

Glenwood High School

Annual Report



2017



8268

Introduction

The Annual Report for **2017** is provided to the community of Glenwood High School as an account of the school's operations and achievements throughout the year.

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. Glenwood High School has an outstanding reputation for quality teaching and learning, firm but fair welfare and discipline policies, high uniform standards, clear, consistent high PBL expectations, and are recognised in the community for being at the forefront of education in e–learning, assessment, management of Learning, transition programs and adopting a whole school future learning focus. Our continued success over many years has been measured by our excellent academic results, a highly stable staff and students who complete their schooling as well adjusted young adults who have the skills to continue to grow as global citizens who make a difference within society and achieve their personal aspirations..

Belinda Young

Relieving Principal

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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 achievement

Self-assessment using the School Excellence Framework

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

This year, our school undertook self-assessment using the School Excellence Framework. The framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

In the domain of learning, 2017 saw a focus on literacy skills to build student confidence in reading and writing across the curriculum. This was evident in the continued upward trend of value-added growth in NAPLAN. The school continued to focus on developing the effective study habits of all students through a consistent approach and study framework. 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. 2017 also saw the introduction of broadening the school curriculum to include future focused learning opportunities, Stem and additional elective choices, driven by student choice and aspirations. 2018 will see the development of a curriculum committee that will evaluate the curriculum structure to continue to meet these needs and prepare students as life long global learners

In the domain of teaching, a focus on collaborative practice and improved delivery saw the continued implementation of explicit, constructive feedback for every classroom teacher. Staff work closely with executive on the professional development framework which ensures formal goal setting, targeted professional learning and personal reflection for all teaching staff. The structured framework for classroom observation 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 2016 success in all areas of NAPLAN, the school adopted an explicit approach to the teaching of literacy and numeracy across the curriculum. Through the guidance of the Literacy and Numeracy Leaders and teams all teachers have undertaken training in Quality Literacy and Numeracy 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. Through the Sentral parent portal the school provided comprehensive information to support parents and carers as they work to support their child's education. The parent portal allows parents and carers access to information about the education and progress of their children. In 2017 the portal has publish online student reports for all parents and carers. 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.

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

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For more information about the School Excellence Framework:

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

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

A focus on making learning intentions evident for all students and continued use of formative and summative assessments to differentiate tasks has assisted to engage all students in their learning. Our students continue to be engaged through diverse opportunities to access all aspects of learning.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Improved student results in HSC, NAPLAN and internal assessments through implementation of study skills and ANSWER.	\$11,000	There was an increase in the number of students accessing the two highest bands in both the HSC and NAPLAN. Through an explicit focus on the teaching of study skills and embedded ANSWER strategies in Stage 5 & 6 enabled students to respond effectively to extended written tasks. Teaching staff have utilised 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.
Maximised student engagement through strategic intervention and positive recognition of student achievement as measured by PBL data and Tell Them From Me surveys.	\$7,000	96% attendance rate achieved 72.3 % achieved equal to or greater than expected growth in Year 7 – 9 NAPLAN; Student attendance and achievement data are indicators of high levels of engagement. The 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 Check In, Check Out, alongside positive recognition through PBL initiatives, have resulted in improvements. Students feel valued, safe and their needs are effectively and efficiently addressed.
Representation in the top three skills bands of Aboriginal and EAL/D students is similar to that of the total school population as measured by SMART data.	\$18,000	PLPs/SPSPs were developed, reviewed and implemented to support student learning. 66% of Aboriginal students in Year 9 achieved expected growth in NAPLAN. Tailored personal development initiatives were 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.

Next Steps

Continue to develop student study skills programs to ensure all student learning needs are met.

To further develop the iCentre focusing on digital and personalised learning practice to increase motivation and engagement in learning. To utilise this resource to embed a future learning focus

To evaluate current Turn-it-in years 9 to 10 and implement into Yrs 7 & 8 to create active, informed learners.

Continue Pre and post diagnostic tests in Stage 4 literacy and numeracy.

Targeted literacy programs for Stage 4/5 – MacLit with LaST; Literacy Hothouse, Write Right.

Targeted Numeracy Connect to improve basic numeracy skills.

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

A focus on continued staff development and increased staff capacity to upskill students with the skills to be global citizens, has seen an increase in a future focused learning environment. Staff consultation has been essential in directing professional development, with an emphasis on utilising the current skill base within the school. Staff have engaged in productive learning opportunities to strengthen their capabilities in areas such as literacy, numeracy, future focused learning and technology.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
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.	\$45,000	<p>The Performance and Development Framework was refined in 2017, further increasing collegial discourse amongst staff. By aligning professional goals to the Quality Teaching Framework and the school's strategic directions, staff have identified areas for development in their pedagogical practice to allow for more targeted professional learning.</p> <p>A review of current teaching programs identified areas of possible cross-curricula programs and the implementation of project based learning initiatives, including STEM. Staff have used data from the HAST, NAPLAN and internal assessment to drive extension opportunities for GAT students across all KLAs.</p> <p>The ICentre was established and accessed by most faculties to implement a future focussed learning approach</p>
To increase the number of teachers seeking higher level accreditation with the BOSTES.	\$11,000	<p>All pre 2004 staff were trained in the accreditation process. The school continued to be committed to providing support for all teachers wishing to pursue accreditation at the higher levels. Internal and external professional development was offered to staff on attaining accreditation at high levels. Working with the Teacher Mentor, 9 teachers achieved accreditation at the Proficient Level and 10 completed their maintenance of accreditation.</p>
To increase the percentage of Year 9 students in the higher bands in reading, spelling and numeracy in NAPLAN.	\$13,000	<p>Using data analysis of NAPLAN, areas of need for improvement were identified and the literacy and Numeracy teams developed programs to support the teaching of literacy and numeracy across all KLAs, through the implementation of concentrated and explicit lessons. This was an integral part of the whole-school initiative to develop skills in our students. As a result, Year 9 students exceeded the previous year's significant improvement in their</p>

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
		NAPLAN results, adding substantial value to their achievements from Year 7, in all areas of literacy and Numeracy. Targeted connect groups was also established to further support students of need.

Next Steps

Targeted professional development to further increase capacity to develop differentiated programs for all students. A review of the school curriculum to ensure pedagogy and programs enhance the capabilities of all students, and the provision of further opportunities for collaborative practice across faculties through project based learning and future focused learning initiatives.

Targeted professional learning in evidence gathering for the validation process and understanding the individual requirements regarding accreditation.

