

# Glenwood High School

## Annual Report



2015



8268

## Introduction

The Annual Report for 2015 is provided to the community of Glenwood High School as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan available on the website [www.glenwood-h.schools.nsw.edu.au/](http://www.glenwood-h.schools.nsw.edu.au/)

It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

Erla McMaster  
Principal



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## Message from the Principal

With the implementation of the Department of Education's new school planning processes all members of the school community provided ideas and feedback in the rigorous process of designing and implementing three fundamental strategic directions for the 2015-2017 Glenwood High School Strategic Plan. This process highlighted areas of need whilst celebrating the school's strengths in the successful education of a diverse range of students.

With a particular focus on developing explicit study skills across all academic stages teachers ensured the basics for success were addressed. Similarly, the school's literacy and numeracy goals were exceeded with the majority of students in both Year 7 and 9 improving in all areas of the National Assessment for Literacy and Numeracy. The school experienced increased community interest in the Stage 4 gifted and talented classes which are now accessed through entry assessment and application.

Teaching staff expressed a desire for more explicit and formal feedback on classroom practice opening the opportunity for rigorous discourse on the most successful way to engage and motivate student interaction with the curriculum. Similarly, a focus on parents and carers as informed stakeholders in their child's learning saw the creation of more opportunities for interaction between staff and community members.

Through a conscious effort to increase and improve the range of diverse opportunities for students to engage with the local and wider community students excelled in a breadth of areas which developed their specific areas of interest, skills and talents. As a result 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 all of the student population and in particular, the ways in which they support each other both in and out of the classroom. Glenwood students are globally aware and have the celebrated ability to empathise with others 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.

## School background

### 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.

### School context

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

## Self-assessment and school achievements

### Self-assessment using the School Excellence Framework

This section of the Annual Report outlines the findings from self-assessment using the School Excellence Framework, our school achievements and the next steps to be pursued. The Framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

This year, our school undertook self-assessment using the elements of the School Excellence Framework. Through rigorous engagement with the framework school personnel were able to inform and monitor the progress and impact of teaching and learning at Glenwood High School throughout 2015. A thorough examination of the strategic plan enabled the school's products and practices to be mapped against the School Excellence Framework ensuring a continued commitment to school improvement. This mapping tool highlighted areas of strength as well as areas for future attention.

In the domain of learning, 2015 saw a focus on the development of study skills to create more independent and self-disciplined learners. Through the explicit teaching of study skills to aide examination preparation and assessment delivery students were able to demonstrate more confident use of skills and knowledge under these conditions. The decision to explicitly embed a school wide strategy and model for writing extended responses supported a range of Stage 6 students as evidenced in the HSC results. Analysis of the strategic plan against the School Excellence Framework highlighted the need to build student confidence as they experiment with their own writing in order to nurture flair and creativity across a broad range of subjects. Future support of students to set goals and take responsibility for their learning will focus on a quality learning framework to ensure reflective practice.

Similarly, learning at Glenwood High School is underpinned by positive behaviour for learning whereby high expectations of behaviour are explicitly taught to students in a variety of settings both in and out of the classroom. As a result positive, respectful relationships are evident among our students and staff, promoting wellbeing and ensuring a conducive environment for optimum learning.

In the domain of teaching, a focus on collaborative practice and improved delivery saw the implementation of explicit, constructive feedback for every classroom teacher. Staff worked closely with executive on the new professional development framework initiative which ensured formal goal setting, targeted professional learning and personal reflection for all teaching staff. The structured framework for classroom resulted in the positive sharing of pedagogy and highlighted the exemplary practice of many teachers at Glenwood High School. An area for further development is the implementation of cross-curricula project based learning after the success of the same approach within individual faculties. This will continue to enhance the school focus on differentiated curriculum delivery catering for diverse learners.

After the 2015 success in all areas of NAPLAN, the school will be adopting an explicit approach to the teaching of literacy and numeracy across the curriculum. With the appointment of a Literacy Leader in 2016 all teachers will undertake training in *Quality Literacy Across the Secondary Curriculum* to ensure students of all abilities can access all syllabus content.

In the domain of leading, the school continued to celebrate a broad understanding of, and support for, high expectations and aspirations for improving student learning across the school community. The school operates under a team leadership management framework which supports the progress and development of all three strategic directions within the strategic plan. This structure ensures all aspects of the plan are monitored and evaluated via milestones designed by each team.

Reporting and feedback to parents and carers is done on a regular and formal basis however, communication is a focus for improvement in 2016. The implementation of the parent portal via Sentral is just the beginning of more opportunities for parents and carers to access information about the education and progress of their children. The school continues to enjoy a strong relationship with the wider community and outside agencies to enhance learning and mentoring opportunities for students. The depth and breadth of these various experiences demonstrate commitment to the leadership of students and enhance positivity about the provision of education at Glenwood High School and beyond the classroom.

Self-assessment processes will further assist the school to refine the strategic priorities in the school plan leading to further improvements in the delivery of education to students.

## Strategic Direction 1

Our students are respectful, engaged, active and informed learners.

### Purpose

To empower our students to become successful, creative learners, who will confidently assume the role of active global citizens. Students are literate, numerate, successful learners who are innovative, resourceful, highly motivated and productive users of technology. Students are critical thinkers able to contextualise their learning beyond the classroom. Students will show respect for themselves and their peers, creating an inclusive and empathetic learning community.

### Overall summary of progress

Our continued school-wide focus on implementing ANSWER (A Natural Strategy for Writing Effective Responses) has enabled us to achieve significant progress in this strategic direction through an approach to developing student analytical thinking and communication. The utilisation of ANSWER in faculty programs has ensured the use of a consistent approach to delivering curriculum and assessments. Students continue to develop their ability to unpack questions and write effective, analytical responses.

The development and implementation of a structured study skills program has been delivered in Connect periods. This has enabled the explicit teaching of study skills for students to utilise in their preparation for examinations and assessments.

Learning and support team processes have been improved to identify needs, monitor and plan for student progress in literacy and numeracy. This has enabled us to improve early identification and intervention to provide stronger, more focused support to individual students in partnership with their parents/carers.

Student opportunities to participate in curricular and extra-curricular activities have been expanded. Additional to existing programs, Hospitality students opened a coffee shop to enhance their achievement of competencies, selected Year 10 students were invited to attend the NAB Work Inspirations Program and all of Year 9 participated in the World of Work initiative, the volunteering initiative was launched to Year 9. These initiatives have improved student engagement in their learning as they appreciate the relevance of the education and opportunities they are offered.

Progress towards achieving improvement measures		Resources (annual)
Improvement measure (to be achieved over 3 years)	Progress achieved this year	<\$>
1% increase of students moving into a higher band in the 2015 HSC.	<ul style="list-style-type: none"><li>33% of HSC candidates achieved at least two Band 5-6 results, placing the school in the 80<sup>th</sup> percentile of all secondary schools.</li></ul> <p>Embedded ANSWER strategies in Stage 6 enabled students to respond effectively and access the higher bands in the HSC. Teaching staff have utilised their training to develop student critical thinking and ability to respond. Learning resources scaffold, model and offer productive feedback aimed at developing students' ability to develop highly structured, analytical responses.</p>	\$15,000
To maximise student engagement through strategic intervention and positive recognition	<ul style="list-style-type: none"><li>41.7 value-added growth in Year 7 – Year 9 NAPLAN</li><li>93% attendance rate, equating to the 90<sup>th</sup> percentile</li></ul> <p>Student achievement and attendance data are indicators</p>	\$10,000

of student achievement as measured by PBL data.	of high levels of student engagement. This was the result of a combination of resources, programs and initiatives, both curricular and extra-curricular, offered to the student body. Strategic interventions, such as <i>Check-In-Check-Out</i> , alongside positive recognition through PBL initiatives, have resulted in improvements. Students feel valued, safe and their needs are effectively and efficiently catered for.	
Representation in the top three skills bands of Aboriginal and EAL/D students is similar to that of the total school population.	PLPs/SLSPs were developed/reviewed and implemented to support student learning. Aboriginal students in Year 9 achieved excelling status in NAPLAN. Tailored personal development initiatives have been developed and offered, resulting in higher levels of engagement and attainment. Aboriginal and EAL/D students are actively engaged and have access to tailored programs, as well as whole school programs, opportunities and initiatives.	\$3,000

### Next steps

- Extend the use of ANSWER strategies into Stages 4 & 5 to develop student analytical thinking processes in these earlier years in order further empower and support students develop the skills to consolidate and build on their success to achieve in the higher bands for the HSC.
- Continue to develop a relevant study skills program that supports improved student achievement.
- Build on the relevance and variety of curricular and extra-curricular offerings to encourage students to take an active role in their community.



## Strategic Direction 2

Our highly skilled and innovative staff inspire purposeful, passionate, lifelong learning.

### Purpose

Professional learning is ongoing and caters to the diverse needs of students. Staff nurture students to lead purposeful and productive lives. A culture of positive wellbeing is fostered to create opportunities for success. Effective communicators promote an environment focused on improving student learning outcomes in the academic, social, cultural and sporting fields.

### Overall summary of progress

In 2015, Glenwood High School employed a wide range of measures to provide evidence of school achievement. Teachers have further developed capacity by participating in a variety of TPL initiatives, including greater access to TPL aligned to institute standards. The school is currently sustaining and growing in the targeted performance measures.

