



GLENWOOD HIGH SCHOOL

Innovation Opportunity Diversity Success

2014 ANNUAL SCHOOL REPORT

8268

School Context

In 2014, approximately 1,550 students attended Glenwood High School. Our students come from a broad range of backgrounds and help make Glenwood High School an inclusive environment for all. The school opened in 2005 and is a large comprehensive and coeducational secondary school in Sydney's north-west region. Approximately 52% of our students are from a language background other than English. The school enjoys an excellent reputation in the community and is considered to be a school of choice in the local area. This report details the range of academic, sporting and artistic achievements of students at Glenwood High School in 2014. Our students are to be commended for the way in which they represent their school and community in a positive manner.

Principal's Message

Although 2014 brought many challenges for our large school community, it still resulted in a year of excellence, culminating in the most impressive Higher School Certificate results to date. This can be attributed to the dedication and commitment of both the teaching and administration staff. They are all passionate about public education and determined to improve learning for students. They focus on their own professional development to ensure quality teaching takes place in all classrooms and settings.

In 2014, staff professional learning focused on the diversity of student need across all cohorts, with teachers consolidating their understanding of gifted and talented students, ensuring they are identified within each class and then engaged through specialised and explicit programing. Similarly, staff undertook training in the Disability Standards for Education and implemented record keeping practices to ensure all program modifications that accommodate students with disabilities are thoroughly recorded and monitored as required.

The second annual school conference focused on enhancing staff knowledge and confidence in the ANSWER model, which explicitly teaches students how to write effective extended responses in a variety of settings. Teachers embraced this model and student results have improved in both junior and senior classes as a result.

For the first time, the school received equity funds under the new government funding model, which enabled the implementation of a number of programs to support students in their skill development and career goal setting. Year 12 participated in a school-subsidised study skills program which helped them focus on areas for improvement. Extra-curricular events for students focusing on trade skills were implemented through the Handyman Project. The school was able to fund a teacher to closely mentor a group of Year 9 students, giving them opportunities and valuable experience across a range of trades and professions. These Year 9 students came to a greater understanding of the need to set goals and focus on achieving outcomes for future success.

In August, the school introduced the Sentral software system to improve attendance procedures and record keeping. This was an enormous undertaking for all staff but it resulted in a much more efficient system for attendance and student welfare records. Teachers are now able to electronically mark their class roll every lesson and the information is immediately available to executive staff and parents. This has enabled the Head Teacher – Administration to more actively support students to engage with their learning at all times.

Student leaders at Glenwood High School adopted a proactive role to positive recognition of both students and staff. Our senior prefect body introduced 'The Bully Patrol' (TBP) to encourage students to actively combat bullying in a non-confrontational manner by reporting incidents and expressing a zero tolerance for bullying behaviours. TBP was hugely successful, with hundreds of students pledging they would report and campaign against any negative behaviours to ensure the happiness of all members of our school community. Similarly, our senior prefects and house captains recognised the exceptional work of the staff through thank you letters and flowers during the year. Staff were truly appreciative of this acknowledgement for all they do for our students and the school community.

Maintenance and refurbishment of a number of areas around the school resulted in improved facilities and a more pleasant environment for all. All classrooms throughout the school were re-carpeted and painted, ensuring a quiet and clean

learning space. Staff administration, dining and workspaces were also re-carpeted and painted during the year. Landscaping, paving and garden beds were added to the outdoor environment along with the construction of attractive fencing to complement the modern look of the school to protect the shrubbery. All school community members have enjoyed the detailed focus on continued school beautification.

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

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



Erika McMaster
Principal



Student Representatives' Message

In 2014, the senior prefect group consisted of eighteen students. Over the course of the year, these students implemented ideas and strategies to tackle bullying while establishing and improving communication with younger grades. The teamwork and leadership from this group in

conjunction with the Student Representative Council has evoked an increased sense of confidence amongst our students. The senior prefects were involved in the following projects:



- Implementing 'The Bully Patrol' (TBP), an interactive approach to tackle bullying within the Glenwood High School community. After two extensive assemblies involving skits and a plethora of facts about bullying in Australia, all students were invited to sign a pledge to stop bullying. Students were supplied with a TBP wristband and became members of the 'patrol' and reported bullying incidents. This movement was recognised amongst our community and the accompanying video created by Daniel Lucisano and Sahil Bhandari was shared on social media sites internationally.
- Supporting the SRC in their efforts with the annual disco and Harmony Day. On Harmony Day, the senior prefects performed a musical piece in the assembly and also held their own little fiesta in the quadrangle. Working in conjunction with the SRC, we provided students with glow-sticks and other novelty items and increased the number of students in attendance, improving and establishing connections with students from other grades.
- Represented the school at a number of events, including a trip to the NSW Parliament and an afternoon tea with NSW Governor Marie Bashir. Senior prefects also attended an afternoon tea at Girraween High School to communicate with other peers about how we as students can improve our school communities.

Daniel Lucisano
School Captain

Student Representative Council

In 2014, the Student Representative Council (SRC) consisted of thirty students from Year 7 to Year 12. Over the course of the year, members of the SRC worked together to facilitate many activities. The leadership, organisational skills and confidence of many students developed as a result of their involvement with the SRC. Students were involved in the following projects:

- A social justice conference, to help students develop a deeper understanding of the world around them and how they can assist others who are less fortunate than themselves.
- Addressing and acting on student issues and suggestions brought to the attention of the SRC.
- Supporting various school events, both during and outside of school hours, including the ANZAC Day ceremony, school musical and parent-teacher nights.
- Encouraging school spirit by holding activities such as student versus teacher matches and school dances.
- Supporting and raising awareness within the school of human trafficking through the 'catwalk' event for Stella Fella.
- Raising funds to provide students with better facilities around the school.

Student Leadership

Glenwood High School provides students with multiple opportunities to obtain essential life skills critical to making a successful transition from school to life in the wider community. We offer a wide variety of opportunities for all students to take on leadership roles within the school community, regardless of their age. Some of these opportunities include:

- Senior prefects (Year 12)
- Student Representative Council (four students from each year group)
- Mates (Year 10)
- Duke of Edinburgh (Year 9 to Year 12)
- Peer mediators (Year 10 and Year 11)
- Year 7 transition mentors

Glenwood High School inducted the largest prefect body in our school's history in 2014. The eighteen student leaders were selected from forty-five nominees. The growth in nominations

was a reflection of the success of their predecessors and their high profile in the school and wider community.

The 2014 prefects attended the Macquarie Youth Leadership Forum in Term 4, 2013. The event brought together school leaders from all high schools to build leadership capacity and plan for their new roles. Our prefects impressed the organisers and many were offered positions to become group leaders at the event in 2014.

We started off the year with 'Spirit Week', an annual event organised by the prefects to welcome students to Glenwood High School. In 2014, the focus was on events and activities contributing to house spirit. All students who took part were awarded points for their school house. The event included a number of carnival-style games and encouraged students to form teams across different year groups.

The senior prefects launched the 'The Bully Patrol' (TBP), an anti-bullying campaign focused on the role of the bystander in the prevention of bullying incidents. The students gained considerable publicity in regard to this and letters of congratulations from our local member of parliament. Students were encouraged to sign a pledge and receive a wristband as a reminder of their commitment.



The next focus was a collaboration with the SRC to promote the school dance party, 'Vivid: Black, White and Something Bright'. This followed on from their 'Look Up' assembly where they enlightened students about the dangers of spending too much time connecting online and missing out on valuable face-to-face time.

Our school congratulates our senior prefects for their success in creating a positive school environment and being the voice of the student population.



Parents and Citizens Association

Once again, our Parents and Citizens Association (P&C) has continued to foster positive relationships between the school community and the staff at Glenwood High School during the year.

Our objective is to promote the interests of the school by bringing parents, citizens, students and teaching staff into close cooperation. The P&C meets regularly, on the first Wednesday of each month (excluding public holidays) at 7pm in the school conference room. These meetings are a great forum for members of our school community to receive information, contribute ideas, discuss issues and give feedback to members of the school executive.

We held our first 'Back to the 80's' fun night in August. The night was a huge success with some extremely awesome fluoro outfits, not to mention the 80's big hair, fabulous music by the White Bros and great prizes donated by our fabulous sponsors. The only complaint was of sore feet the next day from too much dancing. It was great to see both our school community and parent community come together to help raise funds for the school and have fun along the way.

Our yearly levy of \$10 per student has again been supported by our families in 2014 and the P&C

would like to thank families for their ongoing support.

In 2014, together with the levy and funds raised from our 'Back to the 80's' fun night, we have given over \$10,500 back to our wonderful school. These funds have been used for items such as chess sets, outdoor seating for our support unit and an electronic display screen in the library. As well as these fabulous items, the P&C continued to support the maintenance of the school app, the new Parenting Ideas Insights program and school activities such as Australian Business Week, the annual excellence assembly and Year 7 Orientation Day. All of this would not have been possible without the support our wonderful school community.

The P&C would like to thank all our volunteers and the following members of the P&C executive for all their hard work in 2014:

- Karen Usher *Vice President*
- Craig Balcombe *Secretary*
- Raj Nathoo *Treasurer*

Special thanks to Craig Balcombe who has been part of the executive for two years and Raj Nathoo for all his hard work as our Treasurer for the last three years. His son graduated from Glenwood High School in 2014 and Raj Nathoo will also be leaving our P&C. He has been a great supporter of the P&C and its initiatives and he will be greatly missed. Thank you for all your hard work.

Our Annual General Meeting was held on 3 December 2014. I will be returning as President in 2015 and would like to welcome our new executive for 2015:

- Karen Usher *Vice President*
- Karen Bonnell *Vice President*
- Pam Keirs *Secretary*
- Leanne Hazell *Treasurer*

Glenwood High School was challenged this year with the tragic loss of Amanda Atkinson, Head Teacher – Mathematics. The strength and sensitivity shown by our school executive and teachers needs to be applauded, whilst contending with their own loss, they ensured that every student was cared for and counselled. Thank you to Erla McMaster and the great staff of Glenwood High School.

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

We would like to thank Erla McMaster and the Glenwood High School staff for their support in 2014 and we are look forward to continuing to work closely with the school towards some exciting new projects in 2015 and as well celebrating the school's 10th anniversary.

Martine Balcombe
P&C Association President

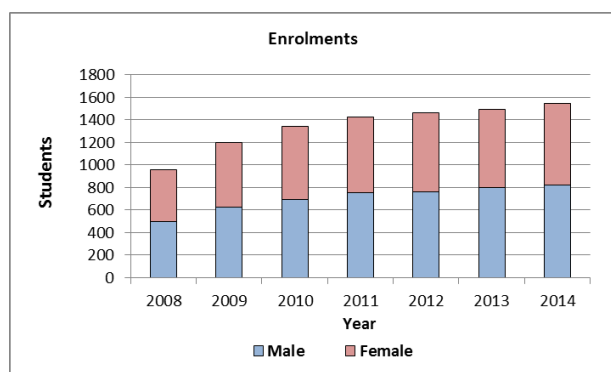
Student Information

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

Student Enrolment Profile

Glenwood High School commenced operation in 2005 and experienced considerable growth in student enrolments from 2005 to 2014, due to the expanding nature of the school. There has been growth in student numbers from 2013 to 2014. The school now expects slightly smaller intakes of Year 7 groups into the future due to the opening of a new public high school in the local area. As Glenwood High School has an excellent reputation in the community, we expect to maintain strong enrolment figures into the future, in particular, due to our focus on gifted and talented education.

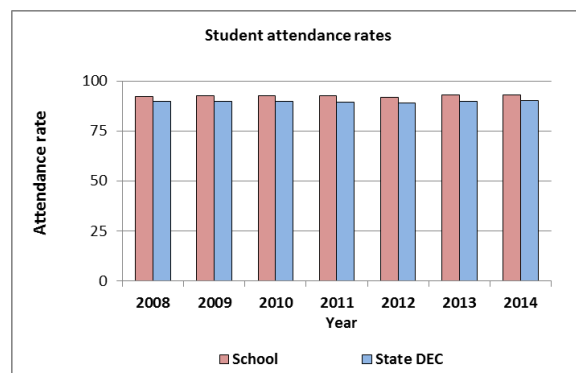
| Gender | 2008 | 2009 | 2010 | 2011 | 2012 | 2013 | 2014 |
|--------|------|------|------|------|------|------|------|
| Male | 501 | 629 | 696 | 752 | 764 | 801 | 824 |
| Female | 454 | 572 | 644 | 676 | 698 | 695 | 725 |



Student Attendance Profile

In 2014, Glenwood High School introduced the Sentral system to enable staff members to effectively track attendance and wellbeing. As a result, the management of non-attendance has taken a step into the 21st century. With electronic roll marking and automated notifications for truancy and late attendance, we have been able to monitor and respond to attendance concerns in the best way possible.

| | Year | 2008 | 2009 | 2010 | 2011 | 2012 | 2013 | 2014 |
|-----------|-------|------|------|------|------|------|------|------|
| School | 7 | | 94.1 | 94.3 | 95.0 | 94.2 | 95.6 | 95.6 |
| | 8 | | 92.6 | 94.0 | 92.7 | 93.4 | 92.9 | 93.4 |
| | 9 | | 91.7 | 92.3 | 92.7 | 91.8 | 94.2 | 92.2 |
| | 10 | | 93.1 | 91.4 | 90.3 | 89.5 | 89.5 | 91.4 |
| | 11 | | 91.9 | 92.4 | 91.8 | 90.5 | 92.8 | 91.8 |
| | 12 | | 90.4 | 90.5 | 92.6 | 92.6 | 93.2 | 94.0 |
| | Total | 92.1 | 92.6 | 92.6 | 92.5 | 91.9 | 93.1 | 93.1 |
| State DEC | 7 | | 92.3 | 92.6 | 92.5 | 92.4 | 93.2 | 93.3 |
| | 8 | | 90.0 | 90.5 | 90.1 | 90.1 | 90.9 | 91.1 |
| | 9 | | 88.8 | 89.1 | 88.8 | 88.7 | 89.4 | 89.7 |
| | 10 | | 88.7 | 88.3 | 87.1 | 87.0 | 87.7 | 88.1 |
| | 11 | | 89.4 | 89.1 | 87.6 | 87.6 | 88.3 | 88.8 |
| | 12 | | 89.4 | 89.8 | 89.2 | 89.3 | 90.1 | 90.3 |
| | Total | 89.9 | 89.7 | 89.9 | 89.2 | 89.1 | 89.9 | 90.2 |



When the school introduced Sentral, we implemented a number of changes to our policies and procedures for monitoring attendance:

- **Electronic roll marking:** This allows us to quickly and accurately build a holistic understanding of our students and their attendance patterns. Quick and accurate access to this data also assists us with monitoring truancy concerns.
- **Monitoring of truancy:** Real-time electronic roll marking allows us to very quickly flag any students that are present at school but who have failed to attend class. The outcome is

that truancy concerns are quickly and decisively addressed.

- **Students late to school:** The automated notification capabilities of Sentral have allowed us to modify our procedures to better target students with chronic attendance issues. As such, students who are late to school more than twice (with no explanation) in one week are automatically flagged in the Sentral system and students receive appropriate consequences.
- **Percentage attendance:** As an electronic system, Sentral quickly and effectively facilitates the generation of reports outlining a student's percentage attendance. This information allows us to quickly identify students at risk of not meeting the DEC minimum requirement of 85% attendance.

In the future, Glenwood High School will introduce the Sentral portal for students and parents, which will provide our parents with instant access to all of their child's school attendance data. It is hoped that access to this information will form closer ties with our community and facilitate the improvement of student attendance.