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. A 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

A focus on continued community involvement within the school. The establishment of the YouTube channel and Glenwood TV has resulted in more parents and carers engaging in their child's education. As a result through technology communication a significant number of parent/carer responses to survey's was noted, hence more parents contributing to the school decision making process. The community mentoring program continues to grow with increased community involvement as mentees allowing an increased number of students to access the program.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	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.	\$22,000	The Parent Portal has proven to be a 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. Staff capacity to proactively inform parents of any emerging concerns with their child's social, academic and behavioural needs was enhanced through TPL events. A significant increase of Facebook members and access to Glenwood TV has seen an increase in parent involvement and actively engaged. P&T evenings presentation was increased resulting in a change from 2 to 3 evenings.
To increase community partnerships and involvement in leadership and mentoring programs to support student learning and development.	\$18,00	The community mentoring program has increased participation and volunteers. Student leadership teams implemented anti-bullying, resilience and transition 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.

Next Steps

To further develop the You Tube channel to share presentations and school experiences with the school community.

To continue to develop the use of the parent portal on Sentral to support open communication between home and school.

Provide extra-curricular opportunities through the facilitation of a variety of programs;

Further Invest in infrastructure (expand Innovation Centre);

Continue to refine successful programs and expand through enhanced community involvement and communication:– e-diary– intranet– school website; Stage 4 Assessment Booklet and Policy, Year 6 ICT Transitions Program with partner primary schools, Connect Google Classroom;

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$9,568	<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', they also attended an Aboriginal Education conference, through the Centre for professional learning, 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 2017 and 2018. Students also engaged in the Waranara programme, as a whole school event, learning language and other critical cultural activities.</p>
English language proficiency	\$44,892	<p>The EAL/DRAM equity funding made available in 2017 was used to provide a staffing allocation of 0.4. There were 130 students eligible for EAL/D support. In this cohort 2 students were in the Emerging phase, 8 students were in the Developing phase and 5 students were in the early Consolidating phase. All students who met this criteria had an SLSP developed and distributed to their teachers. The SLSP of each of these students was reviewed in December, 2017.</p> <p>The EAL/D funding provided eligible students with language learning strategies to improve their English language skills, while also maintaining their ability to improve their knowledge and understanding of subject specific content. Students were supported in the subject areas of English, Science, History and Mathematics.</p> <p>EAL/D instruction was provided through the following methods: individual and group student withdrawal, team teaching and professional development was provided to individual classroom teachers to enhance their ability to adapt content using EAL/D teaching and learning strategies. Students' academic outcomes were reassessed through the use of NAPLAN data, individual student</p>

English language proficiency	\$44,892	results from the KLA they were receiving support, informal observations by the EAL/D teacher and the student's oral interactions in formal and informal settings. These methods have proven to be consistently successful to the academic and social outcomes of EAL/D students.
Low level adjustment for disability	\$75,065	This funding was used to provide SLSO support for individual students identified through the Learning Support Team as needing assistance. Students were tested and a planning meeting held with stakeholders (parents/carers, LaST, external providers where needed) to prepare a Student Learning Support Plan (SLSP) which was communicated to all teachers, enabling strategies to be used to optimise learning through targeted support. This support enabled increased student focus, motivation and engagement in learning, resulting in task completion and course requirements met. Parents/carers were valued participants in the consultative and collaborative process. The survey of teachers showed this assistance was extremely beneficial and teachers wanted continued support in 2018. The SLSO in the Learning Centre administered NEALE, YARC and PAT tests, compiled results, assisted with marking and analysing and completed applications for Special Provisions procedures. This enabled Special Provisions to be executed in a timely and efficient manner. The additional LaST allowed the Learning Centre to assist more classes, as well as running the Peer Reading Connect, MacLit and Comprehension programs for targeted groups. Post testing showed improved reading levels in the targeted students, as well as increased confidence levels. Referrals to the Learning Support Team have continued to increase.
Socio-economic background	\$84,959	<p>Our socio-economic background funding was used to continue supporting literacy and numeracy in the Junior years and to support our Seniors through targeted essay-writing support prior to the HSC. The MacLit and MultiLit programs and a teacher developed Comprehension program were used to improve reading skills in students identified by the Learning Support Team. School Learning Support Officers (SLSO) were employed to work in the Year 7 and 8 classes, as well as in identified Year 9 and 10 classes. Student learning was supported through one-on-one support to clarify, simplify and explain tasks, as well as supporting focus and motivation, whilst also allowing the teacher more time for teacher directed learning. Our NAPLAN results showed improvement above state average. A survey of our HSC students showed they felt more confident in their ability to write essays and felt more empowered to meet the demands of the HSC.</p> <p>Funds were also used to provide 0.2 teacher time for the continued implementation of our</p>

Socio-economic background	\$84,959	<p>Future Directions program, which aims to improve understanding and awareness of the impact of behaviours and attitudes in developing pathways within and beyond school. The students involved in this program showed improved attendance and a more positive attitude to school.</p> <p>The Literacy Planet online resource was purchased for use in the Junior school. Students engaged enthusiastically and our school won three awards for our participation.</p> <p>Money was expended to allow 0.2 teacher time for the positions of STEM Leader, Gat Co-ordinator, E-Learning leader, Stage 5 Girls' Advocate, Futures Learning Facilitator and Technologies Facilitator allowing these teachers time to co-ordinate and implement programs to improve student engagement and learning.</p>
Support for beginning teachers	\$39,000	<p>In 2017 the school's teacher mentor facilitated the provision of professional learning and support for beginning permanent, temporary and casual teachers. This occurred in a number of ways, with comprehensive induction programs being offered along with dedicated mentoring sessions, and the provision of additional release time.</p> <p>In regard to the induction programs, these were offered in Semester 1 (Term 1) and Semester 2 (Term 3) with two in total being facilitated throughout 2017. Each of these programs were seven hours in duration, with weekly hour long seminars being run after school on a Tuesday afternoon. The program was divided into two parts with Part 1 being offered to all new teachers regardless of their experience level. It covered the following topics: Important School Information, Understanding School Procedures and the School's Key Personnel. The second part of the program (Part 2) was specifically tailored to beginning teachers and covered the following topics: The Role of the Teacher, Classroom Management, Quality Teaching, Professional Responsibilities, Effective Communication, The Professional Teaching Standards, Achieving Accreditation Requirements and Career Planning. In total, five early career teachers successfully completed in full one of the induction programs offered by the school and another seven teachers attended one or more of the sessions offered.</p> <p>In relation to mentoring for all permanent and temporary beginning teachers, these individuals were provided with mentoring support in the form of regularly scheduled (fortnightly) period-long meetings with the school's teacher mentor. Furthermore, those</p>