The implementation of the new Performance and Development Framework has resulted in a holistic approach to the implementation of Professional Development Plans. Staff are engaging in a rigorous, reflective process that is guiding the ongoing development of all staff, at an individual and collective level. Regular and effective monitoring and feedback processes are in place to discuss progress, support and to plan for growth.

Glenwood High School was notably one of four schools named by the Minister for Education as adding significant value to their students' NAPLAN results. Through explicit teaching of literacy and numeracy, a significant percentage of students have achieved in the higher bands in reading, spelling and numeracy.

Progress towards achieving improvement measures		Resources (annual)
Improvement measure (to be achieved over 3 years)	Progress achieved this year	<\$>
To increase the number of lesson observation and feedback sessions amongst staff.	<p>In 2015 the school implemented the Performance and Development Framework to further support the professional learning needs of teachers. The school has refined the process of using professional development plans (PDP's) for staff and has empowered executive staff to provide advice and guidance on improvements to teaching practice. Staff are developing an understanding of how to best drive their own plans and to actively seek feedback and mentoring as an important part of their ongoing growth.</p> <p>The school has a high level commitment to professional reflection and personal improvement. Staff are committed to a school-wide system of lesson observations and the provision of feedback on teaching practice. Using various models, including the AITSL Australian Professional Standards for Teachers and the NSW Quality Teaching Framework, staff were trained on conducting effective lessons observations and providing constructive and regular feedback.</p>	\$11,000

To increase teacher capacity to engage students and develop their requisite skills for the future through innovative, explicit pedagogy and quality teaching practice aligned to the Australian Curriculum and 21st Century skills.	Differentiating the curriculum has been further facilitated by staff through access of Student Support Learning Plans (SLSP's) on Sentral to guide in-class practice and faculty programming.  Gifted and talented (GAT) identification (through ACER HAST assessment) has allowed staff to facilitate targeted programs. Staff have received TPL that has provided tools for practical classroom application to further extend students. Project based learning (PBL) opportunities have continued to be an integral part of the success of teacher motivation and staff cohesion	\$8,000
To increase the number of teachers seeking higher level accreditation with the BOSTES.	The school is committed to providing opportunity and support to those teachers wishing to pursue a higher level of accreditation. In 2015, three teachers identified interest in the Highly Accomplished Teacher accreditation process. The staff involved chose not to pursue this level of accreditation.	\$4,000
To increase the percentage of Year 9 students in the higher bands in reading, spelling and numeracy in NAPLAN.	Using data analysis of NAPLAN, areas of need for improvement were identified and the literacy team developed programs to support the teaching of literacy across all KLAS, through the implementation of concentrated and explicit literacy lessons. This was an integral part of the whole-school initiative to develop literacy skills in our students. As a result, Year 9 students have demonstrated significant improvements in their NAPLAN results, adding substantial value to their achievements from Year 7, in all areas of literacy.	\$15,000

### Next steps

- Targeted professional development for teachers to further increase capacity to develop differentiated programs for all students. A review of the gifted and talented curriculum to ensure programs enhance the capabilities of these students, and the provision of further opportunities for collaborative practice across faculties through project-based learning initiatives.
- Training of staff on the explicit teaching of subject-specific literacy and numeracy, and the embedding of these into teaching programs.
- Implementation of SENTRAL modules for student record keeping and reporting to improve data gathering, integration, analysis and informed decision-making.
- Encourage teachers to pursue a higher level of accreditation with the BOSTES. This includes teachers attaining accreditation to the highly accomplished level.



### Strategic Direction 3

Our collaborative and responsive school community is informed, inclusive and engaged.

#### Purpose

To establish a culture of innovation and response to changing local and global contexts, developing student social conscience and citizenship. Student, staff and community voice informs the school's strategic direction. The culture of high expectations drives a fearless and dynamic pursuit of educational excellence. Staff and student resilience and wellbeing are highly-valued. Through reflective practice, stakeholders are empowered to contribute positively to the school community and support student learning.

#### Overall summary of progress

Integral to the school learning environment has been community partnerships and support networks. Together we have collated and reviewed baseline data from the 'Tell them From Me' survey, faculty and team-based analysis of identified products and practices and milestone evaluations. The engagement of the school community throughout this process has ensured a strong, positive and strategic approach to the progress of school and community partnerships.

The development and implementation of the SENTRAL parent portal has enabled the school community to be more informed. There has been a significant observed increase of parent attendance and involvement in school events and celebrations. Through the SENTRAL parent portal Parents have also been empowered to become more involved in and informed of their child's learning requirements. This has developed stronger partnerships and parental involvement.

The continued focus on inclusive programs has allowed the expansion of the 'Community Mentoring' program for stage 6. More students have been given opportunities to engage with community business and career mentors. Through this community involvement students are supported in achieving their goals and reaching increased learning outcomes. Further opportunities have been recognised and accepted for 2016 in which the 'Helmsman Project' for stage 5 will be introduced.

Progress towards achieving improvement measures		Resources (annual)
Improvement measure (to be achieved over 3 years)	Progress achieved this year	<\$>
To increase the number of parents/carers actively engaged in school communication events such as information evenings, parent/teacher meetings, forums and celebration assemblies by 1%.	Milestones data supports the finding that we are on track to achieving our first measure. A parent portal has been established for regular and positive interaction with the parent community. Events have been published and attended, supported by positive parent feedback. Professional development for staff in using the portal effectively as a means of viable communication has been provided.  There has been an increase and enhanced presence in local media indicative of a better-informed community.	\$5,000
To increase community partnerships and involvement in leadership and mentoring programs to support student	Data analysis supports that current leadership and mentoring programs – business, academic and wellbeing – have experienced mixed levels of success. New and refined mentoring programs are in planning for 2016 in response to parent and community	\$33,000

learning and development by 1% in the 'Tell Them From Me' survey.	members' involvement and feedback. Refining of pathways for all students and differentiating programs to better meet diverse student needs.	
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## Next steps

- The parent portal has been established for regular and positive interaction with the parent community. This will continue to be expanded to include more information and allow greater interaction with the parent community.
- The planned webinars have been removed from the plan. It was felt they were too ambitious and did not complement the planned timeline.
- For 2016 the Student leadership teams will implement anti-bullying, resilience and transitions programs. The Helmsman Project and Conviction Program are examples of some of the mentoring initiatives designed to fulfil the recognised need to provide diverse opportunities for all students to develop and explore their skills and talents.
- Parents engage in an 'Assessment Forum' to explore improved strategies and communication with regard to student assessment across each stage.
- Enhance staff capacity to proactively inform parents of any emerging concerns with their child's social, academic and behavioural needs.

## Key initiatives and other school focus areas

Key initiatives (annual)	Impact achieved this year	Resources (annual)
<b>Aboriginal background funding</b>	<p>In consultation with parents, carers, relevant personnel and the student, all Aboriginal students have a Personalised Learning Pathway (PLP). This has promoted genuine collaboration and strengthened partnerships between the school and its community. From these PLPs came a need for assistance in the area of numeracy, and using Norta Norta funding, a tutor was made readily available for all ATSI students at the school's Homework Centre. This initiative not only increased student engagement, but enabled students to attain higher achievements in comparison to past assessments.</p> <p>During 2015 funding from Norta Norta and Aboriginal background funding was combined to enable teachers to undertake professional learning in the 'Eight Ways of Pedagogy', allowing them to develop their skills in effective feedback through the monitoring process of the PLPs. Students were provided the opportunity to access the AIME program, resulting in an increase in the extensive leadership roles that have been appointed to ATSI students, including an invitation to be peer mentors at AIME in 2015 and 2016.</p>	\$10,474
<b>English language proficiency funding</b>	<p>During 2015 the staffing allocation was used to provide EAL/D student additional support in the classroom. The teaching and learning strategies included individual student withdrawal, team-teaching, implementation of resources and assessment of EAL/D students according to their English language needs.</p> <p>The EAL/D additional funding loading allowed for the implement of an Action Research Project targeting EAL/D students' literacy and numeracy needs in the Science Curriculum. Prior to the implementation of the project, an initial assessment of EAL/D students' English language needs and their knowledge of the Science curriculum were measured. Additionally, research was undertaken to choose appropriate and proven EAL/D differentiation strategies that reflected their language learning needs. Teaching material in the project was developed by an experienced Science teacher and the EAL/D teacher, and was implemented using a team teaching approach. Continued monitoring, implementation and evaluation of the project occurred in line with the key funding initiatives timeline, and at the completion of the project qualitative and quantitative data was gathered to evaluate the initiative.</p> <p>The EAL/D action research project proved beneficial for EAL/D students. There was an increase in their understanding of content and an improvement in their results across a range of formal and informal assessment tasks.</p>	\$10,833