The outcome of the implementation of the Sentral system is the improvement of many aspects of school operations. Increased collection and manipulation of student information enables us to quickly address attendance issues. This has seen a sharp reduction in incidents of truancy and student lateness.

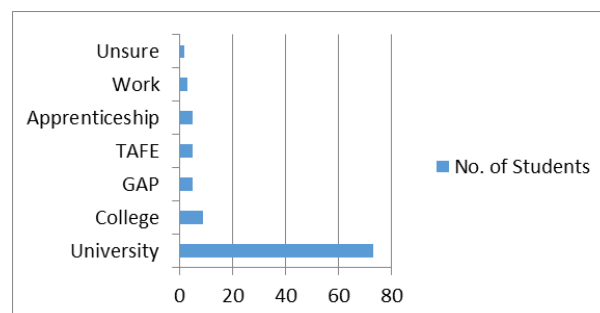


Post-School Destinations

All two hundred and eighteen students who sat for the HSC in 2014 were successful in achieving an HSC qualification. Out of these students, a representative data sample was collected to identify ATAR results and the direction that students decided to take in 2015.

Over sixty five students represented in the sample achieved an ATAR over 70.00. In addition, twenty students achieved an ATAR between 80.00 and 90.00 and eighteen students achieved an ATAR greater than 90.00.

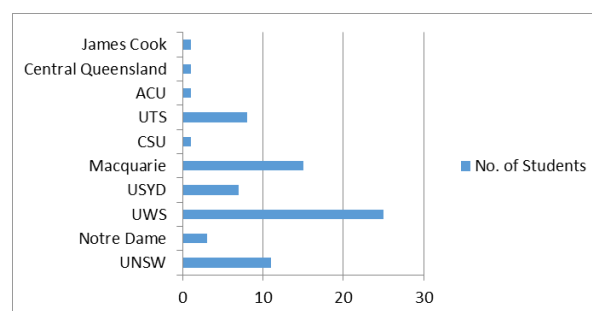
One student achieved an exceptional result of 99.15. The following table demonstrates the direction that Year 12 students from 2014 planned to take in 2015.



Students have decided to enter into a variety of post-school opportunities. A few students have signed up for full time apprenticeships, full time work or taking on further study at TAFE, colleges and universities.

Students have taken up further study at a variety of colleges such as JMC Academy, the University of Western Sydney College, Endeavour College and Bedford College.

The majority of students from the data collected have enrolled into further study at an Australian university.



Students received the highest amount of offers from the University of Western Sydney, followed by Macquarie University.

A number of students also received offers from the University of New South Wales, the University of Sydney, University of Technology, Sydney, the Australian Catholic University, Charles Sturt University, the University of Notre Dame and universities in Queensland.

Work Experience

In 2014, Year 10 students had the opportunity to participate in two weeks of work experience. Two hundred and six students completed work experience in the first week with a further one hundred and forty five students completing the second week of work experience.

Students had the opportunity to experience a vast array of roles and gain a sense of what it is like to work. This has been a valuable experience for students for many different reasons. From the student career perspective, many confirmed the pathways they selected and are now reassured that this is the path they want to follow, while others have reevaluated their direction based on their placement.

The opportunity to work five consecutive days was an interesting experience for our students. On a positive note, students reported that it was great, they enjoyed the experience, they loved the tasks that they were given and their confidence grew.



Another fantastic outcome from work experience was the number of casual job offers students gained. Students gained valuable experience that assisted them to gain apprenticeships commencing in 2015.

- **Year 12 students undertaking vocational or trade training:** We had eighteen students in Year 12 (or 8% of students) successfully complete a TAFE credit or qualification. The areas included Animal Studies, Business Services, Children's Services, Entertainment, Health Services Assistance, Music and Performance, Theatre and Screen and Tourism.

- **Year 12 students attaining HSC or equivalent vocational education qualification:** We had ten students in Year 12 (or 5% of students) accepted into school-based traineeships. The traineeships were in Retail and Sports and Recreation.

| Post-School Destinations | Year 10 | Year 11 | Year 12 |
|--------------------------|---------|---------|---------|
| seeking employment | 2.24% | 5.26% | 0.00% |
| employment | 3.14% | 1.05% | 5.96% |
| TAFE | 0.45% | 7.37% | 2.29% |
| university | 0.00% | 0.53% | 33.49% |
| other | 1.35% | 0.00% | 5.05% |
| unknown | 0.90% | 0.53% | 53.21% |

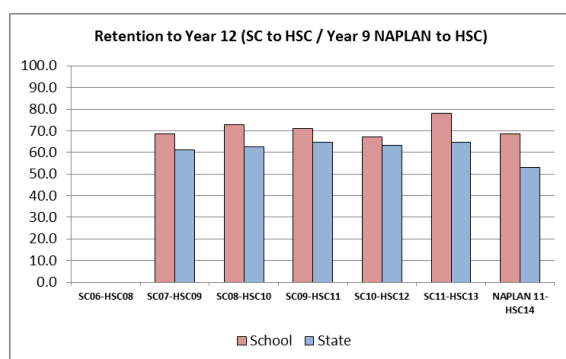
Retention

In previous years, the retention rate has been determined by comparing the number of students who complete Year 10 against the number of students who complete Year 12. From 2014, the retention rate is now determined by comparing the number of students who completed Year 9 NAPLAN against the number of students who completed Year 12 at the same school. As a result, no comparisons can be made with retention rates in previous years as a different methodology has been used in 2014.

Retention to Year 12

| | SC07-HSC09 | SC08-HSC10 | SC09-HSC11 | SC10-HSC12 | SC11-HSC13 | NAPLAN 11-HSC14 |
|--------|------------|------------|------------|------------|------------|-----------------|
| School | 68.5 | 72.7 | 71.1 | 67.1 | 78.1 | 68.6 |
| State | 61.0 | 62.7 | 64.7 | 63.4 | 64.5 | 53.2 |

In 2014, the school's retention rate exceeded the state average, which is a consistent trend. This represents the fact that Glenwood High School has a clear focus on learning and most students complete Year 12.



Workforce Information

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

Glenwood High School has a very large teaching staff that is divided into the main faculties of English, Mathematics, Science, HSIE, PD/H/PE, Creative and Performing Arts, LOTE, Industrial Arts, Home Economics, Library, Computing Studies and Support.

Workforce Composition

| Position | Number |
|---------------------------------------|------------|
| Principal | 1 |
| Deputy Principal(s) | 3 |
| Head Teachers | 16 |
| Classroom Teacher(s) | 90.6 |
| Learning and Support Teacher(s) | 1.6 |
| Teacher Librarian | 1.4 |
| Teacher of ESL | 0.8 |
| School Counsellor | 1.0 |
| School Administrative & Support Staff | 20.6 |
| TOTAL | 136 |

The Australian Education Regulation, 2014 requires schools to report on Aboriginal composition of their workforce. There were no members of the teaching staff that identified as Indigenous in 2014.

Teacher Qualifications

All teaching staff meet the professional requirements for teaching in NSW public schools. In addition, a large number of teachers at Glenwood High School have postgraduate qualifications.

| Qualifications | % of staff |
|-------------------|------------|
| Degree or Diploma | 100% |
| Postgraduate | 20% |

Teacher Professional Learning and Teacher Accreditation with BOSTES

Glenwood High School is comprised of a very large teaching and executive staff. All staff had access to a range of professional learning activities in 2014.

Professional learning activities were accessed within school through school development days, staff meetings, faculty meetings, executive conferences and welfare conferences. In addition, professional learning was provided through regional providers, DEC programs and some private providers. The average expenditure on professional development per staff member was \$500. Faculty head teachers were able to direct where half of this budget was spent, in accordance with each staff member's professional learning plan. This indicates that staff accessed courses which met the objectives of the school plan as well as met their personal learning needs and interests.

Throughout 2014, the teacher professional learning team continued to offer a wide variety of professional development opportunities to all staff to support quality teaching and learning at Glenwood High School. This enhanced their ability to prepare for the following:

- Continuing the implementation of the Australian Curriculum in the four key learning areas of English, History, Mathematics and Science.
- Implementing Glenwood High School's new pedagogical approach ANSWER (A Natural Strategy for Writing Effective Responses) to improve assessment and examination preparation across all faculties.
- Catering for differential learning, including gifted and talented education programs and supporting students with individual needs and disabilities.
- Incorporating Positive Behaviour for Learning into classroom teaching and student wellbeing programs.
- Analysing HSC results and NAPLAN data with the use of powerful tools such as SMART and the BOSTES Results Analysis Package.
- Responding to changes to the BOSTES accreditation process for teachers.
- Preparing for the implementation of a school-wide approach to incorporating technology in

classroom practice through the DEC Bring Your Own Device program.

- Implementing Sentral for electronic roll marking and recording student welfare reports.

The annual Glenwood High School conference was early in the year and provided staff with the opportunity to quickly implement their new knowledge in relation to catering effectively for our diverse range of students. This allowed staff to take a school-wide approach to developing our gifted and talented students and assisting students who require additional support.



There were four executive conferences that focused on dynamic changes occurring within the DEC. Jeff Bruce, our local Director, Public Schools NSW, was a keynote speaker and presented information on leadership. The second half of the year saw executive staff gather statistical data and after analysing this data, the school executive developed new strategic directions for the new school plan for 2015 to 2017.

During 2014, Glenwood High School supported thirteen teachers working towards accreditation at the 'proficient' level. In addition, we supported seven teachers maintaining their accreditation at the 'professional competence' level. In 2014, we saw the departure of Richard Schiliro who had been the Head Teacher – Mentor at Glenwood High School for many years.

The Head Teacher – Teaching and Learning took over this role and used afternoon meetings and many supportive structures for new scheme teachers to gain or maintain their accreditation with the Board of Studies, Teaching and Educational Standards (BOSTES).

In 2015, Glenwood High School will align their professional learning with the school's new

strategic directions. We will continue the new tradition of holding a whole school conference early in the year and align our professional practice with BOSTES accreditation procedures, supporting teachers who wish to be recognised as being highly accomplished teachers.

Beginning Teachers

Glenwood High School delivers comprehensive induction programs that ensure new and inexperienced teachers are supported through professional development. A consequence of supporting staff is that student learning outcomes are enhanced.

In 2014, thirteen beginning teachers completed the full induction program. All new teachers also sought accreditation at the 'proficient' level with the Board of Studies, Teaching and Educational Standards (BOSTES) and commenced the process of documenting information and gathering evidence for their accreditation.

In 2014, the induction program at Glenwood High School was facilitated by the Head Teacher – Mentor and Head Teacher – Teaching and Learning. All teachers who were new to the school participated. The program had two parts and all new teachers attended the general school induction that familiarised them with the school's expectations, policies and key personnel.

The second part of the induction consisted of a series of sessions that were designed to provide development with regard to the BOSTES and AITSL Professional Teaching Standards. Areas such as the role of the teacher, effective communication, classroom management, professional responsibilities, quality teaching and the accreditation process were all covered in these sessions. In 2015, the Positive Behaviour for Learning team and ANSWER team will give presentations to induct staff on the vital role of these programs at Glenwood High School.

In Term 3 in 2014, a series of afternoon workshops were held to support staff with their accreditation report. A highlight of these workshops was a presentation by Christie Absalom, Teacher Quality Adviser, who provided valuable information on the accreditation process.

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 | 30/11/2014 |
| Income | \$ |
| Balance brought forward | 1,121,403.65 |
| Global funds | 742,525.42 |
| Tied funds | 448,308.14 |
| School & community sources | 769,271.25 |
| Interest | 36,236.68 |
| Trust receipts | 77,131.78 |
| Canteen | 0.00 |
| Total income | 3,194,876.92 |
| Expenditure | |
| Teaching & learning | |
| Key learning areas | 247,355.56 |
| Excursions | 136,047.67 |
| Extracurricular dissections | 288,591.85 |
| Library | 23,990.88 |
| Training & development | 5,428.99 |
| Tied funds | 377,260.50 |
| Casual relief teachers | 295,688.91 |
| Administration & office | 253,125.31 |
| School-operated canteen | 0.00 |
| Utilities | 111,617.05 |
| Maintenance | 9,747.63 |
| Trust accounts | 75,510.81 |
| Capital programs | 0.00 |
| Total expenditure | 1,824,365.16 |
| Balance carried forward | 1,370,511.76 |

A full copy of the school's 2014 financial statement is tabled at the annual general meeting of the Parents and Citizens Association. Further details concerning the statement can be obtained by contacting the school.

Academic Achievements

NAPLAN

In the National Assessment Program, results across the Year 3, Year 5, Year 7 and Year 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10.

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

- Year 3: from Band 1 (lowest) to Band 6 (highest for Year 3)
- Year 5: from Band 3 (lowest) to Band 8 (highest for Year 5)
- Year 7: from Band 4 (lowest) to Band 9 (highest for Year 7)
- Year 9: from Band 5 (lowest) to Band 10 (highest for Year 9)

The *My School* website provides detailed information and data for national literacy and numeracy testing (NAPLAN). The website can be accessed at www.myschool.edu.au.

Minimum Standards

In 2014, the vast majority of Year 7 students at Glenwood High School achieved at or above the minimum standard. This was particularly strong in numeracy, with 99.6% of students achieving at or above the minimum standard in this strand.

| Percentage of Year 7 students achieving at or above minimum standard (exempt students excluded) | |
|-------------------------------------------------------------------------------------------------|------|
| Reading | 97.8 |
| Writing | 96.4 |
| Spelling | 97.9 |
| Grammar & Punctuation | 96.8 |
| Numeracy | 99.6 |

Similarly, in 2014, the vast majority of Year 9 students at Glenwood High School achieved at or above the minimum standard. However, there is a need for a renewed focus on writing for Year 9 students, with 86.4% of students achieving at or above the minimum standard in this strand.

| Percentage of Year 9 students achieving at or above minimum standard (exempt students excluded) | |
|-------------------------------------------------------------------------------------------------|------|
| Reading | 93.1 |
| Writing | 86.4 |
| Spelling | 94.2 |
| Grammar & Punctuation | 93.0 |
| Numeracy | 98.1 |

Each year, some students are exempt from NAPLAN tests, for a variety of reasons:

| | |
|----------------------------------------------------------------------|---|
| 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: | 5 |

NAPLAN Year 7 - Literacy

Student performance in NAPLAN tests reflect the attainment levels achieved in primary school learning. The results provide secondary teachers with valuable diagnostic information about each student in Year 7 and establish baseline data to determine the value that Glenwood High School has added to that student by the time they reach Year 9. Our school group is indicated in pink in these charts. Literacy is comprised of four elements: reading, writing, spelling and grammar and punctuation. Overall, Glenwood High School performed well in all four aspects of the literacy tests.

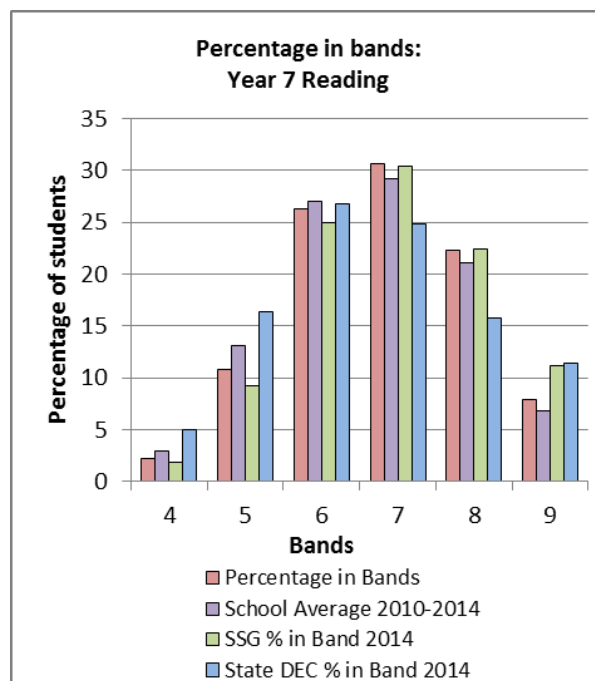
Year 7 NAPLAN results were pleasing in 2014. In all aspects of literacy, a substantial number of students were placed in the top two bands. In particular, spelling continues to be an area of strength at Glenwood High School and we continue to be above state average in the number of students in the top two bands of achievement for this area, with forty-three per cent of students in these top bands. Grammar and punctuation is also an area in which students excel, with thirty-two per cent of students achieving in the top two bands.