<p>Support for beginning teachers</p>	<p>\$39,000</p>	<p>in their first two years of teaching were provided with regular opportunities for lesson observations and team teaching being offered. From this professional dialogue was generated and constructive feedback given, which allowed for the sustained development of quality pedagogical practices.</p> <p>In addition, permanently appointed early career teachers and temporary teachers who qualified for additional relief time through beginning teacher support funding were allocated a reduction in fortnightly face-to-face teaching periods and/or playground duties. Furthermore, they were also afforded whole days of release when needed. This additional time off class allowed them to effectively develop their teaching practice and achieve their professional obligations within required timeframes.</p> <p>Finally, in 2017 the school's teacher mentor guided and assisted thirteen early career permanent and temporary teachers through the accreditation process, with all successfully meeting NESA requirements and achieving their accreditation at the Proficient level.</p>
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Student information

Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	824	798	788	773
Girls	725	689	708	702

Student attendance profile

School				
Year	2014	2015	2016	2017
7	95.6	95.3	95.8	96
8	93.4	93.8	93.2	94.2
9	92.2	93.8	94.2	93.2
10	91.4	90.3	91.9	92
11	91.8	93.4	92.8	93.4
12	94	94.2	93.8	92.8
All Years	93.1	93.4	93.6	93.5
State DoE				
Year	2014	2015	2016	2017
7	93.3	92.7	92.8	92.7
8	91.1	90.6	90.5	90.5
9	89.7	89.3	89.1	89.1
10	88.1	87.7	87.6	87.3
11	88.8	88.2	88.2	88.2
12	90.3	89.9	90.1	90.1
All Years	90.2	89.7	89.7	89.6

Management of non-attendance

Student attendance is monitored by an appointed Head Teacher Administration. Student attendance is tracked through SENTRAL. All parents have access to this DATA. Students who present at risk are monitored and given support through welfare programs. Outside agencies are contacted and welfare plans are established to support school attendance. In the case of students who are a high risk of non attenders. parents/carers are met with, DoE policies and Government legislation is explained. Appropriate policies and documentation is supplied and supports are offered to both students and parent/carers including counselling, HSLO, DoE and outside agencies. Each child is managed on a case by base bases to meet their individual needs.

Post-school destinations

Proportion of students moving into post-school education, training or employment	Year 10%	Year 11%	Year 12%
Seeking Employment	1.5	4.4	0
Employment	2.3	1.8	3.5
TAFE entry	0.75	6.72	3.3
University Entry	0	4.5	54.67
Other		0	3.2
Unknown	0.75	0.63	35.33

179 students sat for the HSC in 2017 with 100% successful in achieving a HSC qualification. Out of these students, a presentative data sample was collected to identify ATAR results and the direction students decided to take in 2018. Over 80 students represented in the sample DATA achieved an ATAR over 70. In addition, 20 students achieved an ATAR between 80 and 90 and 10 students achieved an ATAR greater than 90. 2017 graduate students have entered into a variety of post-school opportunities. Students have signed up for full time apprenticeships, full time work or have taken on further study at TAFE, colleges and universities. This demonstrates the diverse options offered through Glenwood High School. The majority of students from the data collected have enrolled into further study at an Australian university.

Year 12 students undertaking vocational or trade training

Students have decided to enter into a variety of post-school opportunities. 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, Western Sydney College, SAE and AIM. One student was offered a place in the 'I Proud' Indigenous program for recruitment into the police force. Eleven students in Year 12 successfully complete a TAFE credit or qualification. The areas included Automotive, Animal Studies, Children's Services, Music Business, Health Services Assistance, Music and Performance, Retail Services and Tourism. Five year 12 students completed a School Based Apprenticeship/Traineeship. These students gained a Certificate II in Retail Services whilst working for either, McDonalds or KFC.

Work Experience Year 10

In 2017, Glenwood High School saw the largest ever cohort of Year 10 students participate in two weeks of work experiences. 297 students completed work experience in the first week with a further 78 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 re-evaluated 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 2018.

Year 12 students attaining HSC or equivalent vocational education qualification

176 students completed their HSC at Glenwood High School in 2017. 100% of them successfully completed the Higher School Certificate (HSC). Of these, 92% of students also received an ATAR.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	3
Assistant Principal(s)	0
Head Teacher(s)	16
Classroom Teacher(s)	74.8
Teacher of Reading Recovery	0
Learning & Support Teacher(s)	1.7
Teacher Librarian	1.4
Teacher of ESL	0
School Counsellor	2
School Administration & Support Staff	19.77
Other Positions	1

*Full Time Equivalent

In 2017, there was one member of the school workforce who identified as indigenous.

Teacher qualifications

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

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	25

Professional learning and teacher accreditation

In 2017 the school's TPL Team, led by the HT Teaching and Learning, facilitated the provision of professional learning for all teachers throughout the school. Planning for the delivery of this staff development was guided by teachers' PDP goals and professional learning requirements in line with the school plan. Ongoing evaluations of the training sessions provided were conducted and staff feedback was used to guide the planning of future events. In total there were three school development days delivered in Term 1, Term 2 and Term 3. There were also four 3 hour Twilight professional learning sessions delivered throughout the year (one in each term) and these were conducted in lieu of the final two school development days held at the end of Term 4. In addition, four executive conferences were held, with one occurring in each term.

The Term 1 School Development Day had a focus on using technology to make learning visible and authentic, and the role played by formative assessment. The Term 2 School Development Day had a focus on SENTRAL markbook training and report writing, as well as RAM position presentations. The Term 3 School Development Day had a focus on technology professional learning and new syllabus implementation. The Term 1 Twilight Professional Learning Session was focused on completing mandatory child protection and code of conduct training, as well as considering the school's strategic directions for 2018 and beyond. The Term 2 Twilight Professional Learning Session was focused on literacy and assessment. The Term 3 Twilight Professional Learning Session was focused on gifted and talented training. The Term 4 Twilight Professional Learning Session was focused on differentiated learning. In addition, staff had the opportunity to complete CPR/Defibrillator training throughout the year, with three separate sessions being offered to interested staff and these were run concurrently during school development days and twilight sessions. Also staff were provided the opportunity to complete online Anaphylaxis training during the Term 3 School Development Day. The Term 1 Executive Conference had a focus on head teacher use of SENTRAL applications, validation processes and the implementation of Turnitin. The Term 2 Executive Conference Session was focused on developing the school 2018 – 2020 plan and strategic directions. The Term 3 Executive Conference was focused on team building and the cultivation of positive relationships. The Term 4 Executive Conference Session was focused on finalising the school plan and milestones, NESA registration and external validation evidence sets. Throughout the year teachers were provided with

the opportunity to attend individual TPL courses of their choosing aligned to their PDP goals and the school's strategic directions. Faculties were allocated programming days so that they could plan for and implement new syllabus requirements.