<b>Socio-economic funding</b>	<p>Funding was used to support literacy and numeracy in the junior curriculum, extend essay writing skills for senior students through targeted support, and on our Future Directions program, which aims to improve understanding and awareness of the impact of behaviours and attitudes in developing pathways within and beyond school.</p> <p>A teacher was employed to initiate the MultiLit program, with the aim of improving literacy (reading) skills in students targeted by the Learning Support Team. Through consultation with primary schools and/or NAPLAN and school results, students needing additional supports were identified and a School Learning Support Officer (SLSO) was employed to provide assistance to them. They also worked with students in Stage 4 Mathematics classes and to refine the essay writing skills of our senior students prior to the HSC. Individualised instruction enabled students learning to be supported through one-on-one assistance, where tasks were clarified, simplified and explained, as well as improving student focus and engagement.</p> <p>As a result of these strategies, Year 7 students were more engaged in their learning, showed an overall increase in school attendance and a significant reduction in the number of referrals to executive staff. This was also reflected in other areas of school life, including participation in extracurricula activities and completion of course work. Our NAPLAN results showed significant improvement, particularly in Mathematics. A survey of HSC students indicated they felt more confident in their ability to write essays and felt more empowered to meet the demands of the HSC. These strategies also raised the expectations of students, teachers, executive, families and communities through shared goals and a cohesive approach.</p>	\$65,761
<b>Low level adjustment for disability funding</b>	<p>Students requiring adjustments and learning support were referred to the Learning Support Team for identification through a process of testing and consultation with teachers. Parents/carers were involved in a planning meeting where a Student Learning Support Plan (SLSP) was developed to personalise learning, and then shared with teachers to ensure consistency of strategies were used, reflective of student needs. A SLSO was employed to work with students where the SLSPs identified a need to improve student learning outcomes, increase participation, focus, motivation and engagement in learning. Staff meetings were used to share information and to train teachers in how to use the SLSPs and strategies suggested.</p> <p>The “Tell Them From Me” survey recognised growth in student engagement, interest and motivation. Identified students met course requirements and completed set tasks. Parents felt valued participants in the consultative and collaborative processes. The number of teachers using the Learning Support Team processes to seek additional support for students increased and teachers improved their effectiveness in supporting students with disabilities in their classrooms.</p>	\$90,063

<b>Support for beginning teachers</b>	<p>Comprehensive induction programs were delivered that ensured new and inexperienced teachers were supported through professional development. A consequence was that student learning outcomes were enhanced, and teachers felt supported in their development of skills and were valued as a member of the school community.</p> <p>The induction program was facilitated by a number of specialist staff and included the participation of all teachers new to the school. The program was comprised of two parts and teachers attended the general school induction that familiarised them with the school's expectations, policies, responsibilities and key personnel.</p> <p>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. Support was also provided for teachers to gather and annotate appropriate evidence to contribute to their accreditation.</p> <p>Our three permanently appointed early career teachers were able to access funds through the DET to allow them, and their supervisors, a reduction in face to face teaching to participate in mentoring and coaching sessions and further develop their skills as a classroom practitioner.</p>	\$39,382.14
Other school focus areas	Impact achieved this year	Resources (annual)
<b>Student Leadership</b>	<p>A wide variety of opportunities to take on leadership roles within the school community were offered to all students, regardless of age. Opportunities during 2015 included representation on the prefect body (Year 12), SRC (4 students from each Year group 7 - 12), MATES (Year 10), Duke of Edinburgh (Years 9 – 12), Peer Mediators (Year 10/11) and Year 7 transition mentors.</p> <p>2015 saw one of the most successful prefect bodies in the school's history. The 16 student leaders began their leadership roles by representing GHS at the Macquarie Youth Leadership Forum, an event designed to build leadership capacity and plan for their new role. From this planning, the student leaders successfully took over the responsibility for morning assemblies and delivered the PBL value for the week from a student perspective.</p> <p>The school year began with our school leaders initiating a hugely successful Spirit Week to welcome old and new students to our school. Prefects worked closely to mentor new House Captains and organise the inaugural Interhouse Cup. These events resulted in the fostering of house spirit, feelings of inclusivity among our student body and a generally more settled beginning to the school year.</p> <p>Glenwood Gives was our student lead charity, established by the 2015 student leaders. They were able to raise funds to assist children and families in Nepal and also sponsor a child from the Save the Children organisation.</p>	\$8,000

## Mandatory and optional reporting requirements

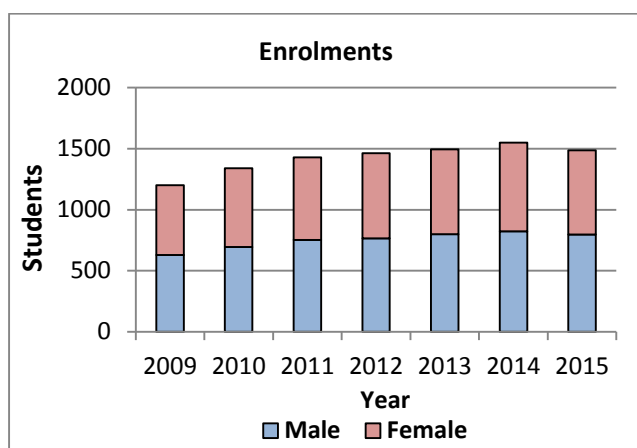
### Student information

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

### Student enrolment profile

With the opening of a new public high school at The Ponds in 2015, our school has experienced a slight reduction in student numbers. Glenwood High School continues to have an excellent reputation in the community and we expect to maintain strong enrolment figures into the future.

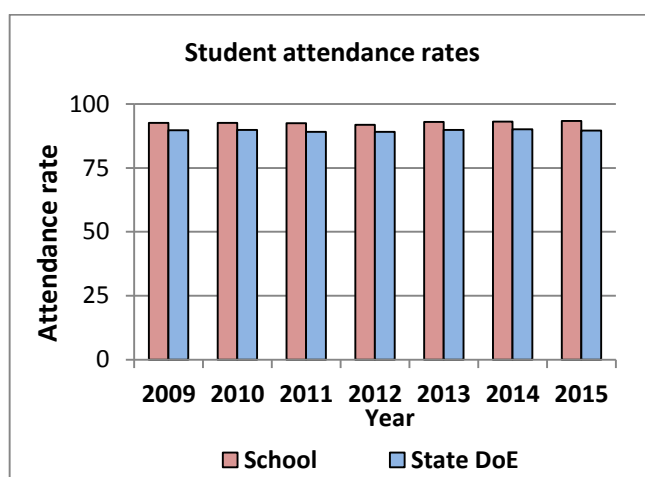
Gender	2009	2010	2011	2012	2013	2014	2015
Male	629	696	752	764	801	824	798
Female	572	644	676	698	695	725	689



### Student attendance profile

In 2015 attendance rates continued to exceed the state average and regional average for every grade. This is due to the school proactively responding to attendance issues, and implementing a number of strategies and monitoring systems to promote the importance of attendance. This includes whole school monitoring and also support for individual students requiring more specific attention and guidance.

	Year	2009	2010	2011	2012	2013	2014	2015
School	7	94.1	94.3	95.0	94.2	95.6	95.6	95.3
	8	92.6	94.0	92.7	93.4	92.9	93.4	93.8
	9	91.7	92.3	92.7	91.8	94.2	92.2	93.8
	10	93.1	91.4	90.3	89.5	89.5	91.4	90.3
	11	91.9	92.4	91.8	90.5	92.8	91.8	93.4
	12	90.4	90.5	92.6	92.6	93.2	94.0	94.2
	Total	92.6	92.6	92.5	91.9	93.1	93.1	93.4
State DoE	7	92.3	92.6	92.5	92.4	93.2	93.3	92.7
	8	90.0	90.5	90.1	90.1	90.9	91.1	90.6
	9	88.8	89.1	88.8	88.7	89.4	89.7	89.3
	10	88.7	88.3	87.1	87.0	87.7	88.1	87.7
	11	89.4	89.1	87.6	87.6	88.3	88.8	88.2
	12	89.4	89.8	89.2	89.3	90.1	90.3	89.9
	Total	89.7	89.9	89.2	89.1	89.9	90.2	89.7



### Post-school destinations

The following table demonstrates the direction that students from 2015 planned to take in 2016.

Proportion of students moving into post-school education, training or employment	Year 10 %	Year 11 %	Year 12 %
seeking employment	0.00%	0.00%	4.79%
employment	5.34%	3.00%	8.51%
TAFE entry	0.76%	4.29%	9.04%
university entry	0.00%	0.00%	52.13%
other	0.00%	6.87%	21.81%
unknown	0.00%	0.43%	3.72%

98 students have gone onto continue their studies at University, 41 students entered into College, 17 students proceeded into TAFE and 16 entered the work force for full time employment or an Apprenticeship/Traineeship.

Students received the highest amount of offers from Western Sydney University, followed by Macquarie University then the University of New South Wales. A number of students also received offers from the University of Technology Sydney, University of Sydney, Australian Catholic University, Charles Sturt University, the University of Notre Dame, University of Wollongong and Australian National University.

Students have taken up further study at a variety of colleges such as TAFE, JMC Academy, Western Sydney College, AIE, Macleay College, SAE and Australis College.



## Year 12 students undertaking vocational or trade training

In 2015, 5% of Year 12 students successfully complete a TAFE credit or qualification. The areas included Animal Studies, Construction, Children's Services, Entertainment, Health Services Assistance, Music and Performance, Retail Services, Theatre and Screen and Tourism.

## Year 12 students attaining HSC or equivalent vocational educational qualification

Of our 188 Year 12 students, 100% of them successfully completed the Higher School Certificate (HSC). Of these, 90% of students also received an ATAR. In 2015 no students undertook school based traineeships.

## Workforce information

Reporting of information for all staff must be consistent with privacy and personal information policies.

### Workforce composition

Position	Number
Principal	1.0
Deputy Principal(s)	3.0
Head Teacher(s)	16.0
Classroom Teacher(s)	86.1
Learning and Support Teacher(s)	1.7
Teacher Librarian	1.4
Teacher of ESL	0.4
School Counsellor	1.0
School Administrative & Support Staff	19.7
Total	129.9

The Australian Education Regulation, 2014 requires schools to report on Aboriginal composition of their workforce.