In 2014, there has been a strong focus on moving more students from the middle bands of achievement into the top two bands. Through effective curriculum delivery, analysis of previous NAPLAN data and a whole-school focus on literacy, it is very pleasing to see positive growth in the number of students achieving results in the higher bands across all four areas of literacy, including thirty per cent of students for reading and nineteen per cent of students for writing.

Moving the middle will continue to be an area of focus. In particular, there is a need for specific emphasis on understanding inferential meaning in reading material, as well as aspects of both imaginative and persuasive writing.

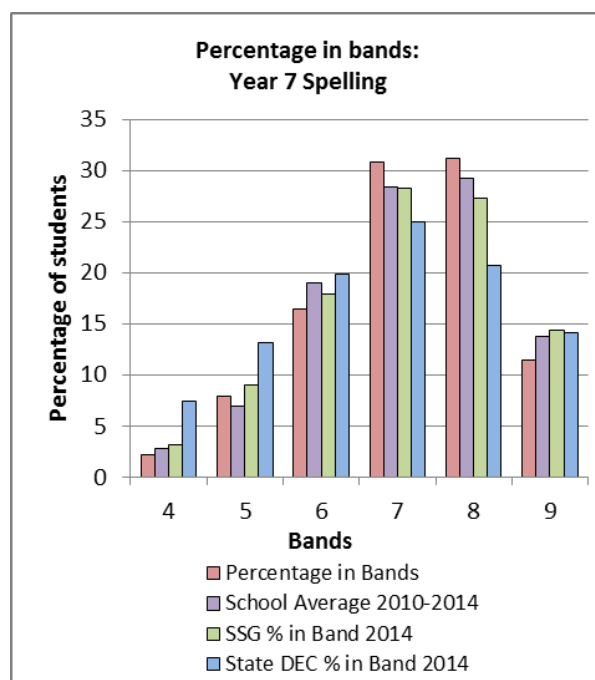
Year 7 NAPLAN Reading

| | School | SSG | State DEC | | | |
|--------------------------|--------|-------|-----------|------|------|------|
| Average score, 2014 | 548.4 | 555.1 | 538.9 | | | |
| Skill Band Distribution | | | | | | |
| Band | 4 | 5 | 6 | 7 | 8 | 9 |
| Number in Band | 6 | 30 | 73 | 85 | 62 | 22 |
| Percentage in Bands | 2.2 | 10.8 | 26.3 | 30.6 | 22.3 | 7.9 |
| School Average 2010-2014 | 2.9 | 13.1 | 27.0 | 29.2 | 21.1 | 6.7 |
| SSG % in Band 2014 | 1.9 | 9.2 | 24.9 | 30.4 | 22.5 | 11.1 |
| State DEC % in Band 2014 | 5.0 | 16.3 | 26.8 | 24.8 | 15.7 | 11.4 |



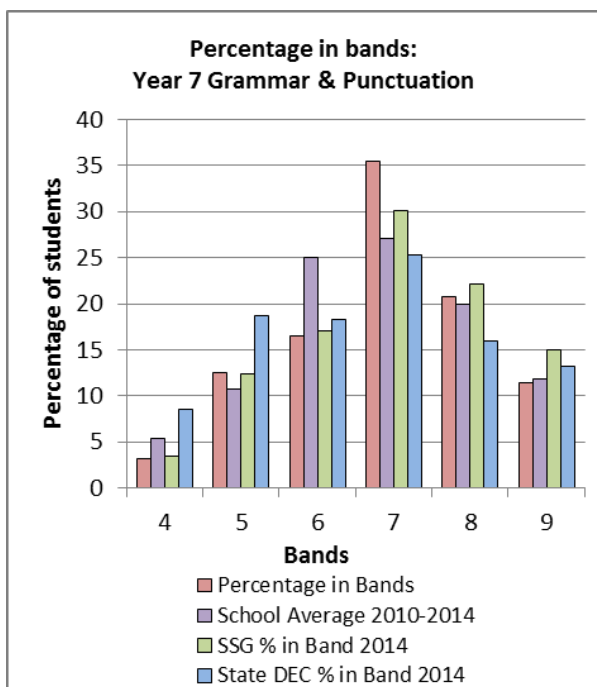
Year 7 NAPLAN Spelling

| Year 7 NAEP Band Spelling | | School | SSG | State DEC | | |
|---------------------------|-----|--------|-------|-----------|------|------|
| Average score, 2014 | | 563.0 | 560.6 | 545.1 | | |
| Skill Band Distribution | | | | | | |
| Band | 4 | 5 | 6 | 7 | 8 | 9 |
| Number in Band | 6 | 22 | 46 | 86 | 87 | 32 |
| Percentage in Bands | 2.2 | 7.9 | 16.5 | 30.8 | 31.2 | 11.5 |
| School Average 2010-2014 | 2.7 | 6.9 | 19.0 | 28.3 | 29.3 | 13.8 |
| SSG % in Band 2014 | 3.2 | 9.0 | 17.9 | 28.3 | 27.3 | 14.4 |
| State DEC % in Band 2014 | 7.4 | 13.1 | 19.8 | 25.0 | 20.7 | 14.1 |



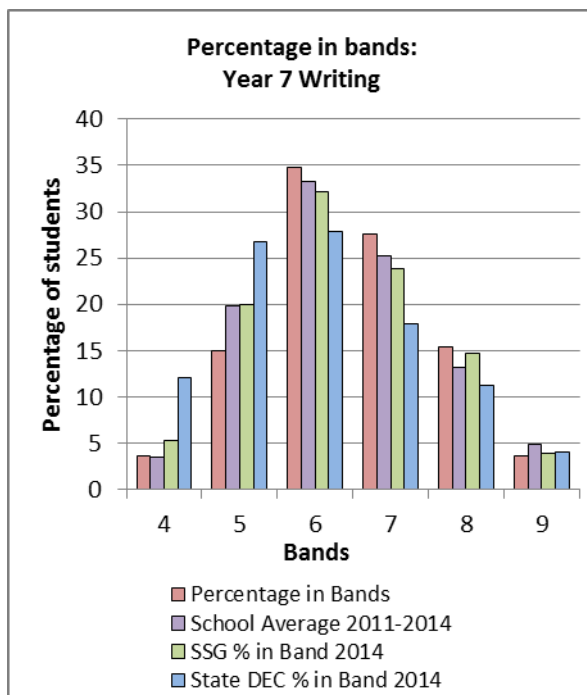
Year 7 NAPLAN Grammar and Punctuation

| Year 7 NAEP Math Grammar and Punctuation | | | | | | |
|------------------------------------------|--------|------|-------|------|-----------|------|
| Average score, 2014 | School | | SSG | | State DEC | |
| | 552.4 | | 559.0 | | 538.5 | |
| Skill Band Distribution | | | | | | |
| Band | 4 | 5 | 6 | 7 | 8 | 9 |
| Number in Band | 9 | 35 | 46 | 99 | 58 | 32 |
| Percentage in Bands | 3.2 | 12.5 | 16.5 | 35.5 | 20.8 | 11.5 |
| School Average 2010-2014 | 5.3 | 10.7 | 25.0 | 27.1 | 20.0 | 11.9 |
| SSG % in Band 2014 | 3.5 | 12.3 | 17.0 | 30.0 | 22.2 | 15.0 |
| State DEC % in Band 2014 | 8.5 | 18.7 | 18.3 | 25.3 | 16.0 | 13.2 |



Year 7 NAPLAN Writing

| Average score, 2014 | School | SSG | State DEC | | | |
|--------------------------|--------|-------|-----------|------|------|-----|
| | 523.9 | 519.9 | 499.0 | | | |
| Skill Band Distribution | | | | | | |
| Band | 4 | 5 | 6 | 7 | 8 | 9 |
| Number in Band | 10 | 42 | 97 | 77 | 43 | 10 |
| Percentage in Bands | 3.6 | 15.1 | 34.8 | 27.6 | 15.4 | 3.6 |
| School Average 2011-2014 | 3.5 | 19.8 | 33.3 | 25.3 | 13.2 | 4.9 |
| SSG % in Band 2014 | 5.3 | 20.0 | 32.1 | 23.9 | 14.8 | 4.0 |
| State DEC % in Band 2014 | 12.1 | 26.8 | 27.9 | 17.9 | 11.3 | 4.0 |



NAPLAN Year 9 – Literacy

Year 9 students have demonstrated significant improvements in their NAPLAN results this year, adding substantial value to their achievements from Year 7. Spelling was again an area of high achievement for students at Glenwood High School, with thirty-three per cent of students achieving in the top two bands.

In 2014, we have continued to see positive growth in the grammar and punctuation results for the Year 9 cohort. During Connect in 2014, Year 9 students were involved in an engaging and enriching program which explicitly targeted grammar and punctuation, moving from simple to more complex aspects of this literacy area. These ten minute lessons focused on areas for improvement across Year 9, as identified by previous NAPLAN results and school-based assessment. The literacy team developed this



program to support the learning of our students through the implementation of concentrated literacy lessons and it forms an integral part of our whole-school initiative to develop literacy skills in our students across all KLAs.

This has contributed to very few students scoring in the lowest two bands for grammar and punctuation in 2014 and forty-eight per cent of students achieving in the top three bands, including twenty-one students scoring a top Band 10 result in this area. This successful program will be implemented again in 2015.

Particularly pleasing is the significant improvement Year 9 students have made in the writing component of the NAPLAN tests. This year, for the first time, students could be asked to write either a persuasive exposition or a creative narrative.

Unlike in past years, schools were not told in advance which text type would be assessed, hence students needed to prepare for both. In order to prepare students for this, the English faculty created an engaging unit that focused explicitly upon the skills needed to compose both persuasive and creative texts.

This unit specifically addressed identified areas of need, including paragraph structure, use of stylistic features and incorporating sophisticated vocabulary.

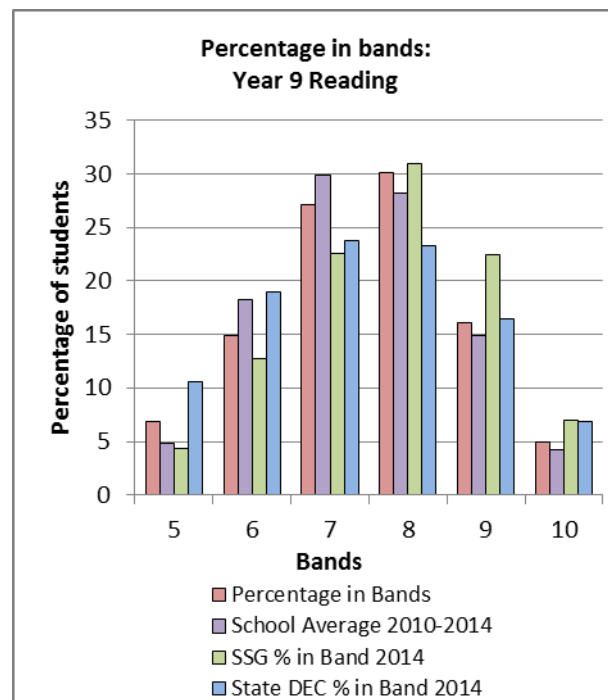
This program, along with the ongoing emphasis on writing cohesively across all KLAs, has allowed students to achieve very well in this area, with forty per cent of students achieving in the top three bands for writing. Furthermore, an impressive seventeen students achieved a top Band 10 result in this area, placing Glenwood High School's writing results just above state average and significantly above other schools in the area. Writing will continue to be a focus area in 2015, as we seek to continue to improve our students' skills in this area.

The focus on structured reading programs across all KLAs for this cohort has contributed to positive reading results, with twenty-one per cent of students achieving in the top two bands and an additional fifty-seven per cent of students achieving in the middle two bands. Despite pleasing results in the NAPLAN tests, this is still an area that we are seeking to improve upon. In

order to achieve this, in 2015 there will be a particular emphasis on reading, with the implementation of a whole-school strategy for improving reading for inferential meaning.

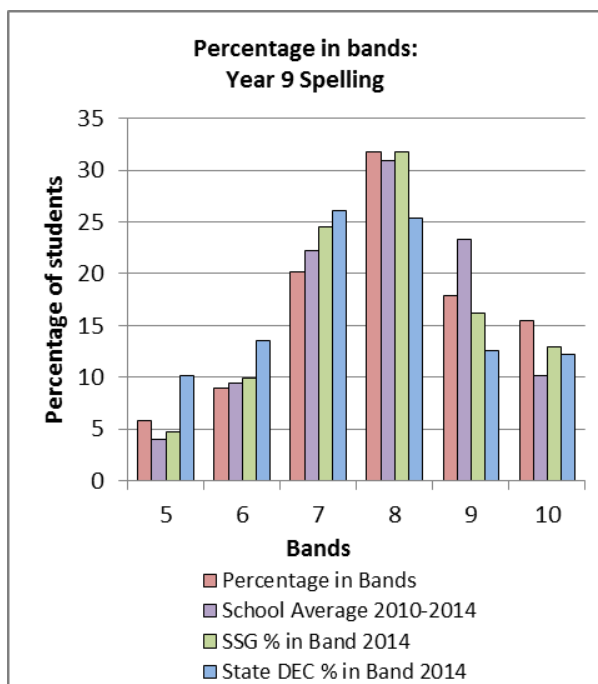
Year 9 NAPLAN Reading

| | School | SSG | State DEC | | | |
|--------------------------|--------|-------|-----------|------|------|-----|
| Average score, 2014 | 581.6 | 595.3 | 575.0 | | | |
| Skill Band Distribution | | | | | | |
| Band | 5 | 6 | 7 | 8 | 9 | 10 |
| Number in Band | 18 | 39 | 71 | 79 | 42 | 13 |
| Percentage in Bands | 6.9 | 14.9 | 27.1 | 30.2 | 16.0 | 5.0 |
| School Average 2010-2014 | 4.8 | 18.2 | 29.8 | 28.1 | 14.8 | 4.2 |
| SSG % in Band 2014 | 4.3 | 12.7 | 22.5 | 30.9 | 22.5 | 7.0 |
| State DEC % in Band 2014 | 10.6 | 19.0 | 23.8 | 23.3 | 16.4 | 6.9 |