Financial information (for schools using both OASIS and SAP/SALM)

Financial information

The three financial summary tables cover 13 months (from 1 December 2016 to 31 December 2017).

The financial summary consists of school income broken down by funding source and is derived from the school Annual Financial Statement.

Glenwood High School moved from the OASIS financial package to the SAP/SALM system at the commencement of term 2 2017. Staff effected by this change have undergone extensive training.

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

The information provided in the financial summary includes reporting from 1 January 2017 to 31 December 2017.

	2017 Actual (\$)
Opening Balance	0
Revenue	2,512,406
Appropriation	2,103,172
Sale of Goods and Services	45,767
Grants and Contributions	360,775
Gain and Loss	0
Other Revenue	0
Investment Income	2,692
Expenses	-1,337,389
Recurrent Expenses	-1,151,025
Employee Related	-481,532
Operating Expenses	-669,493
Capital Expenses	-186,364
Employee Related	0
Operating Expenses	-186,364
SURPLUS / DEFICIT FOR THE YEAR	1,175,017
Balance Carried Forward	1,175,017

The Opening balance for the 2017 school financial year is displayed in the OASIS table as Balance brought forward. The financial summary table for the year ended 31 December 2017 shows the Opening balance as \$0.00 because the Opening balance for the 2017 school financial year is reported in the OASIS table (as Balance brought forward).

The amount displayed in the Appropriation category of the financial summary table is drawn from the Balance carried forward shown in the OASIS table and includes any financial transactions in SAP the school has undertaken since migration from OASIS to SAP/SALM. For this reason the amount shown for Appropriation will not equal the OASIS Balance carried forward amount.

Financial summary equity funding

The equity funding data is the main component of the 'Appropriation' section of the financial summary above.

	2017 Actual (\$)
Base Total	12,013,133
Base Per Capita	232,510
Base Location	0
Other Base	11,780,623
Equity Total	411,102
Equity Aboriginal	12,604
Equity Socio economic	104,342
Equity Language	41,096
Equity Disability	253,060
Targeted Total	917,067
Other Total	323,888
Grand Total	13,665,190

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

A full copy of the school's 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.

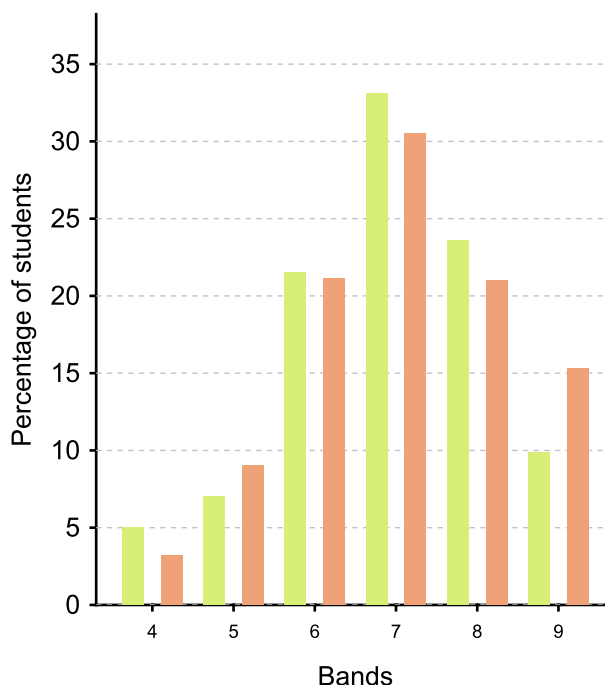
Glenwood High School achieved remarkable results in the 2017 NAPLAN tests. Overall, the majority of our students out performed the state in the areas of reading, writing, spelling and grammar and punctuation. Year 7 NAPLAN results were promising, with our students working towards reaching proficiency. Spelling continues to be an area of strength, with 53% of our students placing in the top two bands (Bands 8 and 9) in comparison to only 41% across the state. However, there has been a slight decline in the results of the Reading, Writing and Grammar and Punctuation tests from the previous year of 2016. Year 7 students were below state average in the area of writing; with only 14% of students reaching proficiency in comparison to 21% of students in the state. This has become a focus area for 2018.

Year 9 NAPLAN results were pleasing, with students out performing the state in the Reading, Spelling and Grammar and Punctuation tests. There has been significant improvement from our 2016 literacy results,

with a large percentage of students reaching proficiency (Bands 9 and 10). 33% of students achieved the top two bands in Grammar and Punctuation in comparison to the 25% of students across the state. Additionally, the Reading test saw 28% of students reach proficiency, an increase on the state average of 25% of students. Another area of strength was demonstrated in the Spelling test, with 42% of students reaching proficiency in comparison to the states 31%. The year 9 cohort of 2017 are developing competency in writing, achieving just below the state average in this area. This has become a focus area for 2018.

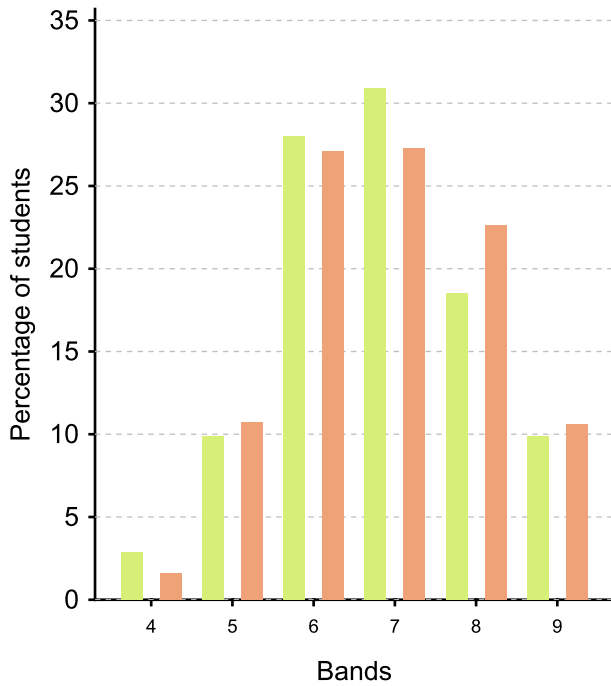
Literacy will continue to be a focus at Glenwood High School in 2018, with the school community committed to improving student understanding, proficiency and overall results. Writing and the conventions of language will remain a significant aspect of all curricula across the KLAs in 2018.