In 2015 there were no members of the school workforce at Glenwood High School that identified as indigenous.

## 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
Undergraduate degree or diploma	100
Postgraduate degree	20

## Professional learning and teacher accreditation

Professional learning activities were accessed within school through the annual school conference, school development days, staff meetings, faculty meetings, executive conferences and welfare conferences. In addition, professional learning was provided through DEC programs and a variety of external 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 and their faculty direction.

Throughout 2015, the teacher professional learning team continued to offer a wide variety of professional development opportunities to all staff to support quality teaching and learning. This enhanced their ability to prepare for the following:

- continued implementation of the Australian Curriculum,
- implementation of the new Study Skills program delivered through connect lessons,
- consolidated development in ANSWER (A Natural Strategy for Writing Effective Responses) to improve assessment and examination preparation across all faculties, with a focus on introduction in Stage 4 and 5,
- 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,
- analysis of HSC results and NAPLAN data with the use of tools such as SMART and the BOSTES Results Analysis Package. This helped individual staff members and faculties to reflect on their practice and modify their strategies accordingly,
- implementation of a school-wide approach to incorporating technology in classroom practice through the DEC Bring Your Own Device program.

The annual school conference focus was on Emotional Intelligence in relation to catering effectively for our diverse range of students and maintaining staff wellbeing. Four termly executive conferences occurred that focused on Building Stronger Teams, GTIS and supporting early career teachers. The second half of the year saw executive staff reviewing and analysing data, to evaluate the strategic directions for the existing school plan for 2015 to 2017.

During 2015, Glenwood High School supported a number of permanent, temporary and casual teachers working towards accreditation at the 'proficient' level. In addition, 5 staff completed their first maintenance cycle reflecting on how their professional learning assisted them in meeting the BOSTES standards.

## Financial information

### Financial summary

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

A full copy of the school's 2015 financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

## School performance

### NAPLAN

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

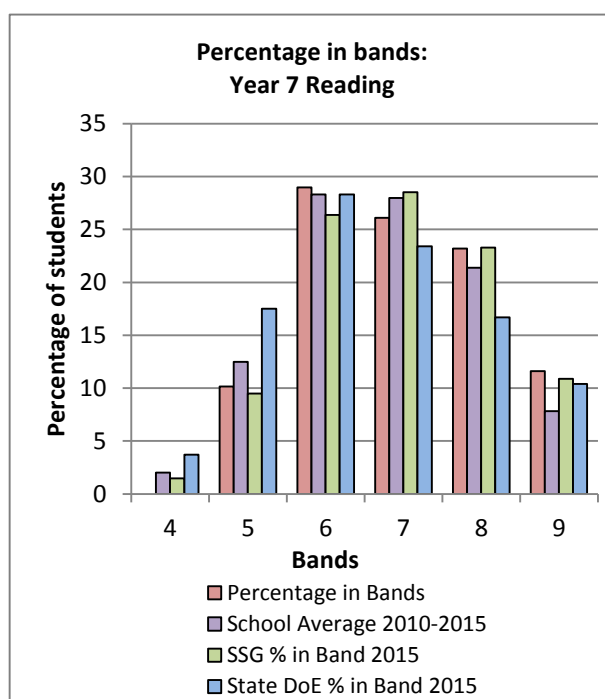
Date of financial summary	30/11/2015
<b>Income</b>	\$
Balance brought forward	1,370,511.76
Global funds	810,284.44
Tied funds	502,127.76
School & community sources	750,314.89
Interest	36,089.27
Trust receipts	69,293.75
Canteen	0.00
<b>Total income</b>	<b>3538621.87</b>
<b>Expenditure</b>	
Teaching & learning	
Key learning areas	308,255.58
Excursions	176,536.32
Extracurricular dissections	266,087.40
Library	22,668.23
Training & development	12,242.37
Tied funds	408,575.13
Casual relief teachers	279,930.11
Administration & office	290,890.55
School-operated canteen	0.00
Utilities	125,998.81
Maintenance	16,730.00
Trust accounts	62,392.75
Capital programs	0.00
<b>Total expenditure</b>	<b>1970307.25</b>
<b>Balance carried forward</b>	<b>1,568,314.62</b>

### NAPLAN - Literacy (including Reading, Writing, Spelling and Grammar and Punctuation)

Student performance in NAPLAN tests reflects 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. 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.

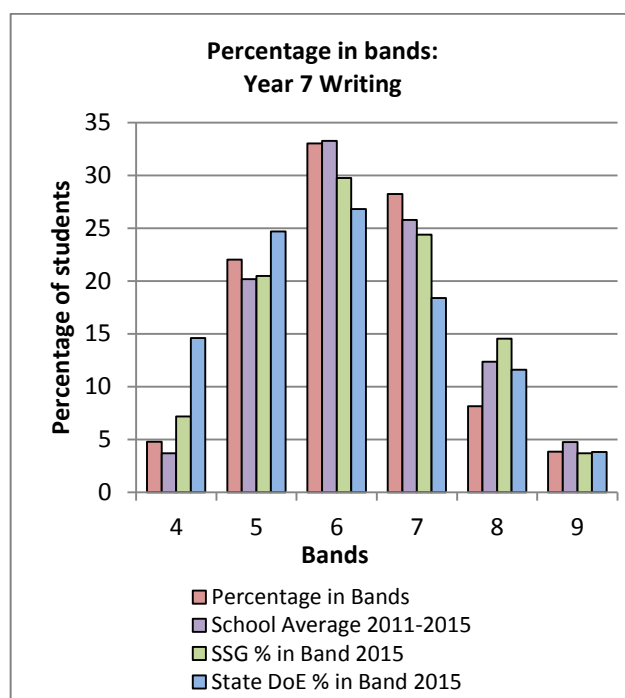
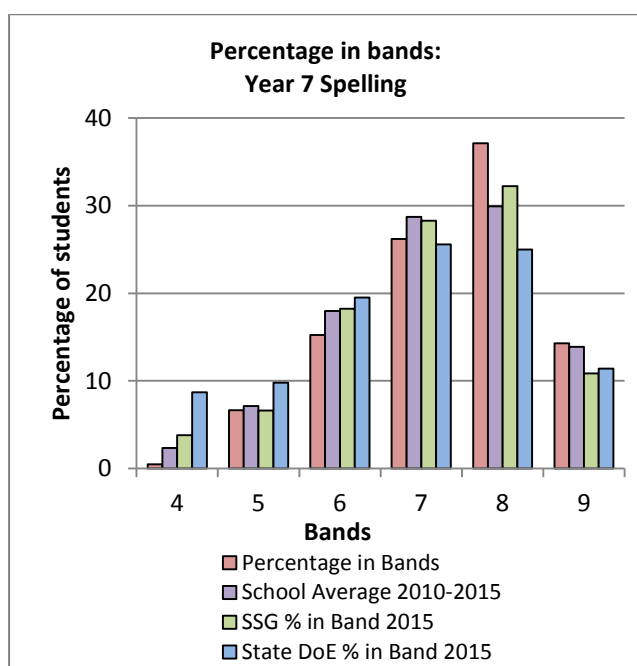
#### Year 7 NAPLAN Reading

Year 7 NAPLAN Reading						
Average score, 2015	School		SSG		State DoE	
	554.0		555.4		538.9	
Skill Band Distribution						
Band	4	5	6	7	8	9
Number in Band	0	21	60	54	48	24
Percentage in Bands	0.0	10.1	29.0	26.1	23.2	11.6
School Average 2010-2015	2.0	12.5	28.3	28.0	21.4	7.8
SSG % in Band 2015	1.5	9.5	26.4	28.5	23.3	10.9
State DoE % in Band 2015	3.7	17.5	28.3	23.4	16.7	10.4



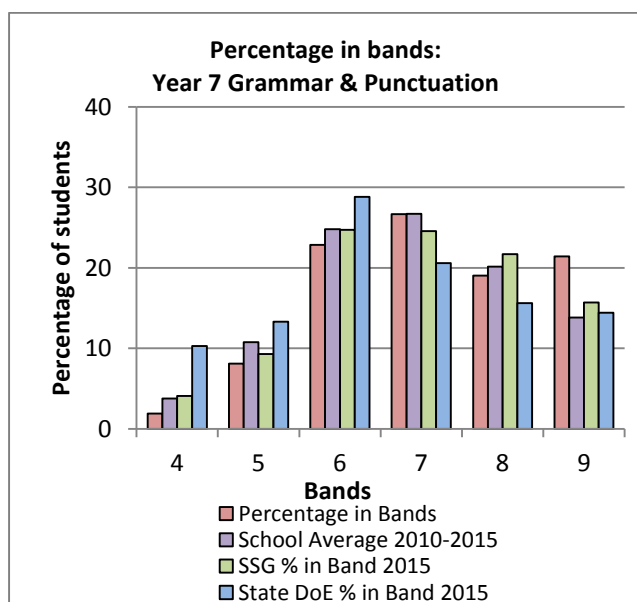
#### Year 7 NAPLAN Spelling

Year 7 NAEP Reading						
Average score, 2015	School		SSG		State DoE	
	576.4		562.0		547.3	
Skill Band Distribution						
Band	4	5	6	7	8	9
Number in Band	1	14	32	55	78	30
Percentage in Bands	0.5	6.7	15.2	26.2	37.1	14.3
School Average 2010-2015	2.3	7.1	18.0	28.7	29.9	13.9
SSG % in Band 2015	3.8	6.6	18.3	28.3	32.2	10.8
State DoE % in Band 2015	8.7	9.8	19.5	25.6	25.0	11.4