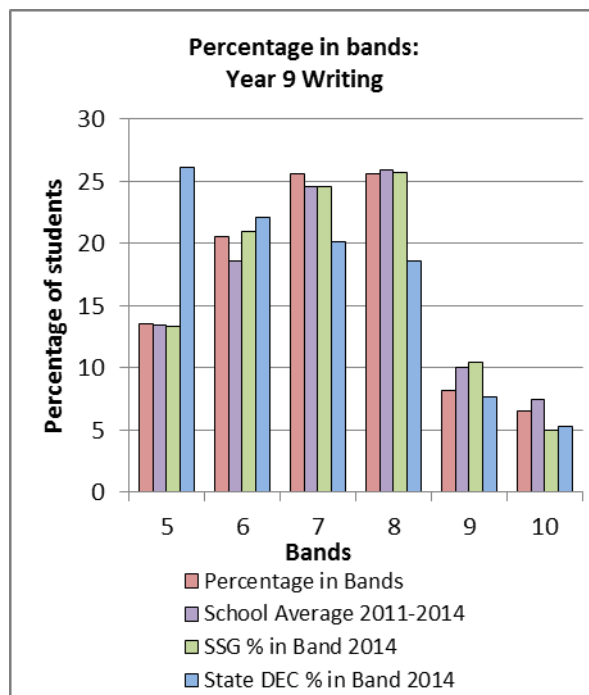
Year 9 NAPLAN Spelling

| Year 5 STAR Math Spelling | | | | | | |
|---------------------------|--------|------|-------|------|-----------|------|
| | School | | SSG | | State DEC | |
| Average score, 2014 | 603.8 | | 600.7 | | 582.1 | |
| Skill Band Distribution | | | | | | |
| Band | 5 | 6 | 7 | 8 | 9 | 10 |
| Number in Band | 15 | 23 | 52 | 82 | 46 | 40 |
| Percentage in Bands | 5.8 | 8.9 | 20.2 | 31.8 | 17.8 | 15.5 |
| School Average 2010-2014 | 4.0 | 9.4 | 22.3 | 30.9 | 23.4 | 10.1 |
| SSG % in Band 2014 | 4.7 | 9.9 | 24.6 | 31.7 | 16.2 | 13.0 |
| State DEC % in Band 2014 | 10.2 | 13.5 | 26.1 | 25.4 | 12.6 | 12.2 |



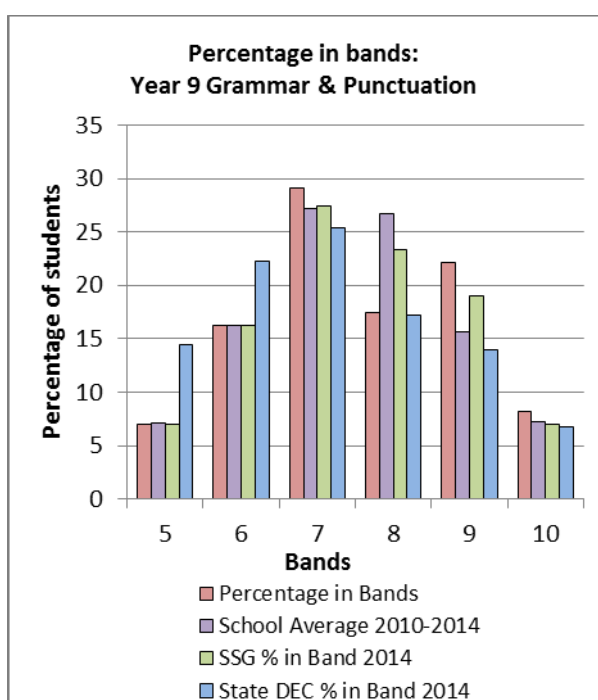
Year 9 NAPLAN Writing

| | School | SSG | State DEC | | | |
|--------------------------|--------|-------|-----------|------|------|-----|
| Average score, 2014 | 558.7 | 557.7 | 530.2 | | | |
| Skill Band Distribution | | | | | | |
| Band | 5 | 6 | 7 | 8 | 9 | 10 |
| Number in Band | 35 | 53 | 66 | 66 | 21 | 17 |
| Percentage in Bands | 13.6 | 20.5 | 25.6 | 25.6 | 8.1 | 6.6 |
| School Average 2011-2014 | 13.4 | 18.6 | 24.5 | 25.9 | 10.0 | 7.5 |
| SSG % in Band 2014 | 13.4 | 20.9 | 24.6 | 25.7 | 10.5 | 5.0 |
| State DEC % in Band 2014 | 26.1 | 22.1 | 20.1 | 18.6 | 7.7 | 5.3 |



Year 9 NAPLAN Grammar and Punctuation

| Year 5 NCEAN Grammar and Punctuation | | | | | | |
|--------------------------------------|--------|-------|-----------|------|------|-----|
| | School | SSG | State DEC | | | |
| Average score, 2014 | 588.0 | 587.6 | 566.5 | | | |
| Skill Band Distribution | | | | | | |
| Band | 5 | 6 | 7 | 8 | 9 | 10 |
| Number in Band | 18 | 42 | 75 | 45 | 57 | 21 |
| Percentage in Bands | 7.0 | 16.3 | 29.1 | 17.4 | 22.1 | 8.1 |
| School Average 2010-2014 | 7.1 | 16.2 | 27.2 | 26.7 | 15.6 | 7.2 |
| SSG % in Band 2014 | 7.0 | 16.3 | 27.4 | 23.3 | 19.0 | 7.0 |
| State DEC % in Band 2014 | 14.4 | 22.3 | 25.4 | 17.2 | 14.0 | 6.8 |



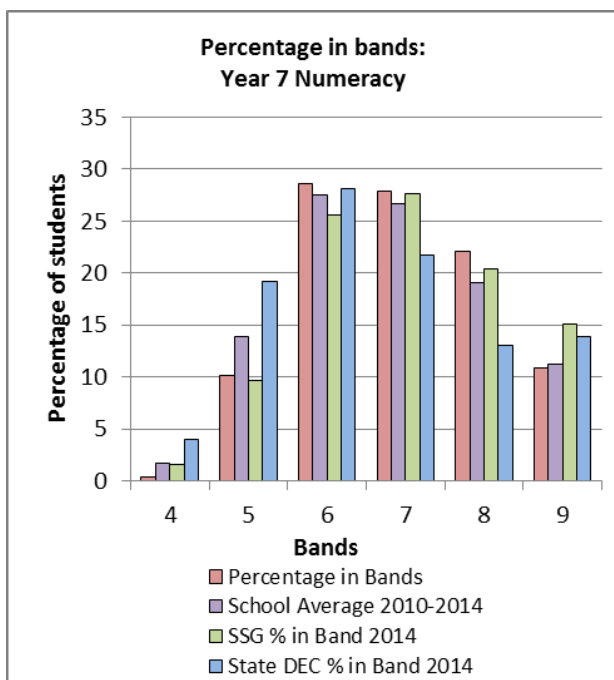
NAPLAN Year 7 - Numeracy

Year 7 results in numeracy improved at Glenwood High School in 2014. The school average was 553.4 in 2013 compared with an average of 555.9 in 2014. Our students continued to perform better than the DEC statewide average, which is a consistent trend.

Exactly the same proportion of Year 7 students achieved results in the top two bands in 2013 compared with 2014 results, namely, 33% of students. On another positive note, there was a decrease in students achieving in the bottom two bands. In 2013, 14.6% of Year 7 students achieved results in the bottom two bands. In 2014, only 10.5% of Year 7 students achieved results in the bottom two bands. Numeracy continues to be an area of strength at Glenwood High School.

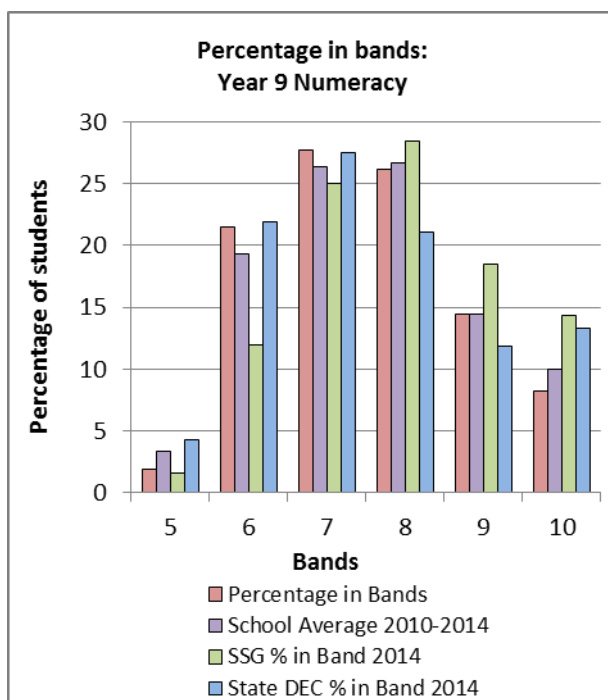
Year 7 NAPLAN Numeracy

| Year 7 NAEP Literacy Numeracy | | | | | | |
|-------------------------------|--------|------|-------|------|-----------|------|
| Average score, 2014 | School | | SSG | | State DEC | |
| | 555.9 | | 560.8 | | 542.9 | |
| Skill Band Distribution | | | | | | |
| Band | 4 | 5 | 6 | 7 | 8 | 9 |
| Number in Band | 1 | 28 | 79 | 77 | 61 | 30 |
| Percentage in Bands | 0.4 | 10.1 | 28.6 | 27.9 | 22.1 | 10.9 |
| School Average 2010-2014 | 1.7 | 13.9 | 27.5 | 26.6 | 19.1 | 11.2 |
| SSG % in Band 2014 | 1.6 | 9.6 | 25.6 | 27.6 | 20.5 | 15.1 |
| State DEC % in Band 2014 | 4.0 | 19.2 | 28.1 | 21.7 | 13.1 | 13.9 |



Year 9 NAPLAN Numeracy

| Year 5 STAR Math Numeracy | | | | | | | |
|---------------------------|--------|------|------|-------|------|-----------|--|
| Average score, 2014 | School | | | SSG | | State DEC | |
| | 585.4 | | | 605.7 | | 587.8 | |
| Skill Band Distribution | | | | | | | |
| Band | 5 | 6 | 7 | 8 | 9 | 10 | |
| Number in Band | 5 | 55 | 71 | 67 | 37 | 21 | |
| Percentage in Bands | 2.0 | 21.5 | 27.7 | 26.2 | 14.5 | 8.2 | |
| School Average 2010-2014 | 3.3 | 19.3 | 26.3 | 26.7 | 14.4 | 10.0 | |
| SSG % in Band 2014 | 1.6 | 12.0 | 25.0 | 28.4 | 18.5 | 14.3 | |
| State DEC % in Band 2014 | 4.3 | 21.9 | 27.5 | 21.1 | 11.9 | 13.3 | |



NAPLAN Year 9 - Numeracy

There was a slight decrease in student achievement in Year 9 numeracy in 2014 when compared with 2013 results. In 2013, the school average was 587.6. In 2014, the school average was 585.4. On a positive note, the school was overrepresented in both Band 7 (the third highest band) and Band 8 (the second highest band), with numeracy continuing to be an important area that contributes to very strong HSC results.

There has been a significant reduction in the number of students achieving Band 5 results, the lowest band. In 2013, 6.3% of Year 9 students achieved in this band for numeracy. In 2014, only 2.0% of Year 9 students scored in this range.

The numeracy team has a number of goals in 2015, most importantly, to share data with all teachers in relation to student performance in NAPLAN using SMART data and further incorporate numeracy strategies into teaching and learning programs.

Higher School Certificate

In the Higher School Certificate, the performance of students is reported in performance bands ranging from Band 1 (lowest) to Band 6 (highest). The following are examples of the school's successful performance in the HSC:

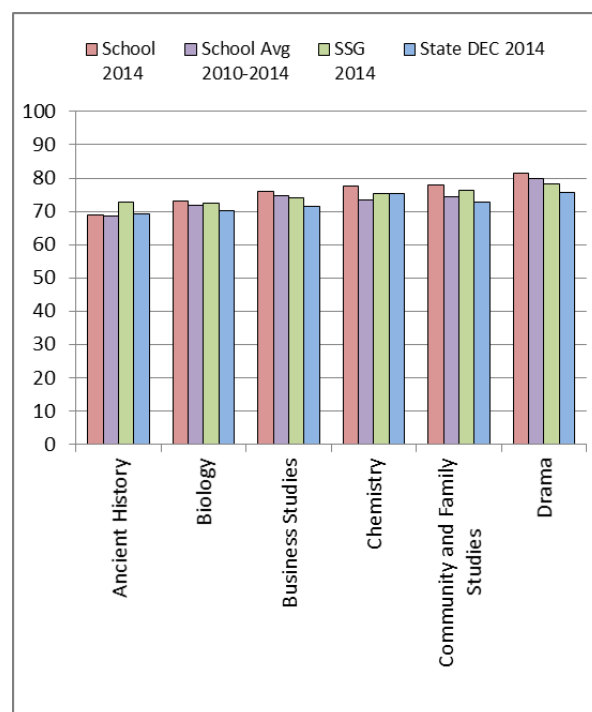
- Eighteen students achieved an ATAR of over 90.00, based on strong HSC results.
- There were sixty eight Band 6 results across the variety of courses offered at Glenwood High School.
- One student was placed on the Premier's Honour Roll for achieving Band 6 results in all of her courses.
- Glenwood High School students were ranked first and second in NSW for Indonesian Beginners.
- Three students were nominated for Callback, a showcase for exemplary performances in Dance.

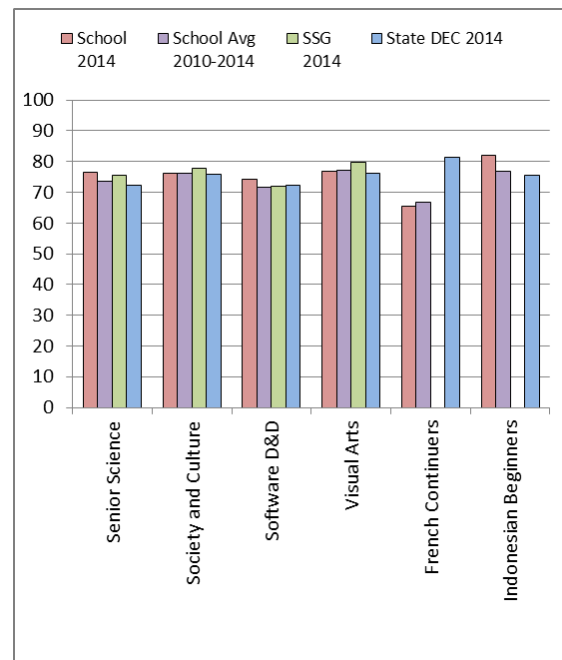
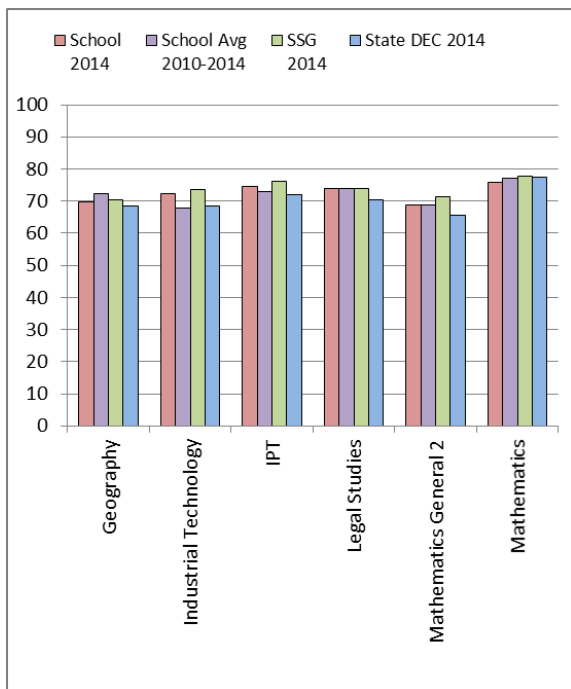
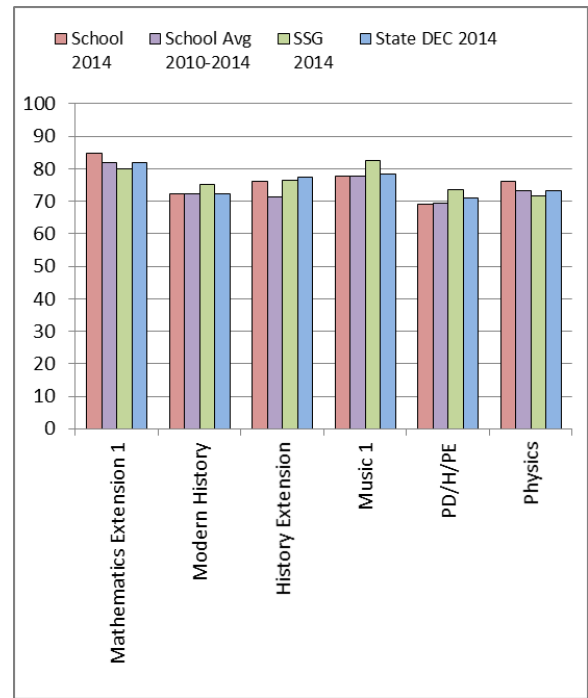
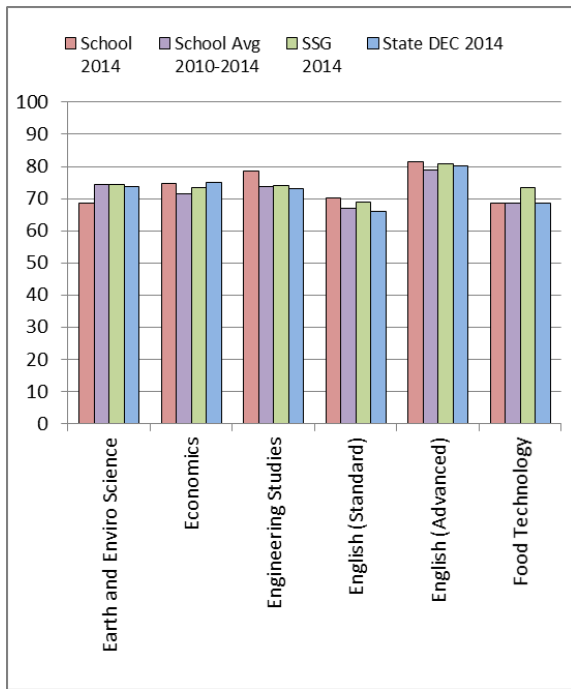
- Two students was nominated for Encore, a showcase for exemplary performances in Drama.