Percentage in bands:
Year 7 Grammar & Punctuation

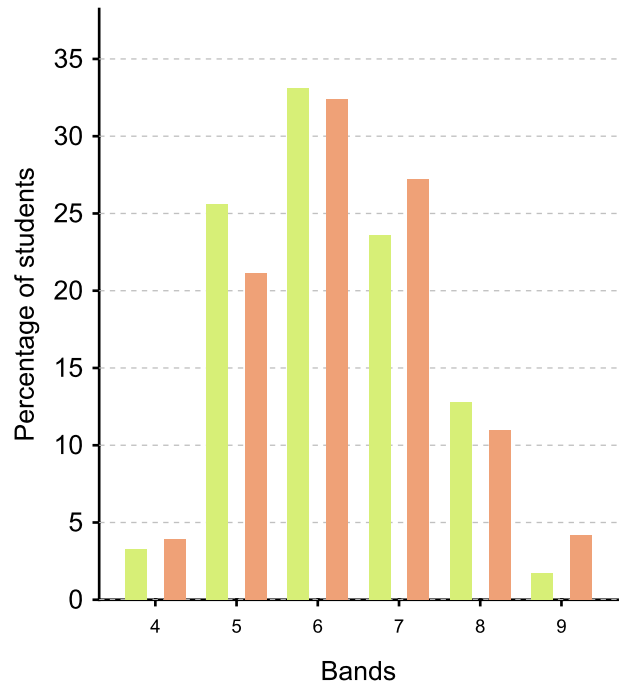


Percentage in Bands
School Average 2015-2017

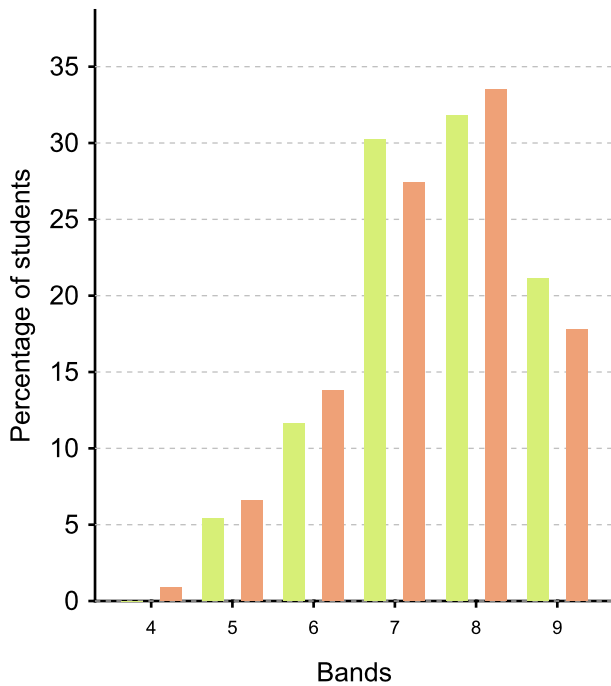
Percentage in bands:
Year 7 Reading



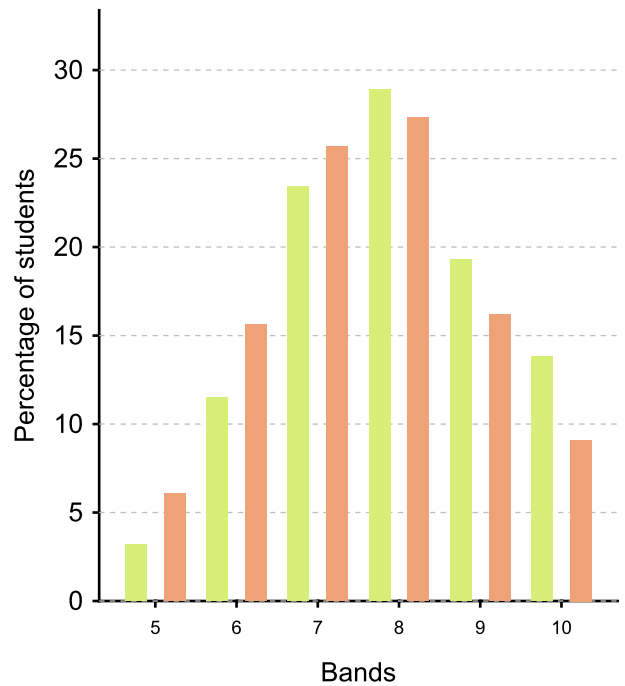
Percentage in bands:
Year 7 Writing



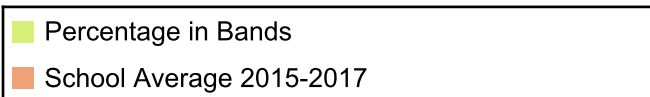
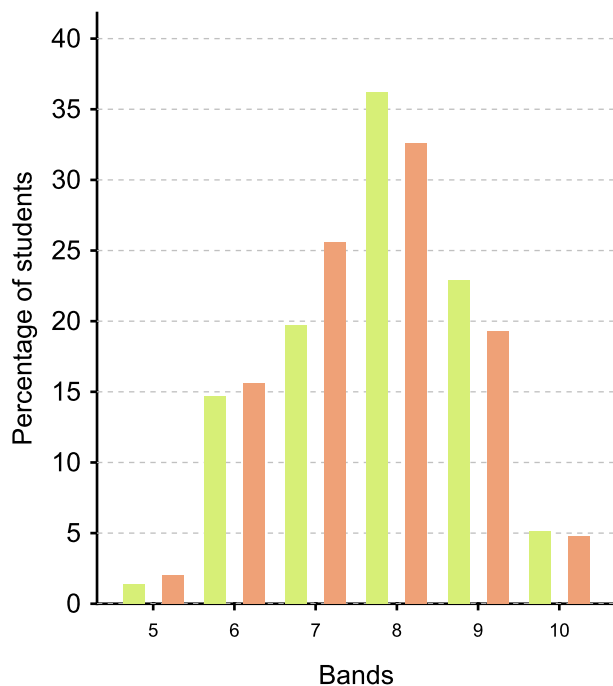
Percentage in bands:
Year 7 Spelling