#### Year 7 NAPLAN Grammar and Punctuation

Year 7 NAPLAN Grammar and Punctuation						
Average score, 2015	School		SSG		State DoE	
	567.2		554.4		535.0	
Skill Band Distribution						
Band	4	5	6	7	8	9
Number in Band	4	17	48	56	40	45
Percentage in Bands	1.9	8.1	22.9	26.7	19.0	21.4
School Average 2010-2015	3.8	10.8	24.8	26.7	20.1	13.8
SSG % in Band 2015	4.1	9.3	24.7	24.6	21.7	15.7
State DoE % in Band 2015	10.3	13.3	28.8	20.6	15.6	14.4



#### Year 7 NAPLAN Writing

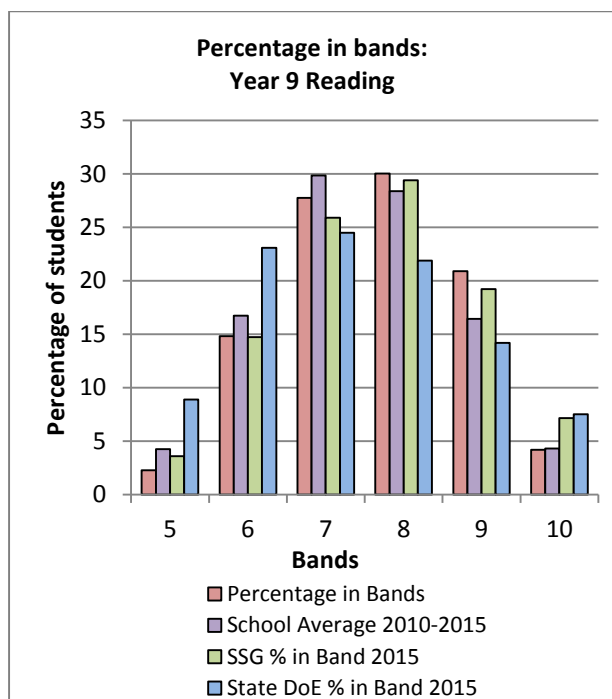
Year 7 NAEP Reading						
Average score, 2015	School		SSG		State DoE	
	517.5		517.3		497.3	
Skill Band Distribution						
Band	4	5	6	7	8	9
Number in Band	10	46	69	59	17	8
Percentage in Bands	4.8	22.0	33.0	28.2	8.1	3.8
School Average 2011-2015	3.7	20.2	33.3	25.8	12.4	4.7
SSG % in Band 2015	7.2	20.5	29.7	24.4	14.6	3.7
State DoE % in Band 2015	14.6	24.7	26.8	18.4	11.6	3.8

Year 7 NAPLAN results were pleasing in 2015. 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 and we continue to be above state average in the number of students in the top two bands of achievement for this area, with 51% of students in these top bands, compared to only 40% of the state. Grammar and punctuation is also an area in which the students excel, with 40% of students achieving in the top two bands.

In 2015, 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, we have seen positive growth in the number of students achieving results in the higher bands across all four areas of literacy, including 35% of students for reading.

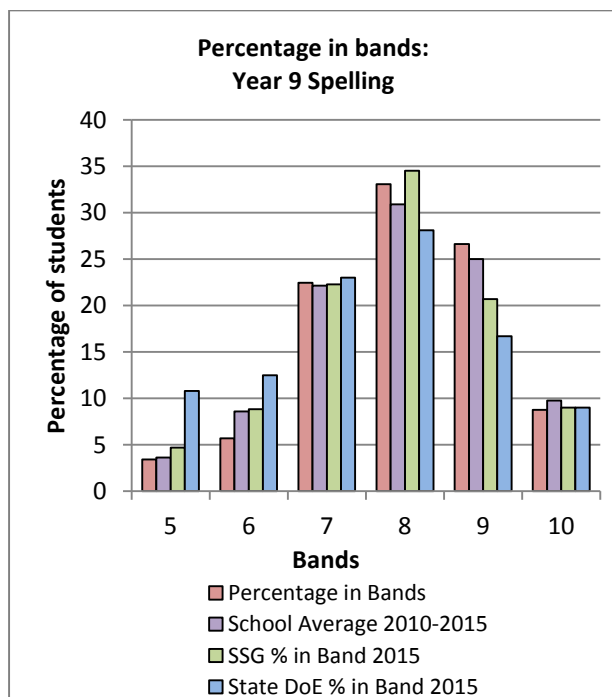
#### Year 9 NAPLAN Reading

Year 5 Math Learning						
Average score, 2015	School		SSG		State DoE	
	590.7		591.4		573.1	
Skill Band Distribution						
Band	5	6	7	8	9	10
Number in Band	6	39	73	79	55	11
Percentage in Bands	2.3	14.8	27.8	30.0	20.9	4.2
School Average 2010-2015	4.2	16.7	29.9	28.4	16.4	4.3
SSG % in Band 2015	3.6	14.7	25.9	29.4	19.2	7.2
State DoE % in Band 2015	8.9	23.1	24.5	21.9	14.2	7.5



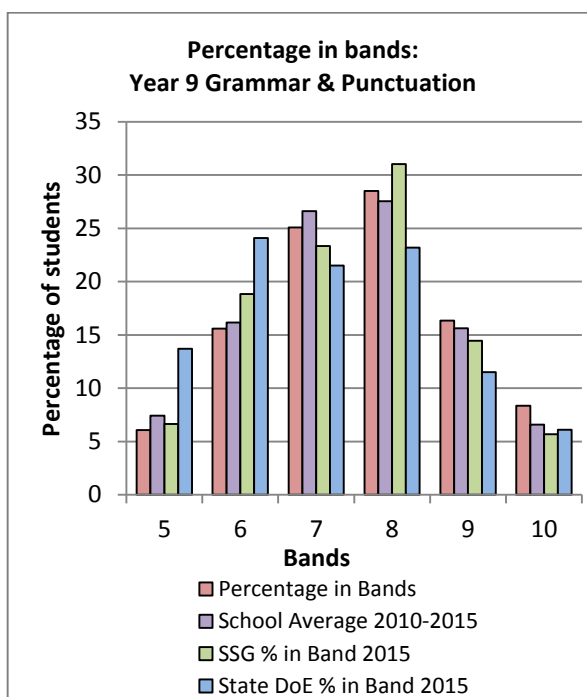
#### Year 9 NAPLAN Spelling

Year 5 NAEP Reading						
Average score, 2015	School		SSG		State DoE	
	610.3		601.6		583.6	
Skill Band Distribution						
Band	5	6	7	8	9	10
Number in Band	9	15	59	87	70	23
Percentage in Bands	3.4	5.7	22.4	33.1	26.6	8.7
School Average 2010-2015	3.6	8.6	22.1	30.9	25.0	9.8
SSG % in Band 2015	4.7	8.8	22.3	34.5	20.7	9.0
State DoE % in Band 2015	10.8	12.5	23.0	28.1	16.7	9.0



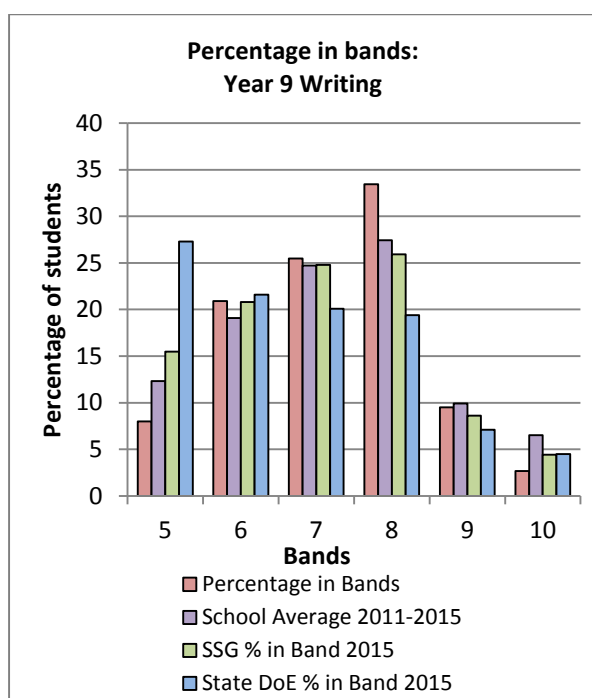
#### Year 9 NAPLAN Grammar and Punctuation

Year 5 NAEP ELA Grammar and Punctuation						
Average score, 2015	School	SSG			State DoE	
	588.4		579.7		561.5	
Skill Band Distribution						
Band	5	6	7	8	9	10
Number in Band	16	41	66	75	43	22
Percentage in Bands	6.1	15.6	25.1	28.5	16.3	8.4
School Average 2010-2015	7.4	16.2	26.6	27.6	15.6	6.6
SSG % in Band 2015	6.6	18.8	23.3	31.0	14.4	5.7
State DoE % in Band 2015	13.7	24.1	21.5	23.2	11.5	6.1



#### Year 9 NAPLAN Writing

Year 5 NAEP ELA Writing						
Average score, 2015	School		SSG		State DoE	
	565.7		551.7		526.3	
Skill Band Distribution						
Band	5	6	7	8	9	10
Number in Band	21	55	67	88	25	7
Percentage in Bands	8.0	20.9	25.5	33.5	9.5	2.7
School Average 2011-2015	12.3	19.1	24.7	27.4	9.9	6.5
SSG % in Band 2015	15.5	20.8	24.8	25.9	8.6	4.4
State DoE % in Band 2015	27.3	21.6	20.1	19.4	7.1	4.5



Year 9 students have demonstrated significant improvements in their NAPLAN results this year, adding substantial value to their achievements from Year 7. Glenwood High School was notably one of four schools named by the Minister for Education as adding significant value to their students' NAPLAN results. Spelling was again an area of high achievement for students, with 35% of students achieving in the top two bands, compared to 28% of the state.