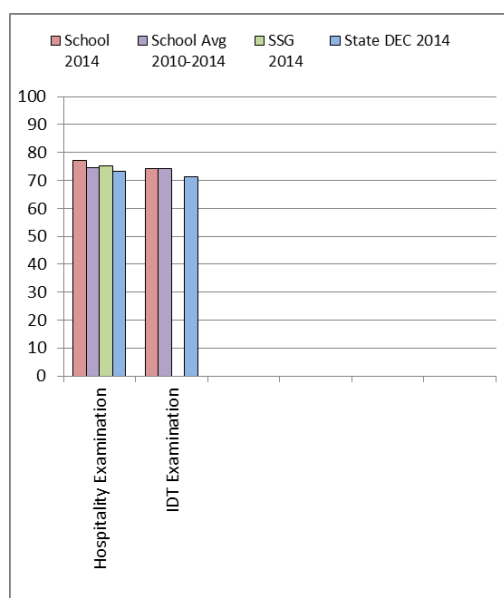
HSC: Course Summary Table

| Course | School 2014 | School Average 2010-2014 | SSG 2014 | State DEC 2014 |
|--------------------------------------|-------------|--------------------------|----------|----------------|
| Ancient History | 69.0 | 68.7 | 72.7 | 69.1 |
| Biology | 73.1 | 71.7 | 72.5 | 70.2 |
| Business Studies | 76.0 | 74.8 | 74.1 | 71.4 |
| Chemistry | 77.5 | 73.3 | 75.2 | 75.4 |
| Community and Family Studies | 77.9 | 74.4 | 76.3 | 72.8 |
| Drama | 81.6 | 79.8 | 78.2 | 75.8 |
| Earth and Environmental Science | 68.7 | 74.3 | 74.4 | 73.6 |
| Economics | 74.6 | 71.6 | 73.5 | 75.2 |
| Engineering Studies | 78.4 | 73.7 | 73.9 | 73.0 |
| English (Standard) | 70.1 | 67.1 | 69.0 | 65.9 |
| English (Advanced) | 81.4 | 78.8 | 80.9 | 80.1 |
| Food Technology | 68.6 | 68.7 | 73.3 | 68.4 |
| Geography | 69.6 | 72.2 | 70.4 | 68.4 |
| Industrial Technology | 72.3 | 67.7 | 73.4 | 68.4 |
| Information Processes and Technology | 74.6 | 73.0 | 76.2 | 72.1 |
| Legal Studies | 73.9 | 74.0 | 73.8 | 70.4 |
| Mathematics General 2 | 68.9 | 68.9 | 71.2 | 65.5 |
| Mathematics | 75.7 | 77.2 | 77.9 | 77.3 |
| Mathematics Extension 1 | 84.9 | 81.8 | 79.9 | 81.8 |
| Modern History | 72.2 | 72.2 | 75.3 | 72.2 |

| | | | | |
|------------------------------------------------|------|------|------|------|
| History Extension | 76.2 | 71.2 | 76.5 | 77.3 |
| Music 1 | 77.7 | 77.6 | 82.6 | 78.3 |
| PD/H/PE | 69.0 | 69.3 | 73.5 | 71.1 |
| Physics | 76.2 | 73.3 | 71.7 | 73.2 |
| Senior Science | 76.7 | 73.7 | 75.7 | 72.2 |
| Society and Culture | 76.2 | 76.2 | 77.8 | 76.0 |
| Software Design and Development | 74.4 | 71.7 | 72.1 | 72.3 |
| Visual Arts | 76.9 | 77.1 | 79.7 | 76.4 |
| French Continuers | 65.5 | 66.7 | N/A | 81.4 |
| Indonesian Beginners | 82.0 | 76.9 | N/A | 75.6 |
| Hospitality Examination | 77.0 | 74.6 | 75.2 | 73.4 |
| Information and Digital Technology Examination | 74.2 | 74.2 | N/A | 71.4 |







Value-Added Results

Value-added results for 2014 were determined by comparing the performance of Year 9 students in 2011 in NAPLAN with the performance of the same cohort as Year 12 students in 2014 in the HSC.

HSC: Relative performance from NAPLAN Year 9 (Cohort Progress)

| Performance Band | Low | Middle | High |
|---------------------------------------------------------------------|-----|--------|------|
| School 2014 | 5.7 | 5.1 | -0.5 |
| SSG Average 2014 | 4.2 | 4.2 | 1.6 |
| Note: By definition, the State average relative performance is zero | | | |

The above table indicates that in 2014, Glenwood High School was successful in contributing to value-added results for students placed in low performance bands and middle performance bands. The school surpassed the average for statistically similar schools. A focus area for 2015 is to provide improved value-added results for students placed in high performance bands.

Record of School Achievement (RoSA)

Year 10 in 2014 was the third group to experience the new RoSA system for those students leaving school after the completion of Year 10 and before the completion of Year 12. Traditionally, almost all students at Glenwood High School progress from Year 10 to Year 11 and only then do some students accept apprenticeships, apply for TAFE and other education or commence full time

employment. The school expects to see students from the Year 10 cohort in 2014 apply for and receive their RoSA at various points over the next two years in 2015 and 2016. The awarding of grades for Year 10 and Year 11 provided an opportunity for a number of faculties to engage in professional dialogue and reflection in relation to the collection of student work samples to ensure consistent teacher judgement. In accordance with requirements of the NSW Board of Studies, Teaching and Educational Standards, the school now retains student work samples in a number of Year 10 and Year 11 courses.

Significant Programs and Initiatives

A number of important programs and initiatives operate at Glenwood High School each year.

Aboriginal Education

Previously, our Aboriginal Education Officer coordinated all aspects of Aboriginal education at Glenwood High School. The 2014, the school employed a new approach and formed an Aboriginal education team. This team continued the school's focus on assisting Aboriginal and Torres Strait Islander students to achieve their best in education. Throughout the year, our students have had the opportunity to be part of our Nura Connect. Nura Connect enables Aboriginal and Torres Strait Islander students to come together so information from school and external agencies can be disseminated effectively. Students have responded positively to a variety of opportunities, including excursions, incursions and information days. We have had a close connection with the UWS Aboriginal Liaison Officer throughout the year and our senior students have had access to tutoring throughout the year under the Norta Norta program. Various programs were funded from the new DEC Resource Allocation Model to provide important opportunities to indigenous students.

With the introduction of the new Australian Curriculum, Aboriginal perspectives were taught across a variety of key learning areas. In addition, specific lessons focused on Aboriginal histories, cultures and current Aboriginal Australia.

Glenwood High School adheres to the Aboriginal and Torres Strait Islander Education Action Plan and used funds from the new Resource Allocation Model to improve programs for Aboriginal students. The school made particular efforts in

collaborating with Aboriginal community organisations to facilitate school to work transitions and post-school planning. One of the senior prefects in 2014 was of an Aboriginal background and represented the school well in this position. In 2014, our Aboriginal students received positive NAPLAN results and were excellent members of the Glenwood High School community.

Socio-Economic Background

In 2014, the Index of Community Socio-Educational Advantage (ICSEA) for Glenwood High School was 1050. By definition, the average ICSEA is 1000. As a result, the school serves a local community that is overrepresented in the middle quarters and top quarter of the statistical average of socio-economic advantage. As a result, the local community is generally above average in terms of socio-economic advantage.

However, 13% of the student population came from the bottom quarter based on the ICSEA in 2014. As a result, Glenwood High School caters to a diverse range of students and supports those who come from disadvantaged groups and backgrounds.

In 2014, funds from the DEC Resource Allocation Model were used to support students from low socio-economic backgrounds in an inclusive manner in areas including uniform, textbooks, excursions and extra-curricular opportunities.

Our student assistance program ensured that such students were provided with the same educational opportunities enjoyed by other students at Glenwood High School.



Languages Other Than English

Following a successful application to the NSW Department of Education and Communities, Glenwood High School was privileged to enjoy the opportunity in 2014 to co-host an Indonesian Language Teacher Assistant with Caddies Creek Public School.

Putu Karmani (known as Ibu Anik) assisted staff and students at Glenwood on Mondays and Thursdays, while on Tuesdays she assisted Mrs Baikie in the delivery of Indonesian lessons to Year 6 at Caddies Creek Public School.

For students, it was invaluable to have a native speaker in the classroom. In particular the Year 12 Indonesian Beginners class benefited from extra opportunities to practise their speaking skills. The three Indonesian teachers at Glenwood High School also benefitted from learning new skills in some Indonesian arts and crafts, which we are now incorporating into our teaching program. Idiomatic Indonesian has also developed, due to the constant communication in the staffroom between Anik and the LOTE teachers.

The intercultural aspects of our languages program have also been strengthened by the insights we have gained from Anik, and also by watching her adapt to the Australian way of life. For example, her reaction to the weather in Australia and her disbelief at the Australian obsession with sport were interesting to experience. Overall, having a teaching assistant has had a very positive and invaluable impact on our Indonesian language program.

Creative and Performing Arts

Glenwood High School enjoyed another exciting and busy year in the creative and performing arts. Various courses continue to develop and provide excellent learning opportunities for all students:

- The Stage 4 Music ukulele program is going from strength to strength.
- 2014 saw the first Music 2 cohort completing their HSC.
- Year 8 Visual Arts trialled an exciting new program based around ideas of the circus and created some imaginative and colourful artworks.

Additional workshops and excursions were organised to enhance and extend learning in the classroom:

- Year 12 Visual Arts students visited the Art Express exhibition.
- Year 12 Music students made a trip to see Encore.
- Year 12 Drama students saw OnStage at the Seymour Centre.
- Year 12 Music 2 students travelled to the Sydney Opera House on four evenings to attend sessions called Meet the Music with the Sydney Symphony Orchestra.



- Drama students saw a production of Ruby Moon at the Riverside Theatre.
- Workshops were run in each of the vacation periods for Year 12 students and included Dance with Corrine Jones, Drama with Rani Levett, Music with Sarah Cross and Visual Arts with Anne McDonald.
- Year 11 Photography students visited the Easter Show to capture the Sydney Festival.
- Year 11 Visual Arts students explored contemporary art at the Sydney Biennale.
- Year 10 and Year 11 Visual Arts students participated in a workshop with practicing artist Nerine Martini to help develop ideas and images as part of an installation in the new Glenwood Community Resource Hub to be opened in early 2015.
- Year 11 Visual Arts students participated in workshops run by S&S to experiment with a

wide variety of materials. In addition, they participated in a painting workshop run by local artist Linda Adair.

- There were two excursions to the popular Sculpture by the Sea at Bondi with Year 10 and Year 11 Visual Arts and then Year 9 Visual Arts, Photography and Visual Design.
- Year 10 Visual Arts students spent a cold, rainy day on Cockatoo Island viewing part of the Sydney Biennale.
- Year 9 Visual Arts students made a trip to the Art Gallery of NSW to view the Archibald prize to complement their study of portraiture.

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



The junior dance ensemble and senior dance ensemble rehearsed after school every week with Corrine Jones, whose exceptional tutoring and choreography have led to the senior group being successful in their audition for the Sydney West Dance Festival, where they performed brilliantly at the Hills Centre in June.

The band and choir both organised and conducted by the dedicated Kate Marskell have met regularly after school and at lunchtimes to add to their repertoires and to rehearse.

Both groups were entered into the Penrith Eisteddfod with the band gaining a highly commended result and the choir gaining second place with only a small margin from first place. The band also played as part of the orchestra for Oliver!, our school musical.



Art Club continued to run in 2014 on Tuesday afternoons with Alex Cyreszko and has seen many enthusiastic students develop skills in more depth in a number of art areas.



Smaller groups of talented students were also given further opportunities to develop their skills and knowledge:

- Jonathan Burt and Brayden Ligertwood were asked to emcee the Western Sydney Drama festival.
- A number of Year 9, Year 10 and Year 12 Photography students participated in the World Pinhole Photography Day and their works are part of a global online exhibition.
- Four Photography students were exhibited as part of the Pixel Prize with Wesley Needham gaining a highly commended result and winning the digital darkroom section.

Our HSC students have been extremely busy with performance evenings for Drama and Music and an exhibition of the body of work component for Visual Arts. Their hard work has paid off with some very exciting news from BOSTES about nominations for exhibitions of HSC excellence:

- Melanie Jha's performance and Brandon Lacey's script being nominated for OnStage.

- In Dance, there were five nominations for Callback, namely, Megon Nazer and Chanelle Lucignano for their core performance pieces and Kelsey Szombath for core performance, core composition and her major study performance.



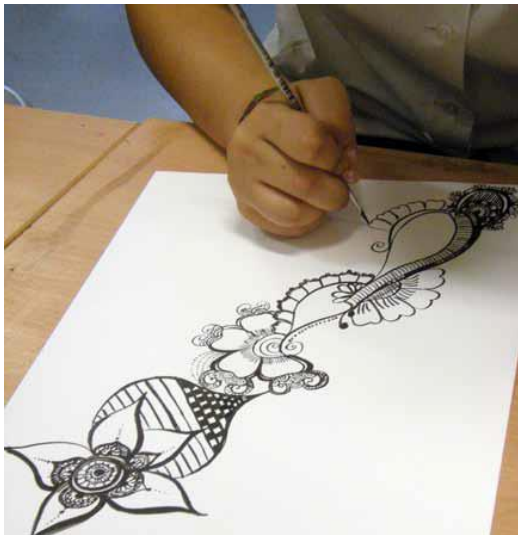
Congratulations and thanks is extended to the HSC teachers who gave up extra time and made themselves always available to Year 12 students, namely, Corrine Jones, Rani Levett, Sarah Cross and Anne McDonald.