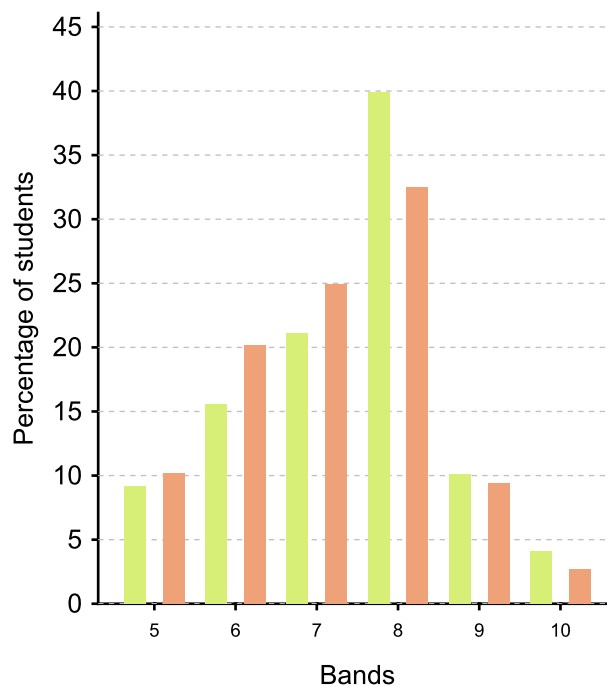
Percentage in bands:
Year 9 Grammar & Punctuation



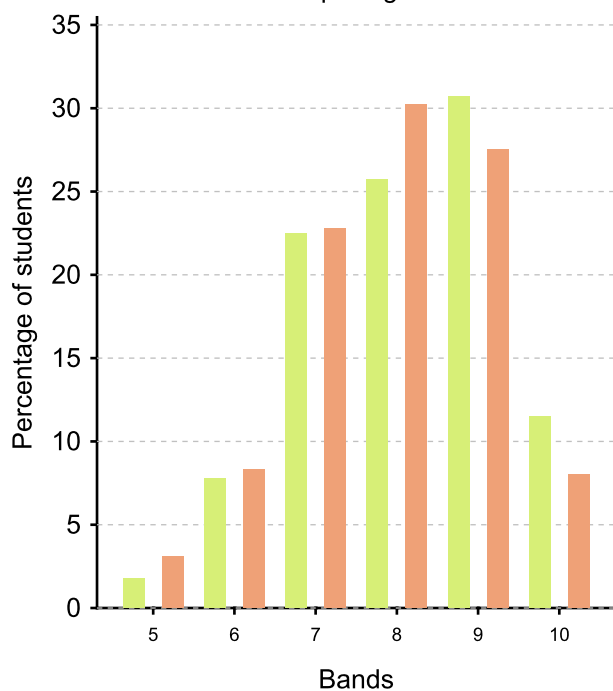
Percentage in bands:
Year 9 Reading



Percentage in bands:
Year 9 Writing



Percentage in bands:
Year 9 Spelling

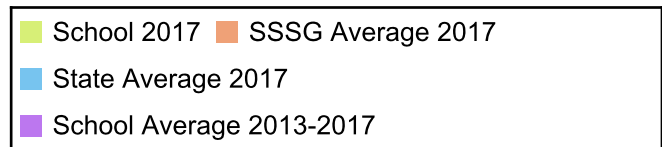
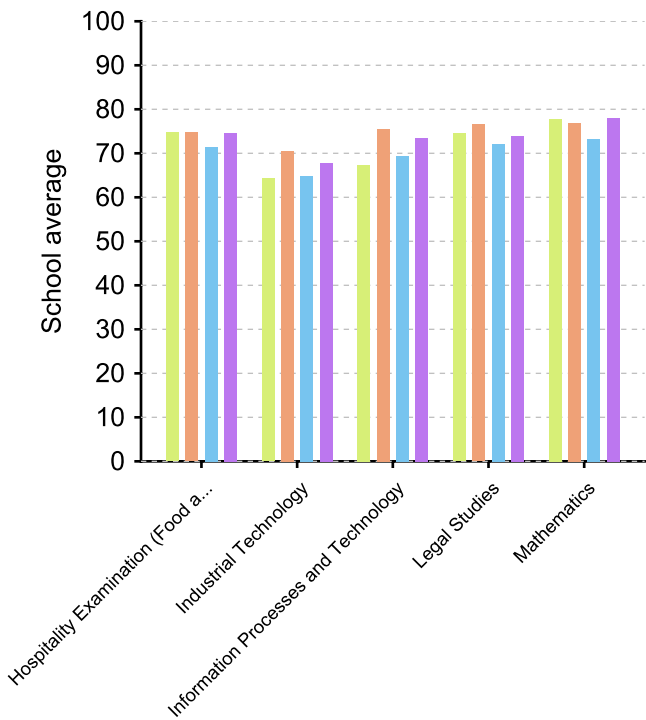
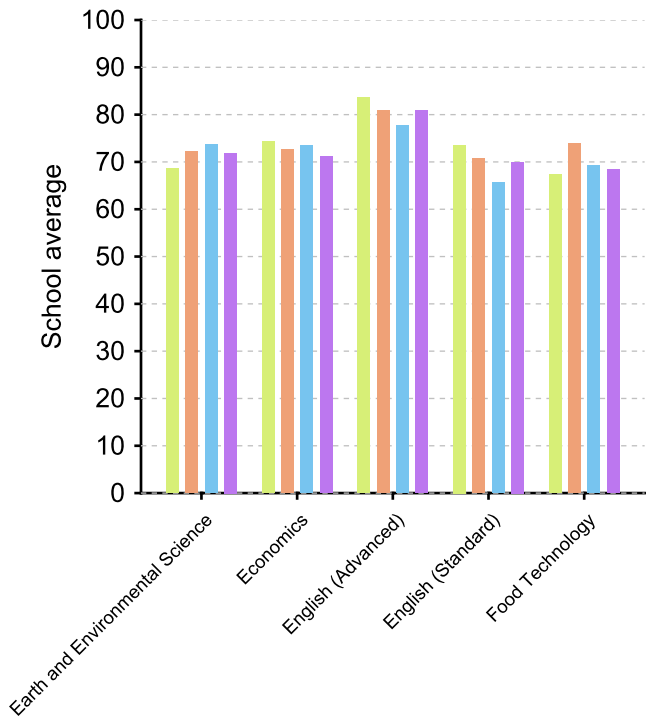
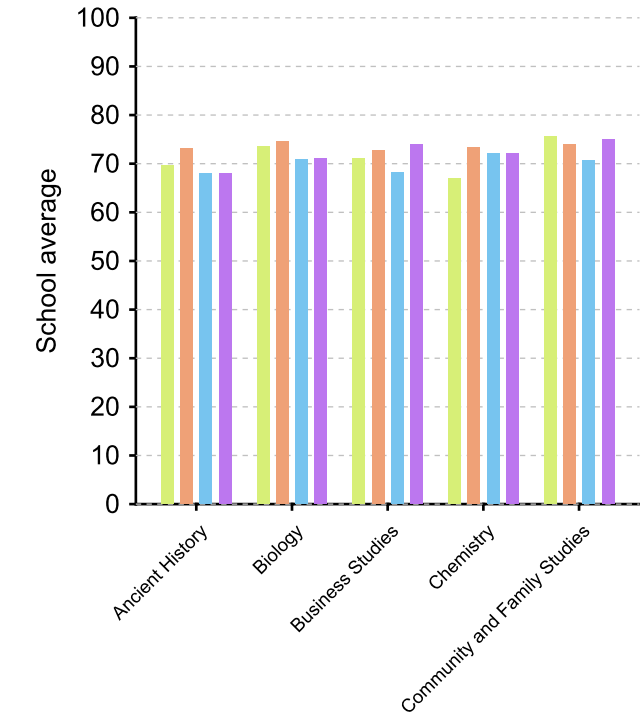