In 2015, we have continued to see positive growth in the grammar and punctuation results for the Year 9 cohort, despite a negative trend across the state. During Connect in 2015, 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 targeted 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 the 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 2015 and 53% of students achieving in the top three bands, including 22 students scoring a top Band 10 result in this area.

Particularly pleasing is the significant improvement Year 9 students have made in the writing component of the NAPLAN tests. This year, 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 be prepared 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 46% of students achieving in the top three bands for writing. There has also been a decreasing trend of students achieving in the lowest band in writing, as this number has reduced by more than half over the past two years. This is contradictory to the state data, which shows a slight increase in the number of student achieving at the lowest band. This demonstrates that our targeted writing program is enabling all students to develop confidence and improve upon their skills, providing them with more opportunities to increase their overall literacy.

The focus on structured reading programs across all KLAs for this cohort has contributed to positive reading results, with 25% of students achieving in the top two bands and an additional 58% of students achieving in the middle two bands.

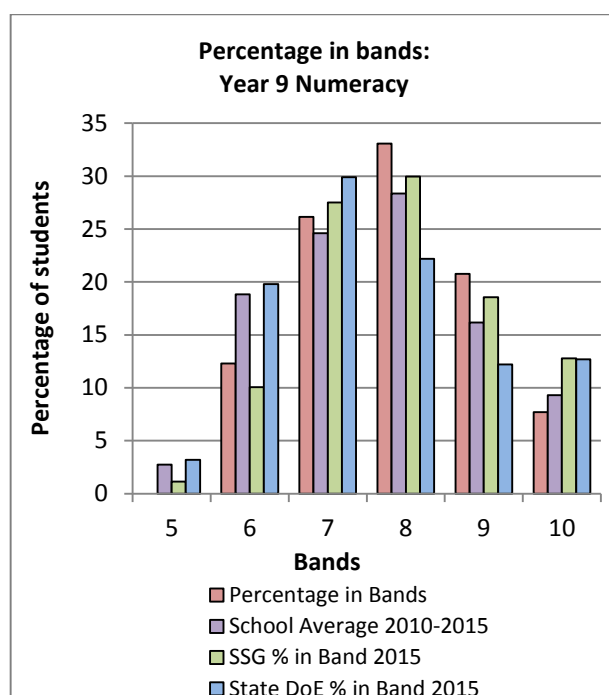
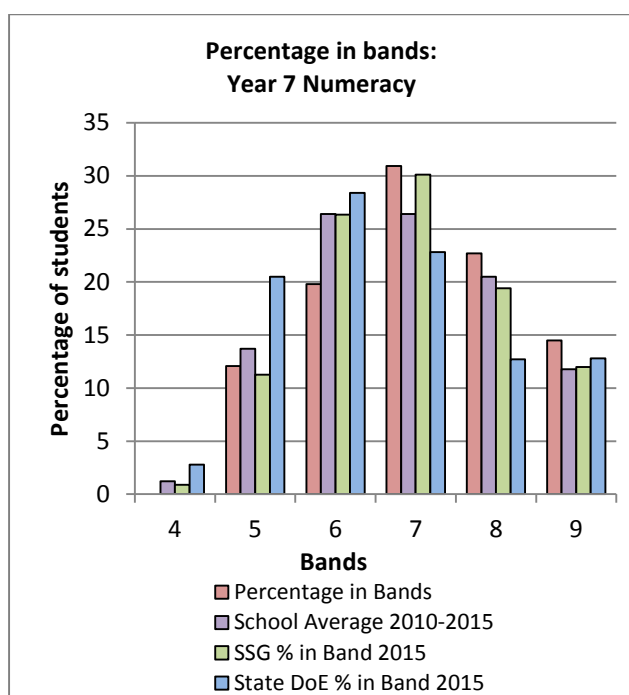
### NAPLAN - Numeracy

The results achieved by Year 7 students in the 2015 NAPLAN Numeracy test demonstrate that Glenwood High School is achieving above the state average. The results were outstanding, with 37% of students receiving Bands 8-9. This was 8% above the state average.

Students continued to perform better than the previous year, which has been a consistent trend for the past 4 years. The school average was 555.9 in 2014 compared with an average of 562.3 in 2015. Also, the number of students in the lowest performance band is only 1%, significantly lower than the state average.

#### Year 7 NAPLAN Numeracy

Year 7 NAPLAN Numeracy						
Average score, 2015	School		SSG		State DoE	
	562.3		553.7		540.4	
Skill Band Distribution						
Band	4	5	6	7	8	9
Number in Band	0	25	41	64	47	30
Percentage in Bands	0.0	12.1	19.8	30.9	22.7	14.5
School Average 2010-2015	1.2	13.7	26.4	26.4	20.5	11.8
SSG % in Band 2015	0.9	11.2	26.4	30.1	19.4	12.0
State DoE % in Band 2015	2.8	20.5	28.4	22.8	12.7	12.8



Year 9 NAPLAN results for numeracy were extremely pleasing with significant growth shown in the percentage of students achieving in the top 2 bands. 29% of students achieved in the top two bands, 5% greater than 2014 school average. Students achieved well above the NSW DoE average of 591 with an average score of 601.4. The proportion of students in Bands 5 and 6 is minimal. A greater percentage of Band 7 students are now moving up into Bands 8 and 9.

Of particular note, the Year 9 Numeracy skills have shown a systematic improvement from previous year. The school average was 581.4 in 2014 compared with an average of 601.4 in 2015. Overall, Year 9 students achieved remarkable growth since completing NAPLAN test in Year 7. This result is a testament to hard work and dedication of the teachers, and programs implemented at Glenwood High School.

**Year 9 NAPLAN Numeracy**

Year 9 NAEPAN Numeracy						
Average score, 2015	School		SSG		State DoE	
	601.4		605.9		590.6	
Skill Band Distribution						
Band	5	6	7	8	9	10
Number in Band	0	32	68	86	54	20
Percentage in Bands	0.0	12.3	26.2	33.1	20.8	7.7
School Average 2010-2015	2.7	18.8	24.6	28.4	16.2	9.3
SSG % in Band 2015	1.1	10.1	27.5	30.0	18.6	12.8
State DoE % in Band 2015	3.2	19.8	29.9	22.2	12.2	12.7

Glenwood High School has participated in the Australian Mathematics Competition and organised excursions to enable students to develop a real world understanding of the practical application of numeracy skills. In 2015, the numeracy team focused on analysing NAPLAN results and used these results to inform teaching practices across all KLAs.

### Higher School Certificate (HSC)

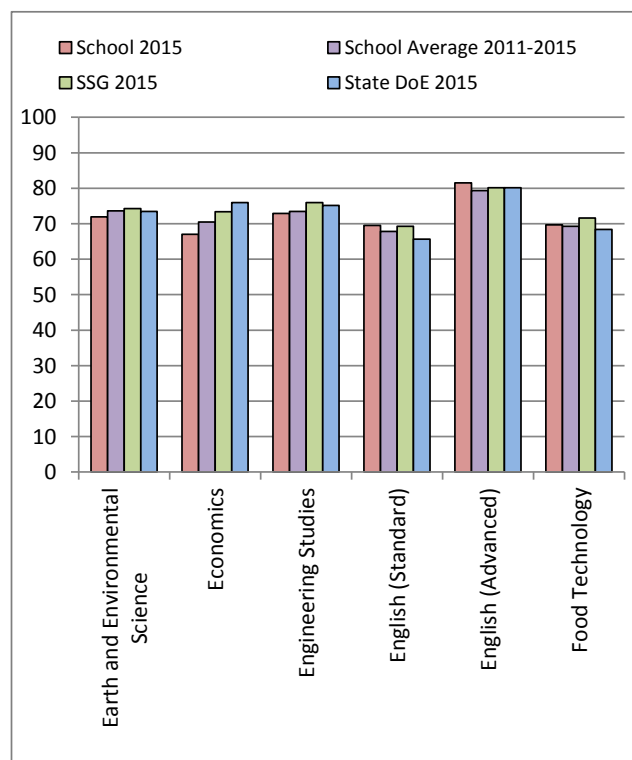
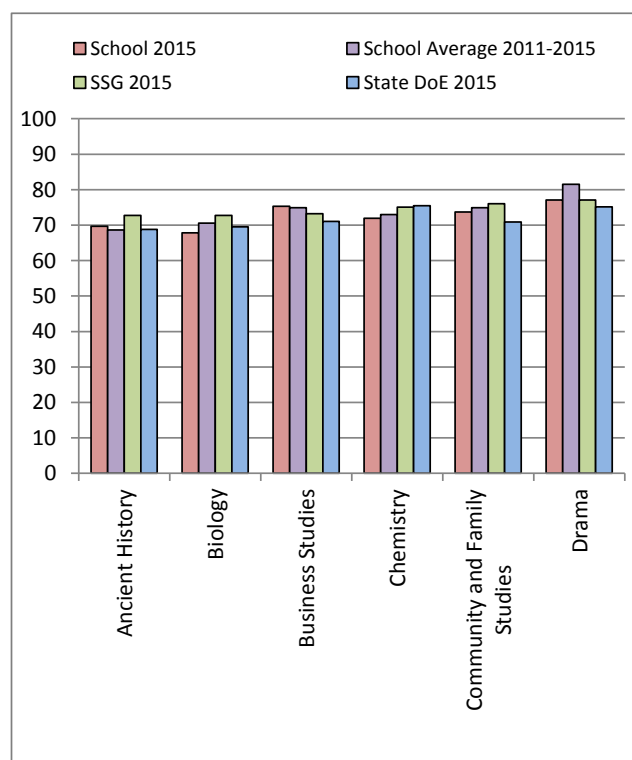
In the Higher School Certificate, the performance of students is reported in performance bands ranging from Band 1 (lowest) to Band 6 (highest). The following are examples of the school's successful performance in the HSC:

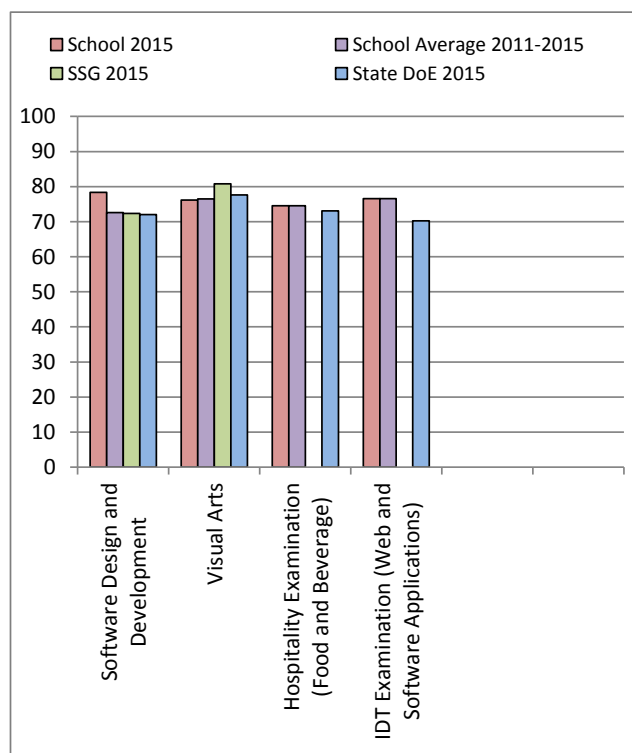
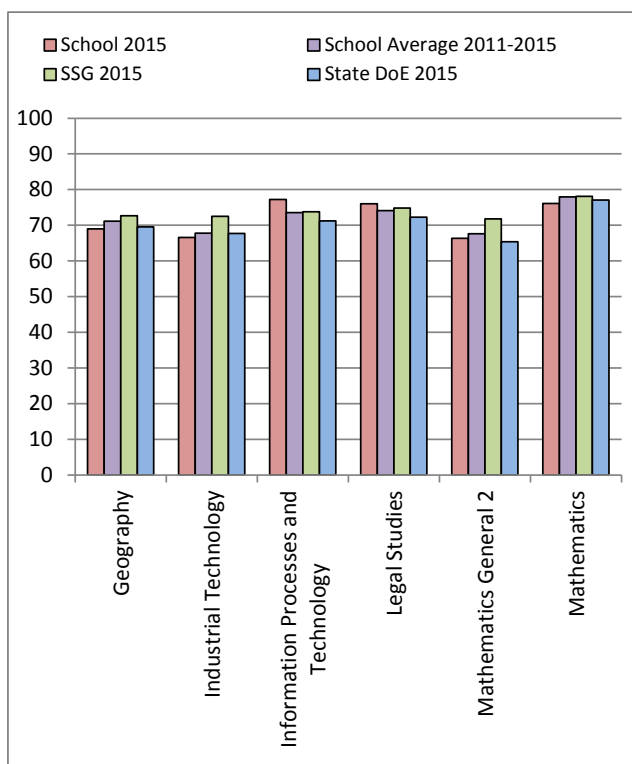
- Twenty students achieved an ATAR of over 90.00, based on strong HSC results.
- There were fifty four Band 6 results across the variety of courses offered at Glenwood High School.
- Two students were placed on the Premier's Honour Roll for achieving Band 6 results in all of their courses.
- One student was ranked thirteenth in NSW for Legal Studies.
- One student was nominated for Callback, a showcase for exemplary performances in Dance.
- Two students were selected for early entry Macquarie University's through the Global Youth Leadership Scholarship.



**HSC: Course Summary Table**

Course	School 2015	School Average 2011-2015	SSG 2015	State DoE 2015
Ancient History	69.7	68.6	72.7	68.8
Biology	67.8	70.6	72.7	69.5
Business Studies	75.3	74.9	73.2	71.1
Chemistry	72.0	73.0	75.1	75.5
Community and Family Studies	73.7	74.9	76.1	70.9
Drama	77.1	81.5	77.1	75.2
Earth and Environmental Science	71.9	73.6	74.3	73.4
Economics	67.0	70.5	73.4	76.0
Engineering Studies	72.9	73.4	76.0	75.2
English (Standard)	69.6	67.9	69.3	65.7
English (Advanced)	81.5	79.3	80.1	80.1
Food Technology	69.7	69.3	71.7	68.4
Geography	69.0	71.1	72.7	69.6
Industrial Technology	66.6	67.8	72.5	67.7
Information Processes and Technology	77.2	73.5	73.8	71.2
Legal Studies	76.1	74.1	74.8	72.3
Mathematics General 2	66.3	67.6	71.8	65.4
Mathematics	76.1	78.0	78.1	77.1
Mathematics Extension 1	86.5	83.4	79.5	82.3
Modern History	67.4	72.3	74.5	72.5
Music 1	79.0	77.1	82.8	79.0
Personal Development, Health and Physical Education	70.1	69.1	74.5	71.3
Physics	74.3	74.1	71.7	72.1
Society and Culture	77.4	76.6	77.3	76.8
Software Design and Development	78.3	72.6	72.3	72.1
Visual Arts	76.1	76.5	80.8	77.6
Hospitality Examination (Food and Beverage)	74.5	74.5	-	73.0
IDT Examination (Web and Software Applications)	76.5	76.5	-	70.3

**HSC: Course Summary Graphs**


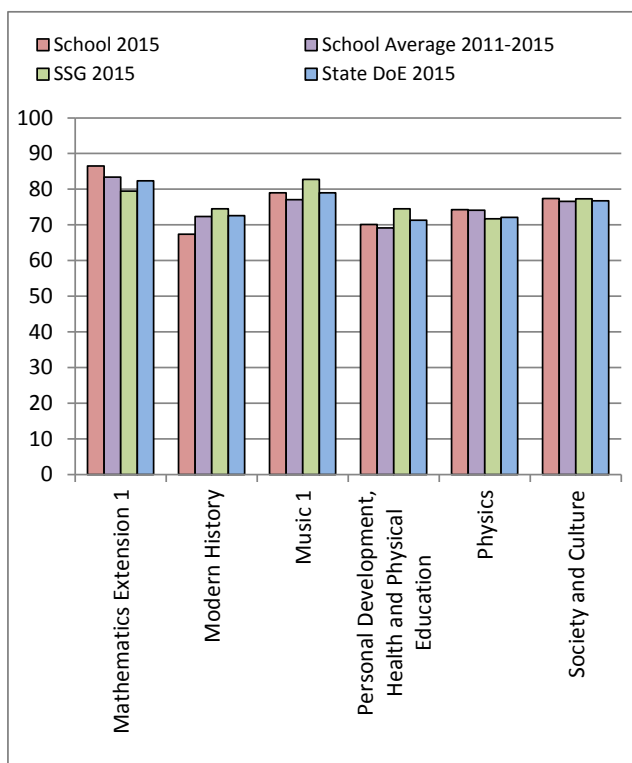


Value-added results for 2015 were determined by comparing the performance of Year 9 students in 2012 in NAPLAN with the performance of the same cohort as Year 12 students in 2015 in the HSC.

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

Performance Band	Low	Middle	High
School 2015	3.8	0.8	1.6
SSG Average 2015	4.8	3.5	1.2
Note: By definition, the State average relative performance is zero			

The above table and graph indicate that in 2015, Glenwood High School was successful in contributing to value-added results for students placed in high performance bands. The school surpassed the average for statistically similar schools. A focus area for 2016 is to provide improved value-added results for students placed in low and middle performance bands.



## Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek the opinions of parents, students and teachers about the school.

Their responses are presented below:

- The majority of parents/carers believe the school is a safe inclusive environment that supports positive behavior and learning;
- Most parents/carers feel welcome when they go to the school for a variety of events and reasons however, they would like to be more informed in order to be more involved in their child's learning at home;
- The majority of students in stages 4 and 6 feel a strong sense of belonging at school and value what the school has to offer both academically and socially.
- These students also feel the school has a positive learning culture and they enjoy high expectations for success.
- Girls in the second half of stage 5 felt unmotivated towards their schooling feeling it was irrelevant to their immediate needs.
- The majority teachers felt the school was an inclusive environment in which to work and were highly satisfied with the explicit feedback on the classroom practice they received from school executive.
- Some teachers would like the opportunity to use technology as a tool within the classroom.