In 2014, our fourth musical, *Oliver!*, was performed. It was a modern version of the classic musical. Each year, the musical gets bigger and better under the expert direction of Sarah Cross. After much hard work and dedication, the musical came together and was performed over three nights, with a matinee performance for our primary schools. *Oliver!* was a fabulous experience for students and staff and was highly successful.

MADDness was held in Term 4 and showcased the hard work of students and staff in our 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 music from the elective classes and the band and choir. In 2014, MADDness also saw the inclusion of Caddies Creek Public School with their drumming group.



As well as our own students, our staff have been involved in lessons that continue to foster Glenwood High School's positive relationship with our feeder primary schools. These included Year 6 taster lessons early in the year taught by Sarah Cross and Sharon Bellia, WINGS workshops run by Kate Marskell and Sharon Bellia and Year 5 taster lessons with Kate Marskell and Libby Emerson.



Next year is promising to be just as exciting and filled with even more fabulous performances from all our creative arts students at Glenwood High School.

Positive Behaviour for Learning

In 2014, Glenwood High School continued its PBL journey with significant steps in the areas of staff

training, Tier 2 interventions, improved data collection, innovative student-led house activities and student-informed changes to the school rewards system. Our progress along PBL in terms of systems and practices was recognised by the DEC PBL Team which requested that we complete a PBL case study. This case study confirmed the central place of PBL systems and practices in the school's day-to-day operations.

The explicit behaviour expectations at Glenwood High School, which are firmly linked to learning achievement, act as a roadmap for student success. The vast majority of our students flourish under this system and the school's academic attainment and positive school culture have continued to improve. Conversely, it becomes easier to identify at-risk students as referral data accumulates to indicate that they require further support and intervention.

Staff capacity to implement PBL classroom systems was enhanced via the presentation of the PBL mini-modules by PBL team members at staff meetings. Our PBL handbook formed an essential part of the induction of new staff.

The PBL value of the week was introduced by the deputy principals at each Monday assembly and then reinforced during Tuesday's PBL connect lesson. In addition, new Year 7 students completed PBL familiarisation mini-lessons during connect time in Term 1.

Tier 2 interventions were implemented as required by the Head Teacher – Welfare and relevant year advisers and deputy principals. The 'check in, check out' process was used when data and referrals identified students with challenging behaviours and low academic achievement. Elements of the classroom problem solving process were also used in the grade-based case management meetings.

The house captains continued the established tradition of innovation in house activities, extending house points to other school-wide and student-led activities, while at the same time they worked collaboratively with the PBL team to refine the student rewards system. The PBL reward cards were redesigned and the house captains will become more closely involved in the process for their distribution, collection and collation.

The PBL team was closely involved in the school-wide change to the Sentral system for the management of welfare issues and attendance. PBL language and the PBL rewards system informed the data fields in the Sentral wellbeing module. It is hoped that this more user-friendly system will assist the PBL team to more effectively use data to drive decision-making and inform best practice.



Gifted and Talented Education

Our supportive team of teachers at Glenwood High School continued to place their attention on the successful gifted and talented education program at Glenwood High School. While our students were busy enhancing their learning experiences through extension and enrichment programs, staff were continuing their investigation into the needs of gifted and talented students. This remained a whole-school initiative, with Glenwood High School teachers being well aware that students displaying above average potential and performance may exist in all classrooms.

In 2014, we had one dedicated gifted and talented class in Year 7 who presented comprehensive educational portfolios. Two gifted and talented classes in Year 8, consisting of students who had consistently worked to a high standard the previous year. We aimed to give these students a voice, through the completion of a comprehensive survey which allowed the students to share, amongst other information, their own concept of giftedness and talent, the learning experiences and methods they most enjoyed, and the opportunities they would most like to have in their future years of study.

Prospective students for our Year 7 (2015) gifted and talented program were invited to apply through the completion of the Higher Ability

Selection Test, administered by the Australian Council for Educational Research. There were over one hundred applicants for the 2015 program, an increase of over 20% from the previous year. The results for our 2015 cohort were extremely pleasing, with successful students showing great ability in both literacy and numeracy components of the assessment. Teachers of this class group will be briefed on the needs of each student, as identified by the assessment. As an extension to our monitoring of all students at Glenwood High School, the performance and wellbeing of students within the gifted and talented education program will be continually monitored by the gifted and talented education team, in order for us to successfully support students through their learning path.

In class, our current gifted and talented students were challenged to explore their own understanding through project-based learning, problem solving and real-world application of their knowledge. The implementation of the Australian Curriculum in the key learning areas of English, Mathematics, Science and History allowed increased opportunities for our students to explore relevant information and develop skills which have a solid real-world application. Extra-curricular opportunities, including debating, public speaking, sporting, creative and performing arts and a multitude of academic competitions saw our students extend their interaction with subject areas in which they have a passion.

The year culminated with 'The Gr8 GATsby', a tournament in which Glenwood High School invites its four feeder primary schools to participate. This provides gifted and talented students with an opportunity to explore challenging content. For 2014, we saw the potential to revitalise the format of this tournament in order to provide our current gifted and talented students an opportunity to share what they have learned in their time at Glenwood High School. To this end, students from both Year 8 gifted and talented classes were asked to select a subject area in which they had a keen interest and create a lesson for Year 6 and Year 7 students. The day was a great success, with our students preparing and delivering their material with true enthusiasm to a highly receptive audience.

In 2015, Glenwood High School will continue its aim of providing a multitude of extension and enrichment opportunities for its gifted and talented students, including cross-curricular field studies, additional opportunities for project-based learning and the provision of extra-curricular opportunities.

Sport

The commitment of our students in sport this year has been outstanding. All staff and students involved in sport at Glenwood High School should be very proud of themselves, not only in their achievements but the way they have conducted themselves in the sporting arena. Glenwood High School has seen students represent themselves at a range of levels from school, region and state in all three major carnivals including swimming, cross country and athletics carnivals, grade sport, knockout teams, Sydney West and Combined High Schools teams.

We had quite a number of new achievements this year. For the first time, Year 7 was included in our grade sport competition. Year 7 and Year 8 compete in sport in the middle session on a Wednesday and Year 9 and Year 10 compete in sport in the afternoon session on a Wednesday. This was so successful that by Term 3, we included a second sports group into the competition due to the large numbers of students wanting to play grade sport. This will only improve with the inclusion of Quakers Hill High School in our grade competition next year.

Our support unit has always competed at our school carnivals, however, this year, with the assistance of a number of people, students were professionally classified, trained and entered into the zone competition. The majority made it through to the Sydney West and Combined High Schools athletics competitions.

We also saw our girls open soccer team this year make it through to the top eight of the Combined High Schools competition, going down in a tight match against Freshwater High School 1-0. The boys open hockey team for the first time also made it through to the Combined High Schools competition, unfortunately defeated by a much older side from Westfields Sports High School. These knockout competitions are played outside of school hours, consisting of home and away matches against schools in the Sydney West

Association. For these two teams, they continued to play schools who won their regions from all around the state. Without the help and support of all students, teachers and parents, these teams would not be able to participate.

This year was also the first year that a Glenwood High School student was selected to represent the school in a Combined High Schools team. The only level higher than this is making the Australian school team. This is another amazing achievement.

As a result of these amazing efforts, Lyall Davis nominated Glenwood High School for the WJ Young trophy. This trophy is awarded to the school which has contributed significantly to the success of sport within the Sydney West Association and is presented at the Sydney West presentation evening. Points are achieved through participation in a number of events. Glenwood High School was the runner up for the champion school award, which is a significant achievement. In addition, a Glenwood High School student was awarded with a Sydney West Blue for his efforts in trampolining over the past three years. This is the highest award anyone can achieve in the Sydney West Association.

Many of our students challenged themselves in more than one sport or team. The rivalry of students to achieve the sportsperson of the year award is fierce. Many students would not have made it to the level they did without the support of their parents. We thank you for this and look forward to your continued support and involvement next year.

We thank all staff and students involved in the coaching and managing of sporting teams throughout the year. The support of the senior executive in allowing us to take these teams throughout the year has been valued.

Multicultural Education and Anti-Racism

In 2014, Glenwood High School continued to participate in the Rethinking Multiculturalism: Reassessing Multicultural Education (RMRME) project. This is a joint wide ranging action research project involving the Australian Research Council, BOSTES, the NSW Department of Education and Communities and the University of Western Sydney. Glenwood High School has been involved in the RMRME project since its inception in 2012. This year was the culmination

of the project and due to the success of our school's intercultural focus, the RMRME team was asked to present our successful model at the RMRME: Research, Policy and Practice Conference.

The focus of our project continued to be on enhancing intercultural understanding amongst our culturally diverse student cohort. The RMRME team expanded the project this year. A senior as well as a junior booklet was produced and the project was renamed 'Respect Me, Respect Us'. Throughout Term 2, Year 7 and Year 10 participated in lessons during connect time, aimed at allowing them to understand, respect and communicate with other cultures in the school and wider local and global communities.

Students and teachers generally found the lessons helpful in enabling students to increase their intercultural understanding. The school looks forward to maintaining and enhancing the RMRME project in future years.

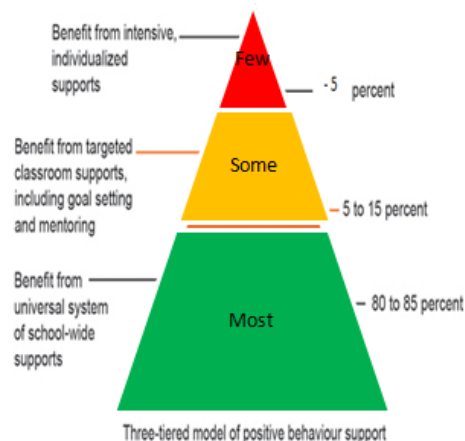
In addition, Glenwood High School's Anti-Racism Contact Officer (ARCO) facilitated increased awareness and recognition of racism and its consequences. An ARCO register was used to allow for monitoring and effective action in relation to incidents. Counselling for students was provided and students were positive about the outcomes obtained.

Student Welfare

The student welfare team at Glenwood High School meets on a fortnightly basis to review and support individual student needs in each grade. It also meets twice a term to review whole school student wellbeing needs. The welfare team thanked Kevin Clift, Year 12 Adviser, for his excellent contribution to his year group and their successes. The student welfare team was glad to welcome three new members to its team, namely, Donna Salt, Year 7 (2016) Adviser, Amanda Whitfield, Year 7 (2016) Assistant Adviser and Dimitra Kafetzis, Anti-Racism Contact Officer.

As part of its strategic planning, the student welfare team undertook professional development in MindMatters with the aim of introducing this program to focus on student wellbeing through early intervention and support for young people with their goals.

Positive Behaviour for Learning (PBL) processes continued to expand and underpin all explicit teaching and learning opportunities at Glenwood High School. At formal and informal assemblies, Spirit Days, seminars, workshops and during connect time, expectations regarding anti-bullying, resilience and study skills were taught, discussed, explained and reinforced. All interventions use the PBL framework and its language to plan, implement and monitor the effectiveness of supports.



The student welfare team delivered a number of individual supports to students:

- Our Year 10 'welcome buddies' are the first line of support for all new students who enroll during the course of a year and assist with their smooth transition to our school. Twelve buddies completed training in all aspects of school structures and procedures, active listening and empathetic questioning to ensure new students receive the right supports in a new school.
- The school liaised with external agencies including MTC Work Solutions, Chaplaincy Australia, Karabee, Wesley Uniting Youth Care Services, and Hillsong Youth Services to access customised supports for small groups and individual students as part of the Positive Behaviour for Learning processes which recommends more individualised supports for identified students alongside ongoing universal supports.
- Our homework centre is an extremely successful initiative. More than eighty percent of the students who accessed the homework centre attended each week and ninety percent of these students indicated that it helped improve their grades. Operating through the library each Tuesday

by a team of volunteer teachers and the learning centre staff, this after-school service is coordinated and supervised by the Head Teacher – Welfare.

- In 2014, six Year 10 students completed training in peer mentoring and act as ‘big brothers’ and ‘big sisters’ to six younger students. All students were tracked and the program has been completely successful with reengagement tracked for all participating students.
- A Positive Partnerships project was implemented at Glenwood High School, with an intra-school team comprising a lead teacher from the support unit, a teacher from the mathematics faculty and the Head Teacher – Welfare. Its goals are to plan and implement the best supports for students who exhibit Aspergers-like traits within a mainstream environment. The team initially liaised with primary school teachers, parents, students, counsellors and other care providers. The next phase will be briefing, training, monitoring, reviewing and refining supports while the students are at our school in Year 7 in 2015, in order to achieve the best outcomes and facilitate increased engagement for those identified.
- The welfare team built on the success of the ‘check in, check out’ (CICO) initiative that was a Tier 2 targeted PBL intervention. All students who participated in CICO achieved a 90% success rate and were reported by the teachers to be actively reengaging with learning. The parents and carers of the participating students have expressed appreciation of the program and its outcomes.

The student welfare team also delivered a number of small group supports to students:

- Use of diagnostic surveys and grade-based case management welfare meetings helped target support to students through ‘Elevate’ group learning support. The implementation of teacher-mentoring support for Year 12 students provided assistance in study skills, self-regulation and stress-management during the HSC year. The student welfare team continued to provide good citizenship and leadership opportunities for all students through events such as Buddies Day, Mates

training, Orientation Day, fundraising and volunteering projects.

- Targeted transition days are offered each year at Glenwood High School to groups of Stage 3 students who experience anxiety about coming to a new high school, have a medical condition that requires support, have experienced interrupted schooling or have been identified as needing additional support. The successful program saw younger students shadow Year 7 buddies for two days with activities completed to facilitate a smooth transition to high school.
- The sisterhood group led by two Year 11 students was a very successful lunchtime program. It saw over sixty students become a community of support within the school at a collective and personal level. The sisterhood group was an important leadership and wellbeing initiative.
- The peer mediation program provided students with the opportunity to develop a range of social and leadership skills that will equip them to better manage themselves and lead other people. Some of the core skills developed in this program included learning about conflict resolution and negotiation, collective action, project management and team dynamics.

Finally, the student welfare team also delivered a wide variety of universal supports for all students:

- Universal health supports included vaccinations against HPV, chicken pox, hepatitis B, individual health care and emergency healthcare plans, medical passes and special provisions for students identified as needing specialist supports.
- Student wellbeing initiatives have been helped by the development of a whole-school welfare curriculum document to strategically coordinate wellbeing and student support strategies within the school.
- Student wellbeing annual camps were held for Year 7 and Year 11 at the Aussie Bush Camp and Year 10 were involved in the MATES training camp at school.
- Year 7 went to the Great Aussie Bush Camp at Tea Gardens. The aim of the camp was to allow new students to interact with each other. Students had the opportunity to experience activities such as rock climbing,

high ropes, dual flying fox, commando and the giant swing. Our students received positive feedback from both camp staff and teachers with regard to their behaviour and their ability to challenge themselves by participating in new experiences in an unfamiliar environment.