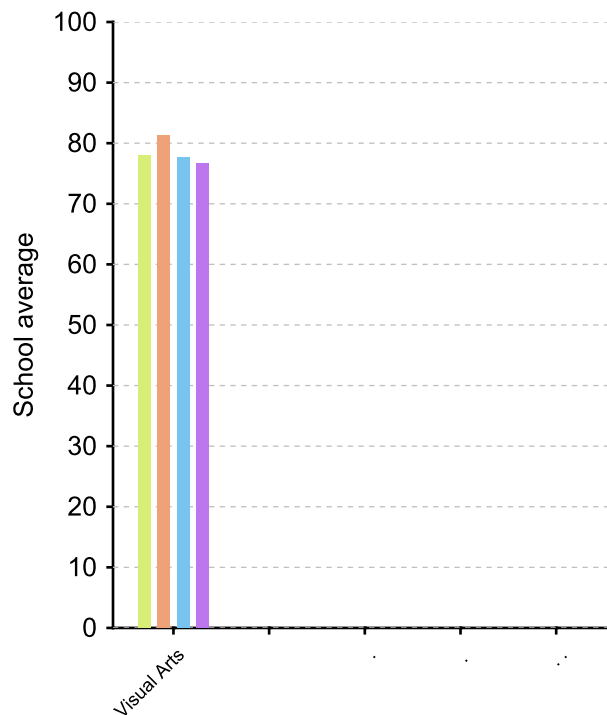
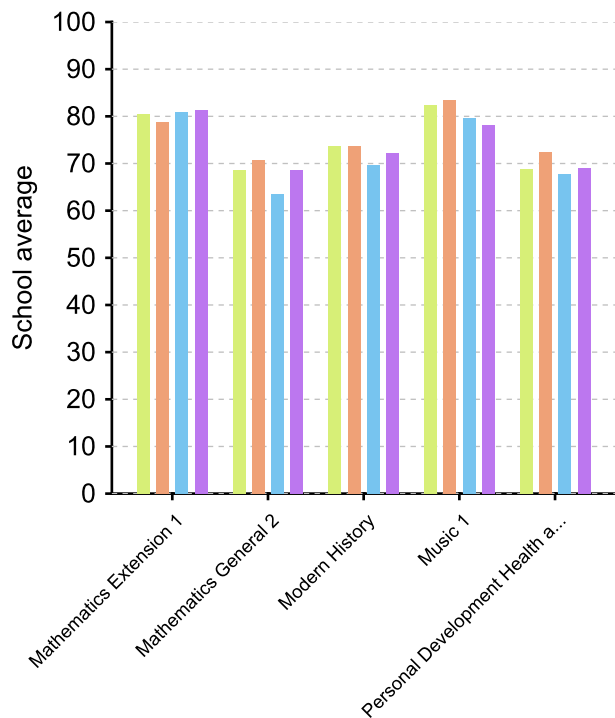
We as a community, are very proud of our school's NAPLAN results from 2017. Both Year 7 and Year 9 performed with credit, to themselves, their families and to our school. Of note are the Year 9 students who had previously ranked in the Band 5 and Band 6 region. With initiatives such as Numeracy Connect, where lower ranked students receive extra support during Connect time, the number of students in this area has practically halved, from 22.3% in 2016, to 11.9% in 2017. Our aim is not to practise NAPLAN skills, but to generally improve each student's Numeracy skills. Year 9 Numeracy results in 2017 have shown a decline in students in the lower Band of 5 and Band 6. as students are moving to the top of the Bands 7.4% of students in 2017, compared to 16% of students in 2016 since the introduction of Numeracy Connect, over the last 3 years, whilst those students in Bands 8, (8.2% increase), 9, (8.3% increase), and 10, (4% increase), have, on average, increased to well above State levels. As a school, and through the vehicle of the Numeracy committee, we have all raised our participation in Numeracy, across all KLA's, and this is very evident in our results. 48.9%, of Year 7 students in 2017 achieved Bands 8 and 9. This gives us a strong platform to continue to encourage our current Year 7 cohort to strive for their best in all aspects of Numeracy. Our lowest bands of 4, (1.6% below state average), 5, (6.2% below state average), and 6, (4.8% below state average), are all well below state averages, and our links with our feeder primary schools can be further strengthened given these successes.

Numeracy will continue to be a focus at Glenwood High School in 2018, with the school community committed to improving student understanding, proficiency and overall results. Numeracy will remain a significant aspect of all curricula across the KLAs in 2018.