## Policy requirements

### Aboriginal education

Aboriginal education is overseen by the Aboriginal Education Committee who strive to ensure that ATSI students are receiving what they need to achieve their future goals and outcomes. The Aboriginal Education Committee organised and conducted the Personalised Learning Pathways meetings, allocated Norta Norta funding for Year 11 and 12 students and examined and discussed appropriate programs that would be suitable for our students. The NRL 'School to Work' program enabled two students to attend the Youth Summit in Queensland. One student successfully transitioned into the Iprod program. An excursion to the Canberra Art Gallery allowed students to immerse themselves in cultural art. The Norta Norta program enabled three senior students to be tutored in their chosen subjects, and

one student was able to receive NAPLAN Norta Norta funding to further their achievements in literacy and numeracy. Students also performed a cultural dance as part of our hugely successful Harmony Day.

### Multicultural Education and Anti-racism

The school's annual Harmony Day festivities encouraged students to celebrate the multicultural diversity of our school and acknowledge the harmony and tolerance we enjoy in this school community. Students performed a variety of dances, musical items and conducted lessons on various traditional customs. Both students and staff maintained their enthusiasm for the event with displays of international food at lunchtime.

The school's Anti-Racism Contact Officer (ARCO) is a trained staff member. The ARCO met student year groups and provided information on the nature of racism and the structures implemented at Glenwood High School to address any incidents effectively. The ARCO increased awareness by ensuring that anti-racism posters were displayed and that students had opportunity to raise any concerns. An ARCO register was used to allow for monitoring and effective action in relation to reported incidents.

All students were instructed using a "Racism" booklet, aimed to further enlighten and foster a deeper understanding of the consequences of racist behaviour. Since its inception, the number of referrals to the ARCO has decreased significantly, with only fourteen referrals in 2015.

Counselling was provided for those students who required assistance and they were positive about the outcomes obtained.

### Other school programs

#### Achievements in sport

2015 has been a highly successful year in the sporting area for Glenwood High School and our students. All staff and students involved in sport showed pride in their achievements and participation.

School sport is a crucial lever in empowering young people towards a healthy and active lifestyle. Sport develops the motor skills of learners, promotes teamwork and enhances leadership skills. All students who have represented Glenwood High School this year have demonstrated all of these skills in an exemplary manner.

Students have represented the school in all three major carnivals, including swimming, cross country and athletics, as well as grade sport, Macquarie Cup, knockout competitions and individual sporting organisation carnivals. The commitment of these students has been outstanding.

The grade sport competition was strengthened this year with an increased number of students being represented in sporting teams. Glenwood High School was the one of the strongest school in our zone as it provided teams for every sport.

Glenwood High School also provides students with opportunities to participate in team sports, through the Macquarie Cup for basketball, soccer, touch football, rugby league and netball. We have seen many students selected to participate at a higher level. 2015 has been the most successful year we have seen at Glenwood High School for individuals being chosen for sporting teams.

### **Achievements in the arts**

Various courses continue to develop and provide excellent learning opportunities for all students to extend and further explore their interest.

The junior and senior dance ensembles were successful in their audition for the Synergy Dance Festival. The junior ensemble also performed as part of the Ridges Festival. The band and choir have met regularly after school and at lunchtimes to add to their repertoires and to rehearse. Art Club continued to run in 2015 and has seen many enthusiastic students develop skills in more depth in a number of art areas.

In 2015, our fifth musical, the Pirates of Penzance was performed. After much hard work and dedication, the musical came together and was performed over three nights, with a matinee performance for our feeder primary schools. The Pirates of Penzance showcased the wonderful talents of our students and was a fabulous experience for students and staff.

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.

### **Study Skills**

2015 saw the introduction of a targeted study skills program to all students. All staff received training on the first Staff Development Day regarding the importance of the program and the resources we would be utilising. This decision to implement the program came about after consultation with staff, students and the wider Glenwood community. Many people involved in the survey expressed concerns that students weren't really empowered with the skills of how to effectively study at home and prepare valuable revision materials.

Each Thursday and Friday morning during Connect all students were introduced to a targeted skill aimed at enhancing both their academic performance and overall wellbeing. We made use of the resources provided by our School Diary Company, 'The Learning Curve'. The decision to use this program was based on the accessibility of the resources, being in student diaries and teacher planners. Students were explicitly taught skills including Prioritising, Organising Time, Personal Timetable Planning, Working the Work Station, Note Taking, Reviewing Notes, Listening and Engagement. After discussions with parents we decided to also provide these resources to parents via the Glenwood App to allow interested parents and carers the opportunity to follow up on the weekly focus at home. In an exit survey conducted in Term 3 approximately 70% of our students said that they were able to successfully apply the skills they had been taught. In 2016 we have maintained the program but have also created work books for the students that can be utilised during the term and then taken home as a resource to aid in their study at home.

### **Community Mentoring**

The rationale of the community mentoring program was to target Year 11 students who displayed potential for greater success and would benefit from one-on-one interaction with an adult mentor to encourage them in their career, leadership and personal goals. The program was targeted at students who were neither disengaged nor the highest achieving, but students predicted to achieve Band 5 results.

The mission statement of the mentoring program was to build confidence in the development of personal and career goals in Year 11 students at Glenwood High School. The main aims were to:

1. make the classroom more meaningful to students by connecting learning to real life applications and

creating opportunities for learning beyond the classroom,

2. provide mentoring opportunities for young people that have a positive impact upon the confidence, self-esteem, career direction and motivation of participants,

3. expand the awareness of linkages between education and career opportunities in order to improve a participant's employability, career development and life skills.

The mentoring program aims to build partnerships between local businesses, community groups, individual community members and Glenwood High School by bringing people with experience in life, education and business together with our chosen young participants.

The mentors were sourced from the community and were individuals engaged in a variety of businesses, employment or volunteer organisations, which were matched to the areas of interest of the mentees. It was preferable that mentors were currently involved in their career field or have access to a workplace for the mentee to participate in a shadowing day.

The program consisted of nine hour-long Thursday morning sessions held over the year. In the final session, the mentors and mentees presented a two minute presentation about their year together in the program. In addition to the formal time period, the mentor and mentee had the option to complete a shadowing day that enabled the mentee to visit the mentor in the workplace.

The school is extremely proud of the success of the program. We have noticed tremendous differences in the students and the mentee's relationship with their mentor. There were very successful interactions during the shadowing days and the mentees developed a strong rapport with community members that they can continue into their professional careers.

### **Future Directions**

The Future Directions program has been designed to assist students who are interested in workplace options or would benefit from direction and guidance as they progress through school. This program assists students with planning and managing their transition to a range of post-school education, training and employment options, through the provision of learning experiences that address work readiness goals.

Since 2013, students explored a range of options for post-school study and employment. One aspect of

this was the Try a Skill Day. Students attended a practical day that exposed them to a range of career paths, including roles such as a meteorologist, computer programmer, mechanic, beautician, artist, chef and bricklayer.

Students were able to achieve their white card and all applicants earned this credential to allow them to work in the construction industry.

In 2015, there was a volunteering component and our Future Directions students were peer readers for the Support Unit at Glenwood High School. Every Friday during Connect, Future Directions students would visit the Support Unit to listen to and assist the support students with their reading as well as their social skills.

Overall, the success of the program can be measured in the confidence and growth in maturity of the students.

### **Duke of Edinburgh**

The Duke of Edinburgh Award at Glenwood High School has continued to provide our students with exciting extra-curricular activities. Fifty new participants were inducted in Year 9, joining the large number of active members from Year 10.

The school conducted three expeditions, including hiking and a cycling expedition at Glenbrook, bushwalking through *Burralow Creek* and participating in the Kings Mountain Bike Classic, where we successfully achieved third place in the U/15 and U/17 categories.

Students have continued to assist throughout the community in a variety of volunteering roles and the contribution of the program to academic activities is encouraging.

### **Work Experience**

In 2015, Year 10 students had the opportunity to participate in two weeks of work experiences. 186 students completed work experience in the first week with a further 148 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 the 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 received and a few apprenticeship offers. Other students gained experience to assist them to gain casual employment or apprenticeships or traineeships commencing in 2016.

### **Parents and Citizens Association**

Once again the 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.

The objective of the P&C is to promote the interests of the school by bringing parents, citizens, pupils and teaching staff into close co-operation. The P&C meets regularly, on the first Wednesday of each month (excluding Public and School Holidays). 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.

After the success of our Back to the 80's Fun Night in 2014, we again held another thoroughly enjoyable fundraising event this year. This time Saturday Night Fever met Footloose. The night was a huge success with some extremely awesome 70's and 80's costumes, fabulous music and a number of great prizes donated by sponsors. Our community came together to help raise funds for the school and have some fun along the way.

The yearly levy of \$10 per child has again been well supported by our families in 2015, enabling the P&C to contribute towards many whole school initiatives.

In 2015, Glenwood High School celebrated its first 10 years - an awesome milestone for the school, staff and students. The P&C were honoured to be able to play a role in the festivities by donating the fantastic aerial photo and the construction of the marvellous garden and paver path.

As a result of the community support of our fundraising efforts, the P&C have been able to supply over \$10,000 back to the school during the past year. As well as the aerial photograph and the 10 year garden and path, they have continued to support the maintenance of the School App, the new Parenting Ideas Insights and school activities such as ABW, Presentation Day and Year 7 Orientation Day.

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 possible education.