- Year 11 students went to the Great Aussie Bush Camp at Kincumber. Students were divided into groups and participated in different activities over the course of three days. Students met the challenge of the power fan and giant swing and particularly enjoyed the commando night activity. The support that students gave each other to overcome these difficult activities was praised by teachers and camp staff. Year 11 completed the mandatory Crossroads program and through this program gained greater insight into themselves and others. Students were able to spend time together and forged new friendships that gave them further support networks as seniors.



- Students in Year 7 to Year 10 participated in wellbeing days which promoted grade cohesion and personal resilience. As part of the welfare curriculum, all grades watched presentations from our local School Liaison Police Officers on anti-bullying, safe partying, alcohol, drugs and the law. Additionally, Year 7 parents also participated in a police presentation on cyber safety. Anti-bullying and self-esteem were the theme of a rock band's live concert for students in Year 7,

Year 8 and Year 9. Good Weather Forecast presented an afternoon of music in May, 2014 which saw our students energised by the band's powerful and positive messages.

- In October, Brett Murray combined the themes of bullying, setting goals and pursuing dreams with personal life stories to help students refocus and rebuild through junior and senior seminars. In December, Brett Murray once again walked young men in Year 7 and Year 8 through the question 'what does it mean to be a man' to empower Stage 4 students to face the challenges of Stage 5.

Overall, it was a very effective year for the student welfare team.

Respect and Responsibility

Glenwood High School promotes respect and responsibility amongst all members of its community. There are many opportunities provided to students to develop a sense of respect and social responsibility. Glenwood High School has adopted Positive Behaviour for Learning (PBL) processes and the learning community have the following five PBL expectations as the basis of all interactions:

- respect yourself
- respect others
- respect property
- ready for learning
- responsibility for your actions

Specific PBL signage has been installed in all outdoor areas to focus students on our core values of respect, responsibility and readiness for learning. Each week a specific assembly focus and an explicitly taught expectation during connect time remind staff and students that everyone at Glenwood High School is expected to be respectful and responsible at all times to each other, members of the community and the wider world.

Diverse events and initiatives such as Harmony Day, Wear It Purple Day, NAIDOC Week, Disability Week, HSC: All My Own Work, Australian Business Week, student volunteering work, SRC fundraising for the 40 Hour Famine, A21 for those affected by human trafficking and The Bully Patrol all have their basis in the values of respect and responsibility.

Each year, respect for diversity through celebrations, specialist forums and student-led concerts and food stalls enrich and extend classroom learning, bringing together staff, students and their families.

Such positive and valuable learning experiences help promote a harmonious school environment.

Drug Education

Drug education is a critical component of the curriculum that is integrated across a variety of key learning areas. All students access an in-depth study of the effects of drug misuse through the Stage 4 and Stage 5 PD/H/PE syllabus.

Students participated in a session presented by our local School Liaison Police Officer on the dangers of drink-driving. In addition, students attended the 'bstreetsmart' event in August to learn of the adverse effects and potential dangers of drink-driving.

Year 11 students completed the mandatory Crossroads modules at the Great Aussie Bush Camp and at school. Students who participated in a forum presented by Alcoholics Anonymous, were shaken and moved by his narrative of a personal battle with drug abuse. Over half the students stayed on long after his talk to discuss the very real dangers associated with drug abuse.

The school continued to acquire and provide access to effective resources. Staying up-to-date on information and resources around drugs represents a particular concern for teachers and all members of the student welfare team. The team continued to source, distribute and use fact sheets and training materials from Westmead Hospital, the Black Dog Institute at Randwick and HeadSpace.

Volunteering

The NSW Premier's Student Volunteering Awards, aimed at Year 9 and Year 10 students, ceased a couple of years ago, however, Glenwood High School has continued this program and made it available to all years. Student volunteering has been very successful in strengthening ties with the community:

- Year 10 students were involved in Clean Up Australia Day. They worked for hours in the Glenwood Park Reserve and lake.
- Year 11 and Year 12 students continued their volunteering efforts within their local temple, focusing on food preparation and administration.
- Year 7 students tutored primary-aged students as well as assisted during the school musical through the sale of refreshments.
- Toys were delivered for Christmas with the same intention as last year, namely, to assist victims of the bushfires in the Blue Mountains area. This year, toys were also donated to the 'Lizzards' preschool.

Handy Man Project

This year, Madeleine Lewis, one of our learning and support teachers, instigated and coordinated the Handy Man Project. This initiative was funded from a successful grant application to the DEC Every Student, Every School program.



The project involved ten Stage 5 male students and aimed to increase trade readiness skills and school engagement through simulation of the work environment. Participants completed the NSW white card course and safety training in the use of both hand and power tools. In addition, students were able to participate in excursions such as 'Try a Trade Day' and 'Get That Job'. The students received hands-on experience and talked to professionals in the following fields: carpentry, electrical, bricklaying and hospitality. They also acquired skills in interviewing and writing resumes.

Students became competent in Australian Curriculum outcomes in English, Mathematics, Science and Design and Technology in a practical setting. They did this by completing three carpentry based projects: a picnic table, a

skateboard and a planter box. This year, students worked each Friday for two hours in groups of five. They were regularly mentored by Jack Long from the Master Builders NSW CAMS program.



The Handy Man Project was built around parents/carers and teacher involvement. Each term, the students were given informal reviews by teachers on classwork and classroom participation and on occasion, received additional support in some subjects. Parents/carers were also contacted and given updates every ten weeks.



The success of the program has been evident in the growth in confidence and maturity of students. It is also apparent in the 55% decrease in unexplained absences of participants in the program across the 2013/2014 school year. Additionally, they achieved a 31% decrease in instances of lateness to school. Both of these

figures suggest general improvement in engagement. The boys have reason to be proud of what they have achieved.

English Language Proficiency

The learning centre at Glenwood High School is staffed by two learning and support teachers and a school learning support officer. Students are referred by teachers, parents or the learning support team. Frequently, students refer themselves when they feel that they need assistance. The learning centre teachers provide some in-class support as well as individual and small group instruction. It caters for both students with diagnosed learning issues and for students who simply need help with current course content, assessment tasks and exam preparation.

During 2014, learning centre staff worked in classes in English, Mathematics and Science. In addition, a total of 228 students attended the learning centre. The learning centre staff work hard to make all learning interventions as specific as possible to the needs of each particular student.

Assistance is provided in a variety of specific ways including repetitive practice of key skills, reduction of complex tasks or concepts to a number of small steps, provision of a scaffold so that work may be completed independently and help with personal organisation. The focus may be on the completion or revision of classwork, assignments or preparation for examinations. All help provided for students is aimed at them achieving the capacity to work independently. Regular specific classroom support was provided by integration school learning support officers. This provision is organised primarily by the Head Teacher – Support. The learning centre is involved in providing help with assignments and special provisions for examinations for these students.

The organisation of disability provisions for students with additional needs during examination periods is an important function of the learning centre. Provisions allowed include separate supervision, the use of a reader and/or writer, rest breaks and additional time. Disability provisions for the HSC are approved by BOSTES. In 2014, the school successfully applied for HSC disability provisions for fifteen Year 12 students.

Disability provisions were applied for and granted to one student sitting for NAPLAN. Across other grades, school-based provisions were organised in collaboration with teachers for assessment tasks and formal examinations.

The peer reading connect class operated again in 2014. Eleven Year 10 students, trained in 'pause, prompt and praise' techniques and in recognising basic reading problems, were each assigned a Year 7 student who read to them throughout the year during connect time. The Year 7 students were tested at the beginning and the end of the year. All Year 7 students showed a marked improvement in reading fluency and comprehension.

The learning centre has participated in planning for the national collection of data which focuses on the learning needs of individual students. Data will be entered into Sentral, the online organisational program used at Glenwood High School, to make it easier to access for collection.



English as an Additional Language or Dialect

The aim of the EAL/D program at Glenwood High School is to recognise the specific English learning needs of our culturally diverse student population. This year our EAL/D program underwent a change in the way we assess our students. All EAL/D students were reassessed at the beginning of the year to adapt our assessment to the ACARA EAL/D Learning Progression instrument. EAL/D students have their progress tracked throughout the year. A final assessment of their achievements and future requirements is conducted in Term 4. We have an experienced and dedicated EAL/D teacher who provides classroom support including resources, programs, assessments and targeted teaching and learning strategies for our EAL/D learners.

The 2014 Annual EAL/D Survey revealed that 51.6% of our student population (797 students) have a Language Background Other Than English (LBOTE). 20% (160 students) of our LBOTE students receive targeted EAL/D support. Our EAL/D student population is expected to remain at this level for the coming year. The breakdown of the Learning Progression phases of the EAL/D students is shown in the table below:

| Phase | Number of Students |
|---------------|--------------------|
| emerging | 1 |
| developing | 10 |
| consolidating | 149 |

The following considerations were taken into account when organising the EAL/D program for 2014:

- the range of EAL/D needs in the student population
- the number of students in each Learning Progression phase
- the need to cater for flexibility in the EAL/D program
- assessment of EAL/D students and their needs across the curriculum

The EAL/D program at Glenwood High School values and acknowledges the prior learning, cultural knowledge and linguistic skills brought to the classroom by EAL/D students.

Duke of Edinburgh

The Duke of Edinburgh Award at Glenwood High School has continued to provide our students with challenging and rewarding experiences. We inducted over twenty new participants in Year 9 this year, with many additional students joining from Year 10.

We ran a number of diverse and interesting camps in 2014:

- *Glenbrook*: Our Glenbrook expedition was designed as an introduction into the award for our new bronze participants. This introduction included two nights of camping at the Euroka Clearing at Glenbrook and a 12km hike incorporating the nearby Red Hands Cave to Jellybean pool loop walk. Highlights included the discovery of several Aboriginal heritage sights and an introduction to the term, 'bushbashing'.

- **Wisemans Ferry:** The Wisemans Ferry expedition was designed for students to select the option of either cycling or hiking. Those that selected cycling ventured on a 26km or 42km ride and those that elected to hike completed a 20km journey. The purpose of the expedition was to engage and learn about another religion. Students and staff, after completing half of their journey, visited Wat Buddha Dhamma. Wat Buddha Dhamma is a Theravadin Forest Monastery devoted to the training of monks, nuns and lay practitioners. The experience of visiting the temple was felt by all the students as they found the visit very special and educational.
- **Grose Valley:** The Grose Valley expedition was a noted departure from our traditional base camp adventurous journeys with students required to hike along the Grose River Valley from Mount Victoria to Blackheath. This hike was the most physically challenging ever attempted by Duke of Edinburgh students at Glenwood High School, with participants (and staff) required to carry a 15kg pack over 20kms of remote rugged bushland with a 600m ascent waiting at Govetts Leap, Blackheath. We are all extremely proud of all of the participants who completed this mammoth task.

We look forward to continuing to see our students challenge themselves in 2015.



Learning and Support

This year included a focus on evaluating and strengthening our processes for supporting students with special needs. We have redeveloped our learning support team policy and procedures to ensure all students needing help are identified and documentation is completed. We participated in the Nationally Consistent Collection of Data on School Students with Disability to enable us to identify our

strengths and weaknesses. This process enabled us to put in place improved processes for recording the supports given to students. With the introduction of Sentral, we have been working on having a student learning support plan flag, enabling teachers to quickly access information and support strategies. Implementation of this phase will continue in 2015.

We employed four school learning support officers. One was allocated to the learning centre, supporting our learning and support teacher and ensuring students were able to receive support for assignments and assessment tasks, as well as for special provisions during examinations. One was employed to work across different grades, moving between classes as needed to ensure students who were having difficulties were supported and received help when needed. The other two were allocated to specific students with high support needs. Students receiving support were able to meet course requirements and complete set tasks.

Support Unit

Our support unit was very settled and productive in 2014. We had two junior classes with Year 7, Year 8 and Year 9, one Year 10 class and one Year 11 and Year 12 class. All students met the outcomes for their courses and were involved in activities across the school. Four of our junior students participated in the school's choir.



One Year 10 student successfully completed mainstream Visual Arts and demonstrated his talent for drawing. He is progressing to Stage 6 mainstream Visual Arts in 2015. Four students successfully completed TVET courses linked to their career pathways. Three of our Year 11 students completed mainstream courses for all

their subjects and successfully met course requirements.



All our students participated in our gardening project, harvesting an array of vegetables and herbs. The senior Work and Community class participated successfully in work experience and a special thanks to DSA, Lowes and Woolworths, Seven Hills, for their ongoing support. Work experience provides invaluable opportunities for our students to increase their work readiness skills as well as developing social and emotional maturity.

In Information Technology, our students created stop motion films. These were presented at a movie day, attended by the principal and other invited guests. These movies are on our webpage for people to view.



This year will go down as our most successful sporting year. Five of our students represented the school at zone athletics and two students made it all the way through to the Combined High Schools level. Patrick Gleeson in Year 8

trained our students in his own time and was a key element in their success.



Our Year 12 student and her parents have been informed of the available external agencies and will receive funding support for community participation.



The continued participation of parents in our individual planning process, as well as collaboration through the year, and our wonderful team of teachers and school learning support officers, have resulted in our support unit continuing to promote engagement, respect and self-motivation in all our students and a cohesive student-focused learning environment.

School Planning and Evaluation 2012 - 2014

School Evaluation Processes

NSW public schools conduct evaluations to support the effective implementation of the school plan. The processes used include:

- executive conferences focused on the implementation of the school plan

- a teams structure involving all staff members, with specific teams responsible for the implementation of certain aspects of the school plan
- monitoring of the implementation of the school plan by the senior executive
- EARS and TARS processes to ensure the accountability of all staff.

School Planning 2012 - 2014: Progress in 2014

School Priority 1

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

Evidence of progress towards outcomes in 2014 and strategies to achieve these outcomes:

The school continued its focus on implementing the Australian Curriculum in English, Mathematics, Science and History.

The school started planning in relation to the DEC Bring Your Own Device program, with Year 11 (2015) expected to be the first to enter this program. The school has retained its Technical Support Officer to ensure there remains an emphasis on technology in classroom practice.

The school executive committed to a school-wide system of lesson observations and the provision of feedback on teaching practice. An executive conference involved initial discussion on various models for observing lessons including the AITSL Australian Professional Standards for Teachers and the NSW Quality Teaching Framework. Further training will be delivered to the school executive and the whole staff in 2015.

The school has continued to use professional learning plans for teachers to empower head teachers to provide advice and guidance on improvements to teaching practice. The school will implement the DEC Performance and Development Framework in 2015 to further support the professional learning needs of teachers.

The 2014 school conference focused on the theme of 'differentiation' to enhance the skills of teachers in differentiating lessons for students,

with an emphasis on gifted and talented education.

The senior executive team provided explicit leadership training to the executive team to emphasise the central role of leadership in driving and initiating schoolwide improvement.

School Priority 2

To increase the number of students moving into a higher band in the 2014 HSC by 1%.

Evidence of progress towards outcomes in 2014 and strategies to achieve these outcomes:

Glenwood High School has now had six cohorts of Year 12 students complete the HSC. The school has developed a high performance culture, as reflected in our excellent HSC results. The school clearly has an academic culture and the reputation of the school is very positive in the local community. Our HSC results have improved each and every year the HSC has been delivered and our HSC cohort in 2014 once again improved on results from the previous year. The 2014 HSC results were the best ever for Glenwood High School.

With similar number of students in both the 2013 and 2014 HSC cohorts, there was a 10% increase in the number of Band 6 results compared with 2013. Impressively, there was a 50% increase in the number of Band 5 results compared with 2013. There was also a reduction in students achieving Band 1 and Band 2 results. The school attributes these strong results to the implementation of ALARM pedagogy (rebranded as ANSWER, A Natural Strategy for Writing Effective Responses) which provides students with the tools and skills to self-assess their work. It encourages students to refine their work and strive for more analytical answers. In addition, our strict adherence to the BOSTES course completion criteria and consequential case management of students who wish to pursue other options, has led to an educational environment that allows students to reach their potential.

