers complete PLP's after consultation with HT's, who will then liaise with HT T&L to support staff TPL requirements.

- Appoint coordinators of faculty budgets/resources/year groups for programming assessments. Rotated annually.
- Review the roles of Senior Executive & other Executive staff in light of the expanding executive group.
- Review EARS processes to incorporate PLP's for all executive staff.

### **School priority 2**

#### **Literacy and Numeracy**

##### **Outcome for 2012–2014**

Glenwood aims to increase achievement levels for all students through the delivery of evidenced based practices, programs and professional learning.

##### **2012 Targets to achieve this outcome include:**

- To increase teacher capacity and leadership capability through the effective implementation of Professional Learning Plans and improved EARS and TARS processes
- To increase the number of students achieving higher bands in the 2012 HSC by 1%
- 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 2013 into the top two bands increase from 21% in reading and 19% in writing to, 31% in reading and 29% in writing in 2013 NAPLAN
- To embed the teaching of Numeracy across all subjects in order to increase the number of students achieving above the state average by 10% in NAPLAN
- To maximise student engagement in learning though positive recognition of student academic and social achievement as measured by PBL Data

**Strategies to achieve these targets include:**

- Whole school approach to the explicit teaching and assessing of all text types
- Staff training in NAPLAN Data analysis
- Staff training in Literacy / Numeracy strategies to address Data identified student needs
- Introduce Catch-Up Literacy Program in Year 7 Connect
- Whole school Literacy/Numeracy Focus per cycle
- ESL Connect
- ILPs for special provisions students
- Specific NAPLAN preparation program in place for all Faculties
- HIP – HSC Improvement Program threefold strategy:
  - Staff – one meeting per term sharing of best practice and use of teacher reflective journal with questions based on QT, ALARM and other HSC Improvement strategies.
  - Students – using CONNECT time more pastorally and focus on the senior Reward Cards as a means to increase student understanding of self-improvement strategies.
  - Parents – increased bulk emails to Year 12 parents and a parent support segment at the Year 12 Parent Teacher Evening in Term 1.

**School priority 3****Curriculum and assessment****Outcome for 2012 – 2014**

Our aim is to increase achievement levels for all Glenwood students through innovative practices for C21<sup>st</sup> learners and quality professional support for teachers and leaders.

**2012 Targets to achieve this outcome include:**

- To increase teacher capacity and leadership capability through the effective implementation of Professional Learning Plans and improved EARS and TARS processes.
- To increase the number of students achieving higher bands in the 2012 HSC by 1%.

**Strategies to achieve these targets include:**

- All staff fully trained and cognisant of school assessment policy and procedures
- Assessment team to develop the proforma and introduce to head teachers at executive meeting
- Having targeted GAT, Literacy, Numeracy class in Stage 4
- Specific professional development provided for teachers of these targeted classes giving them the skills to effectively deliver curriculum. e.g. teachers of the GAT class in serviced by specialists in GAT education.
- Implementation of Alarm
- Staff training in specific areas of student need. HT and YA's to have copies of info on learning needs in year groups (distributed via email and hard copy)
- Subject selection support, ensuring students are in appropriate courses
- Embed Blooms taxonomy in all teaching programs
- All Stage 5 and 6 teaching programs identify explicit ICT skills which can be taught using the student laptops
- Teachers of Stages 5 and 6 will work together to ensure student laptops become an integral tool for learning in the classroom and students are bringing them to school



## School priority 4

### Organisational effectiveness

#### Outcome for 2012-2014

To refine and maintain best organisational practices which encourage open communication, accountability and cohesiveness at Glenwood.

#### 2012 Targets to achieve this outcome include:

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

#### Strategies to achieve these targets include:

- Implementation of improved daily communication processes
- Up to date contact details – Restriction of participation in any at risk activity (Level 3)
- Develop and update flow chart with 2nd in Charge tabled
- Distinguishable titles between the HT admins
- Write and update simple user friendly handbooks
- Staff emailed weekly of the welfare minutes
- Executive to evaluate policies on a regular basis

## School priority 5

### Student engagement and attainment

#### Outcome for 2012 - 2014

To effectively engage an increasingly diverse range of learners at Glenwood, we aim to provide quality learning experiences which foster engagement and increased attainment.

#### 2012 Targets to support this outcome include:

- To increase teacher capacity and leadership capability through the effective

implementation of Professional Learning Plans and improved EARS and TARS processes

- To increase the number of students achieving higher bands in the 2012 HSC by 1%
- 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 2013 into the top two bands increase from 21% in reading and 19% in writing to, 31% in reading and 29% in writing in 2013 NAPLAN
- To embed the teaching of Numeracy across all subjects in order to increase the number of students achieving above the state average by 10%
- To maximise student engagement in learning through positive recognition of student academic and social achievement as measured by PBL Data

#### Strategies to achieve these targets include:

- Relevant & diverse resources to cater for a variety of students
- Student Independent Learning Plans (for special provisions students) and ESL (Phase 1 and 2 only)
- Teacher training in differentiated curriculum
- Continue NWCOS MSLT links with partner schools in improving for transition of 6 into 7 by implementing a sustainable Transition Program
- School wide emphasis upon GAT
- PMF to be timetabled as lessons from 2013.
- Applied maths – Elective in Maths, non accredited Maths for Trade to minimize 'N' Awards
- HSC Improvement Program

## 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.

Ms. E. McMaster (Principal)

Mr. N. Shields (P & C President)

Mrs B. Young (Deputy Principal)

Mr. L. Berry (Deputy Principal)

Mrs L. Sargeant (HT English)

Ms R. Achar (HT Welfare)

Ms G. Laughton (HT Support)

Ms S. Smith (SRC Coordinator)

Ms A. McDonald (HT CAPA)

Ms C. Jones (Dance Teacher)

Ms K. Madden (STLA)

Ms S. Southall (Sport Coordinator)

Ms A. Smith (Aboriginal Education Coordinator)

Mr D. Merrick (GAT Coordinator)

Mrs F. Nash (HT Secondary Studies)

Mr G. Zivkovic (Debating Coordinaintor)

Mrs A. Perry (Careers Adviser)

Mrs. E. Ballentyne (Prefect Coordinator)

Mr. D. Gracie (Boys Advisor)

Mr J. Burgmann (HT Teaching and Learning)

Mr D. Lewers (Duke of Ed Co-Ord))

Mr R. Schilliro (HT Mentor)

Parents can find out more information about Annual School Reports, how to interpret information in the reports and have the opportunity to provide feedback about these reports at:

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

### **School contact information**

Glenwood High School

Cnr Glenwood Pk Drive and Forman Ave  
Glenwood

Ph: 9629 9577

Fax: 9629 2796

Email: [glenwood-h.school@det.nsw.edu.au](mailto:glenwood-h.school@det.nsw.edu.au)

Web: <http://www.glenwood-h.schools.nsw.edu.au/>

School Code: 8268