Higher School Certificate (HSC)

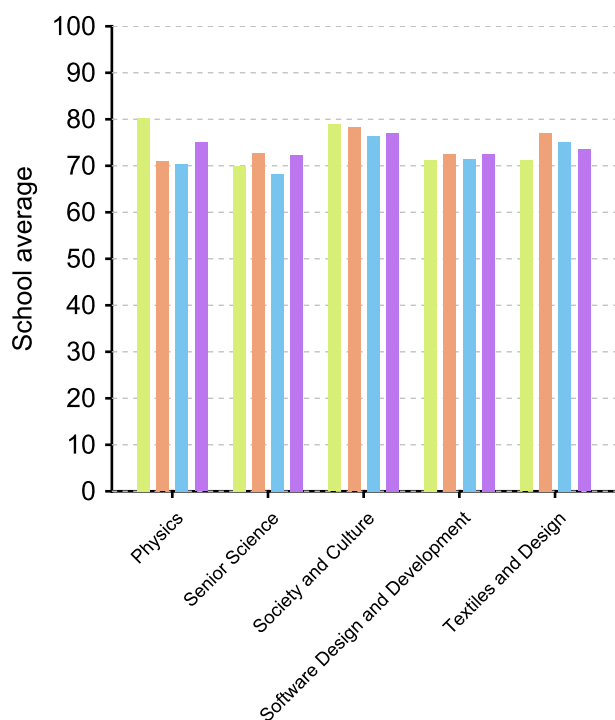
The performance of students in the HSC is reported in bands ranging from Band 1 (lowest) to Band 6 (highest).





■ School 2017
 ■ SSSG Average 2017
■ State Average 2017
■ School Average 2013-2017

■ School 2017
 ■ SSSG Average 2017
■ State Average 2017
■ School Average 2013-2017



■ School 2017
 ■ SSSG Average 2017
■ State Average 2017
■ School Average 2013-2017

176 students completed their HSC at Glenwood High School in 2017. There were 83 Band 6 results across the variety of courses offered at Glenwood High School. This was an improvement of 7% on previous HSC results (2016) for the attainment of a Band 6. In reaching a score of 80 and above for courses at Glenwood High School, there were 292 Band 5's achieved. 13 HSC courses saw improvements in the number of Band6 results awarded in 2017. Of these, 7 had improvements of 5% or more, with Mathematics, Economics and Modern History showing improvements of greater than 10%. Most notably, Economics had an increase of 28% Band 5 results and 14% Band 6 results, and in Physics there was an increase of 32% in Band 5 and 5% in Band 6 results. In the English Advanced course, 73% of students received either a Band5 or 6. One student was placed on the Premier's Honour Roll for achieving Band 6 results in all of their courses. Two students were ranked 2nd and 4th in NSW for Indonesian Beginners. One student ranked 5th in NSW for Hospitality (Food and Beverage) VET.

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 vast majority of students had high attendance rates, displayed positive behaviour at school. 62% of students displayed a positive attitude towards homework, which was above the state average.
- The majority of students indicated positive student-teacher relationships and a positive learning climate with an expectation of success.

These important factors drove student engagement.

- The vast majority of parents would have recommended Glenwood High School to other families in the area and stated that it has a high reputation in the local community.
- Parents indicated that they support learning at home, particularly in Stage 4.
- Parents were mostly satisfied with school communication and found emails and school reports to be the most useful.
- The majority of staff believed school leaders clearly communicated their strategic vision and values for the school.
- The majority of staff felt that students had many opportunities to use computers or other interactive technology.

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. The Aboriginal Education Committee organised and conducted the personalised learning plans meetings, looking at social, cultural and academic goals students wanted to achieve during the year. Norta Norta funding for years 11 and 12 has been growing successfully with former Glenwood ATSI students and other tutors consistently improving student outcomes in all areas of study. This is an excellent transition happening with ex – Glenwood High school students, giving back and helping create new pathways for a senior students. Our ongoing PLP interviews were updated and new PLP's were created for a total of 24 students. The PLP's look at a way to consult with parents and carers, to promote genuine collaboration between the school and the community. From the PLP's assistance in important areas of literacy and numeracy, for senior students, they are funded through Norta Norta. This initiative increased student engagement in academic subjects and enabled them to attain higher achievements in comparison to past assessment. During 2017 Aboriginal background funding also allowed students to attend winter and summer schools at various universities to further students tertiary pathways. The AIME programme has been a very successful programme, providing opportunities for students to make connections and build their leadership skills, the Youth Summit that is held every year in February during the Indigenous All Stars game in the NRL, as a prime example. Aime mentors have also been involved in helping in the homework centre and in other cultural activities, where students from Glenwood are selected as leaders and peer mentors on a regular basis.

One of these programmes and a new initiative that was created, Waranara, has established a website, highlighting the two workshops that were held in 2017 for Yr8 and ATSI students. The workshops included Darug elders who have passed on local knowledge through language, dance and the arts to enrich the

school community. Glenwood HS had its first smoking ceremony during a whole school assembly in the quad led by Uncle Lex and Glenwood students. Another success was the BBQ held for the Aboriginal Outback Literacy fund, where staff and students raised money to help improve literacy in community's in the NSW outback. Other areas that receive funding include our creative arts and sporting arenas. The School dance ensemble comprises twelve students, who regularly perform in and out of school. Last year saw the ensemble doing dance workshops with the Bangarra Dance Company, Naisda Dance workshops at the Blacktown Art Centre, where students were selected for intensive dance workshops at NAISDA college. Students also performed a cultural dance as part of our hugely successful Harmony Day.

Multicultural and anti-racism education

The Anti-Racism Contact Officer (ARCO) is a trained staff member who meets student year groups and provides information on the nature of racism and the structures implemented at Glenwood High School to address any incidents effectively. The ARCO continued to increase awareness by ensuring anti-racism posters were displayed and that students had the opportunity to raise any concerns.

In 2017, the ARCO continued to implement anti-racism education strategies within the school community, by utilising student feed back from the Tell Them From Me Survey. The ARCO in collaboration with the Rise Above Leadership students, comprising of ten students from Year 9 and 10, created and implemented the KNOW MY CULTURE initiative. A number of short clips were created. The focus was to provide students with general information on the various cultures that comprise the Glenwood community. The clips were presented to Stage 4,5 and 6 students during Connect and were received favourably by students and staff. Fostering intercultural understanding, empathy and reducing the number of incidents involving racist behaviour was the aim of the initiative.

As a result, the number of referrals to the ARCO has decreased significantly. Initiatives such as these build understanding of other cultures and contribute to positive relationships amongst students and other members of the school community.