Overall, the school achieved excellent HSC results in 2014. In 2015, the school will continue its focus on ANSWER pedagogy through our ANSWER team which has representatives from each faculty. Regular training will be provided to teachers at staff meetings to maintain our focus on improving writing skills. In addition, head

teachers will lead their faculties through a detailed analysis of HSC results using SMART data and the BOSTES Results Analysis Package as we continue to strive for excellence.

School Priority 3

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

2013 Year 9 NAPLAN Reading

| 2013 Year 5 STAR ELA Reading | | | | | | |
|------------------------------|--------|------|-------|------|-----------|-----|
| | School | | SSG | | State DEC | |
| Average score, 2013 | 579.5 | | 593.5 | | 574.8 | |
| Skill Band Distribution | | | | | | |
| Band | 5 | 6 | 7 | 8 | 9 | 10 |
| Number in Band | 6 | 47 | 86 | 71 | 36 | 7 |
| Percentage in Bands | 2.4 | 18.6 | 34.0 | 28.1 | 14.2 | 2.8 |
| School Average 2009-2013 | 4.2 | 17.9 | 30.6 | 27.9 | 15.2 | 4.1 |
| SSG % in Band 2013 | 2.6 | 13.1 | 27.0 | 31.0 | 21.2 | 5.1 |
| State DEC % in Band 2013 | 6.9 | 21.2 | 27.4 | 23.5 | 15.9 | 5.1 |

Year 9 NAPLAN Reading

| Year 5 and 6 Reading | | | | | | |
|--------------------------|--------|------|-------|------|-----------|-----|
| | School | | SSG | | State DEC | |
| Average score, 2014 | 581.6 | | 595.3 | | 575.0 | |
| Skill Band Distribution | | | | | | |
| Band | 5 | 6 | 7 | 8 | 9 | 10 |
| Number in Band | 18 | 39 | 71 | 79 | 42 | 13 |
| Percentage in Bands | 6.9 | 14.9 | 27.1 | 30.2 | 16.0 | 5.0 |
| School Average 2010-2014 | 4.8 | 18.2 | 29.8 | 28.1 | 14.8 | 4.2 |
| SSG % in Band 2014 | 4.3 | 12.7 | 22.5 | 30.9 | 22.5 | 7.0 |
| State DEC % in Band 2014 | 10.6 | 19.0 | 23.8 | 23.3 | 16.4 | 6.9 |

In terms of Year 9 reading, there were 17.0% of students in the top two bands in 2013 and 21.0% of students in the top two bands in 2014. As a result, there was a large increase of 4.0%. However, this was less than the state average for the top two bands.

2013 Year 9 NAPLAN Writing

| 2013 Year 5 NAPLAN Writing | | | | | | |
|----------------------------|--------|------|-------|------|-----------|-----|
| Average score, 2013 | School | | SSG | | State DEC | |
| | 553.5 | | 562.7 | | 534.2 | |
| Skill Band Distribution | | | | | | |
| Band | 5 | 6 | 7 | 8 | 9 | 10 |
| Number in Band | 46 | 48 | 61 | 54 | 34 | 11 |
| Percentage in Bands | 18.1 | 18.9 | 24.0 | 21.3 | 13.4 | 4.3 |
| School Average 2011-2013 | 13.4 | 17.9 | 24.2 | 26.0 | 10.7 | 7.8 |
| SSG % in Band 2013 | 12.3 | 18.9 | 25.7 | 26.6 | 10.2 | 6.4 |
| State DEC % in Band 2013 | 24.9 | 21.7 | 20.6 | 18.7 | 8.1 | 6.1 |

Year 9 NAPLAN Writing

| Year 5 NAEP Writing | | | | | | |
|--------------------------|--------|------|-------|------|-----------|-----|
| | School | | SSG | | State DEC | |
| Average score, 2014 | 558.7 | | 557.7 | | 530.2 | |
| Skill Band Distribution | | | | | | |
| Band | 5 | 6 | 7 | 8 | 9 | 10 |
| Number in Band | 35 | 53 | 66 | 66 | 21 | 17 |
| Percentage in Bands | 13.6 | 20.5 | 25.6 | 25.6 | 8.1 | 6.6 |
| School Average 2011-2014 | 13.4 | 18.6 | 24.5 | 25.9 | 10.0 | 7.5 |
| SSG % in Band 2014 | 13.4 | 20.9 | 24.6 | 25.7 | 10.5 | 5.0 |
| State DEC % in Band 2014 | 26.1 | 22.1 | 20.1 | 18.6 | 7.7 | 5.3 |

In terms of Year 9 writing, there were 17.7% of students in the top two bands in 2013 and 14.7% of students in the top two bands in 2014. As a result, there was a decrease of 3.0%. However, this was more than the state average for the top two bands.

Evidence of progress towards outcomes in 2014 and strategies to achieve these outcomes:

The school has continued to refine its NAPLAN preparation program for Year 9 students. This operates in Term 1 each year and provides students with opportunities to improve their literacy skills in connect time. Year 9 English classes will also focus on reading and writing strategies in Term 1 to ensure that students are able to reach their potential.

School Priority 4

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

2013 Year 9 NAPLAN Numeracy

| 2013 Year 5 NAEP ELA Numeracy | | | | | | |
|-------------------------------|--------|------|-------|------|-----------|------|
| Average score, 2013 | School | | SSG | | State DEC | |
| | 587.6 | | 601.4 | | 584.4 | |
| Skill Band Distribution | | | | | | |
| Band | 5 | 6 | 7 | 8 | 9 | 10 |
| Number in Band | 16 | 49 | 61 | 65 | 31 | 30 |
| Percentage in Bands | 6.3 | 19.4 | 24.2 | 25.8 | 12.3 | 11.9 |
| School Average 2009-2013 | 3.4 | 17.6 | 26.7 | 27.0 | 15.2 | 10.2 |
| SSG % in Band 2013 | 4.6 | 14.9 | 25.5 | 23.3 | 16.6 | 15.1 |
| State DEC % in Band 2013 | 11.0 | 21.3 | 25.0 | 17.3 | 10.4 | 15.1 |

Year 9 NAPLAN Numeracy

| Year 5 Math Literacy | | | | | | |
|--------------------------|--------|------|-------|------|-----------|------|
| Average score, 2014 | School | | SSG | | State DEC | |
| | 585.4 | | 605.7 | | 587.8 | |
| Skill Band Distribution | | | | | | |
| Band | 5 | 6 | 7 | 8 | 9 | 10 |
| Number in Band | 5 | 55 | 71 | 67 | 37 | 21 |
| Percentage in Bands | 2.0 | 21.5 | 27.7 | 26.2 | 14.5 | 8.2 |
| School Average 2010-2014 | 3.3 | 19.3 | 26.3 | 26.7 | 14.4 | 10.0 |
| SSG % in Band 2014 | 1.6 | 12.0 | 25.0 | 28.4 | 18.5 | 14.3 |
| State DEC % in Band 2014 | 4.3 | 21.9 | 27.5 | 21.1 | 11.9 | 13.3 |

Evidence of progress towards outcomes in 2014 and strategies to achieve these outcomes:

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

In 2014, the school's average for Year 9 numeracy was 585.4 compared with the state average of 587.8. As a result, the school was slightly below the state average.

2013

| Percentage of Year 9 students achieving at or above minimum standard (exempt students excluded) | |
|-------------------------------------------------------------------------------------------------|------|
| Reading | 97.6 |
| Writing | 81.9 |
| Spelling | 97.6 |
| Grammar & Punctuation | 90.2 |
| Numeracy | 93.7 |

2014

| Percentage of Year 9 students achieving at or above minimum standard (exempt students excluded) | |
|-------------------------------------------------------------------------------------------------|------|
| Reading | 93.1 |
| Writing | 86.4 |
| Spelling | 94.2 |
| Grammar & Punctuation | 93.0 |
| Numeracy | 98.1 |

In 2013, 6.3% of Year 9 students were below the national minimum standard in numeracy. In 2014, only 1.9% of Year 9 students were below the national minimum standard in numeracy.

Glenwood High School also participated in the Australian Mathematics Competition and organised a number of excursions to enable students to develop a real world understanding of the practical application of numeracy skills. In 2014, the numeracy team focused on studying NAPLAN results and used these results to inform teaching practices across all KLAs.

School Priority 5

To maximise student engagement through strategic intervention and positive recognition of student achievement as measured by PBL data.

Evidence of progress towards outcomes in 2014 and strategies to achieve these outcomes:

Glenwood High School is a Positive Behaviour for Learning school and this influences many aspects of the school. As a PBL school, we improve student achievement by applying the research-based principles of PBL through the examination of data, implementation of systems and sustained practice. In 2014, Glenwood High School strengthened its commitment to PBL in a number of areas.

The PBL handbook continued to be used for new and experienced staff members to provide an authoritative understanding of how PBL works at Glenwood High School and the role that teachers play in sustaining our five core values.

The PBL handbook was accompanied by a 'welcome package' to ensure a high level of commitment to PBL by our new staff members.

In 2014, significant improvements were made to our house system with a greater role played by house captains in collecting and collating house points and other rewards. Our student leaders were excellent role models and worked tirelessly to improve school spirit and develop a sense of house spirit.

As a lighthouse school for Tier 2 PBL interventions, Glenwood High School continued its use of 'check in, check out' strategies and classroom problem solving in grade-based welfare meetings to ensure that students are provided with effective support and guidance.

In addition, a number of forums were held with staff and students to modify the school's rewards system, the first time it had been formally reviewed in the history of the school. This project, led by Ruth Fleurant, resulted in a more user-friendly system and now has greater acceptance amongst students.

Areas for development in 2015 include providing support to teachers in teaching the PBL value of the week in Tuesday connect time and developing a study skills program for connect time on Thursdays and Fridays.

In 2014, hundreds of house points were assigned to students. The implementation of Sentral halfway through the year ensured a more user-friendly method of calculating house points. This was the third year of the house points system and teachers used this system to recognise student achievement and positive behaviour.

Our praise and concern data, which is collected twice a year, was conducted in a more seamless manner due to the introduction of Sentral, with all staff members providing the school welfare team with invaluable data to both reward students and identify students of concern.

Parent/Caregiver, Student and Teacher Satisfaction

In 2014, a considerable amount of time was spent by the school executive in collecting data from parents/caregivers, students and teachers in relation to the new school plan for 2015 to 2017. These processes involved surveys, forums, informal conversations and a review of pre-existing data to determine their levels of satisfaction with the school but also effectively plan for the future. This consultation was divided into three areas:

1. Staff

Teaching and non-teaching staff were consulted in relation to the school's operations in 2014 and plans for 2015 and beyond. A number of surveys were conducted with staff members. The results indicate that the strengths of Glenwood High School include its commitment to Positive Behaviour for Learning strategies, our sense of community and our executive teachers. A key area for improvement was communication due to the very large size of the school.

Staff members engaged in blue sky thinking and brainstormed the proposed aims of education at Glenwood High School. Staff members indicated that they wanted to produce active and informed citizens, responsible role models, critical thinkers and confident individuals.

In terms of whole school planning, data from both staff surveys and the DEC Focus on Learning survey indicate that teachers at Glenwood High School wish to have a stronger emphasis on observing lessons and providing feedback to other teachers, which will be a focus in 2015 and beyond.

2. Students

There was a process that involved extensive consultation with students as a part of the new planning process. This included a survey with Year 12 students immediately after their trial HSC examinations. This survey focused on effective techniques, strategies for support, study skills and the success of preparation. The findings of this survey were that verbal and written feedback by teachers in relation to student performance was the most valuable strategy for students.

In addition, a survey was undertaken for students in our gifted and talented education classes. This survey found that our gifted and talented students enjoyed Visual Arts, Science and PD/H/PE when compared with other subjects. Students expressed a preference for technology and extension work to improve their learning.

Finally, a student forum was held for students in Year 9 to Year 12. This survey found that students valued teachers who knew their content, used humour and listened to students.

Glenwood High School participated in the DEC Tell Them From Me Survey, which provided a wealth of student-related data. Other surveys were conducted by the learning centre and at our subject selection evenings, which also contributed to whole school planning.

3. Community

Parents and community members completed a survey at our parent-teacher evenings in 2014. This provided the school with a significant amount of data to help inform school planning. This survey indicated that 98.4% of parents strongly agreed or agreed that the school has a positive reputation in the local community. In addition, 95.7% of parents strongly agreed or agreed that the school delivers a curriculum and other programs that help their child become a successful life-long learner. Parents viewed literacy and numeracy as the most important competencies, even before other capabilities such as critical thinking and creativity.

Parents identified a number of strategies to help support their children, including:

- consistent application and use of assessment guidelines
- links with universities
- structured study programs
- improved access to technology

Interestingly, some parents expressed a desire for more homework whereas equal numbers expressed a desire for less homework.

School Planning

As a result of this review of information from parents/caregivers, students and teachers, a

number of new initiatives will form the focus of our new school plan, including the following:

- Explicit training in gifted and talented education pedagogy for teachers to ensure a more purposeful approach to the education of gifted and talented students.
- Use of the NSW Quality Teaching Framework and AITSL Australian Professional Standards for Teachers as a basis for observing lessons and providing feedback.
- Further implementation of Sentral to facilitate more effective communication between staff members.
- Implementation of a study skills program for students to encourage independent learning.
- Access to a variety of differentiated learning opportunities for students to enhance their educational experience at Glenwood High School.
- Use of the Sentral parent portal to provide parents and carers with accurate data in a range of areas to help them access a wealth of general and student-specific information.
- Continuation of our focus on technology through the DEC Bring Your Own Device program.

Future Directions: 2015-2017 School Plan

NSW DEC is implementing a new school planning process for 2015 to 2017. The new plan will be published on the school's website from the beginning of Term 2, 2015. The following information provides details of our new school vision statement and strategic directions:

School Vision Statement

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

school's community, Glenwood High School will realise its future strategic directions.

Strategic Directions for 2015 to 2017

1. Our students are respectful, engaged, active and informed learners.
2. Our highly skilled and innovative staff inspire purposeful, passionate, lifelong learning.
3. Our collaborative and responsive school community is informed, inclusive and engaged.

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.

| | |
|-----------------------------|-----------------------------------------------|
| Erla McMaster | <i>Principal</i> |
| Mark Sutton | <i>Deputy Principal</i> |
| Belinda Young | <i>Deputy Principal</i> |
| Donna Healy | <i>Deputy Principal</i> |
| Tom Nichols | <i>Head Teacher – Administration</i> |
| Tulay Cambaz | <i>SRC Coordinator</i> |
| Jody Lindsay | <i>Aboriginal Education Coordinator</i> |
| Donna Salt | <i>EAL/D Teacher</i> |
| Peter Neale | <i>Learning and Support Teacher</i> |
| Madeleine Lewis | <i>Learning and Support Teacher</i> |
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| Liz Rose | <i>Head Teacher – Teaching & Learning</i> |
| Karen O'Connor | <i>Head Teacher – PD/H/PE</i> |
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| Anne McDonald | <i>Head Teacher – CAPA</i> |
| Bec Powell | <i>Head Teacher – Home Economics</i> |
| Simone Fevre | <i>Careers Adviser</i> |
| Kylie Jones | <i>School Administration Manager</i> |
| Daniel Lucisano | <i>School Captain</i> |
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Parents can find more information about Annual School Reports, how to interpret information in the report and have the opportunity to provide feedback about the report at:

<https://detwww.det.nsw.edu.au/high-performance/annual-school-reports>

