

Glenmore Park High School

Annual Report



2016



8276

Introduction

The Annual Report for 2016 is provided to the community of Glenmore Park 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. 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.

Ms Lisette Gorick

Principal

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Message from the Principal

Glenmore Park High School has a culture of high expectations, where excellence is valued and where students are challenged in their learning. The school is committed to nurturing respectful relationships and developing personal responsibility. Staff actively teach and model the school values of being Safe, Respectful, Learners. Throughout 2016 Glenmore Park High School had a strong focus on staff professional development with staff committed to improving pedagogy and developing further the positive learning environment provided at the school.

Our school prides itself on not only providing excellent teaching and learning experiences for students, but on also providing a vast range of co-curricular opportunities for students to excel in. These include the areas of sport, creative and performing arts, student leadership, debating and public speaking, mock trials, STEM and project-based learning experiences, mentoring and Duke of Edinburgh.

Glenmore Park High School continues to develop its strong connections with our community through the Glenmore Park Learning Alliance (GPLA), Penrith Education Alliance (PEA) and Western Sydney University (WSU) to enhance the educational experiences of our students and staff.

Our already strong links with Western Sydney University continued to develop through GPHS joining the Fast Forward Program, linking students to the Academy (WSU). Work on our research based writing project, continued throughout 2016, mentored by the Head of Educational Research at WSU.

Established links with business communities, sponsors and our P&C also continued throughout 2016, providing students further access to valuable leadership, mentoring programs and resources. Consultation with our P&C informs school evaluations and future planning.

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 Lisette Gorick Principal

School background

School vision statement

Our vision is to increase opportunities and support for our students to further prepare them for a 21st century workforce. This vision includes embedding a learning culture that encourages staff, students and parents to raise expectations for higher academic achievement at all levels. It also includes providing increased opportunities for students to become involved in programs that develop 21st century skills, including being independent learners, and also to develop the skills required to participate and understand what is required to be a productive, successful global citizen. A wide range of innovative supports will be built on to encourage and assist staff, parents and community to strengthen partnerships supporting high student achievement. Technology and its effective use in the Teaching and Learning process will be one of our focus areas. This will further support the implementation of innovative learning programs at GPHS, programs which aim to prepare our students for the future workforce, and to support our parents in how best to assist them. The vision includes providing leadership and deep learning opportunities for our staff and students with a focus on mentoring and coaching. Centralising systems will assist in providing a more holistic picture of students, their progress, their goals and their needs. Working with our partner schools will increase opportunities further.

School context

Glenmore Park High School is a large, co-educational, comprehensive community school in Western Sydney located in a community experiencing significant growth. The school provides excellent opportunities for individual student success and celebrates outstanding student achievement across a comprehensive range of areas. The enrolment for 2017 is 857 students, with 21 students in Support Classes. 11% of students enrolled in 2017 are from non-English speaking backgrounds. There is a significant number, 7%, of Aboriginal and Torres Strait Islander (ATSI) students and the school is committed to promoting its cultural diversity. The school has extremely strong connections with our wider community, including 10 partner primary schools (GPLA), Western Sydney University (WSU), our local Aboriginal Education Group, Penrith high schools (PEA) and local businesses. Through these connections we are able to provide holistic, innovative, supportive educational opportunities for all our students. We challenge our students to take responsibility for their learning, to become lifelong learners and confident, caring citizens. We achieve this through quality teaching and inspirational, unique learning experiences. Our school is inclusive, catering for all students including high academic achievers, and students with further support needs.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

This year, our school undertook self-assessment using the School Excellence Framework and participated in an external validation. 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. During the external validation process, an independent panel of peer principals considered our evidence and assessment of the school's progress, aligned with the standards articulated in the School Excellence Framework.

The results of this process indicated that in the School Excellence Framework domain of Learning the school is Sustaining and Growing. In this domain, our school focussed primarily on positive learning culture, wellbeing and personalised learning. A positive learning culture is evident at Glenmore Park High School, promoting positive, respectful relationships among staff, students and the wider community. This is underpinned by our PBL program, incorporating the Wellbeing Framework. The aim is to support students to reflect on, and enhance skills to Connect, Succeed and Thrive further supporting wellbeing and engagement in Learning. The rewards system now provides a clearer, more consistent structure for acknowledging positive behaviours. This supports student recognition for achievements and encourages students to be Safe, Respectful, Learners. Personalised learning, focussing on identifying and supporting individual student needs to succeed was a target focus area.

In the domain of Teaching it was agreed the school is Sustaining and Growing. Our main focus areas have been on professional learning and effective classroom practice. Quality teaching is a focus in the school plan and professional learning to support staff in this area is included in the GPHS Professional Learning Plan. Our numerous partnerships enhance both student and staff opportunities. Students are supported through increased curriculum offerings, authentic learning experiences with business partners, leadership opportunities and increased community connections. Staff are supported through professional learning, mentoring and leadership. They are also supported strongly through networks across the schools that support best practice and sharing of resources.

In the domain of Leading the school is Sustaining and Growing. Staff and community have been integral throughout the 2015–17 School Planning phase and its implementation. Distributed leadership opportunities for staff, arose through implementation of Strategic Directions and through Alliances. Student Leadership has become more student centred and driven by student voice. We are committed to building sustainable leadership and supporting a culture where leadership is valued and collaborative.

Our self-assessment and the external validation 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.

For more information about the School Excellence Framework:

<http://www.dec.nsw.gov.au/about-the-department/our-reforms/school-excellence-framework>

Strategic Direction 1

Quality Teaching and Learning Practices Engaging 21st Century Learners

Purpose

To develop quality teaching programs and practices that will provide a differentiated and personalised approach to engage students in collaboration and innovation, fostering personal and academic achievement. To provide opportunities for students to become creative, productive and resourceful users of technology, fostering global citizenship.

Overall summary of progress

Staff have engaged in a range of Professional Learning sessions on a wide range of learning technologies. These were evaluated highly.

A focus on training staff to evaluate and utilise data to inform planning/teaching was implemented.

The Penrith Education Alliance (PEA) and TAFE have provided senior students with wider curriculum opportunities, increasing engagement and retention.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
20% increase in staff confident in utilising learning technologies maximising learning opportunities.	A Professional learning program, informed through staff consultation, to address target areas to build ICT skills was implemented. These focussed on how teacher skills and how teachers implement technology into their lessons with students. Twilight sessions were designed to address the varying skill levels of staff. The sessions involved utilising Google for Education tools, web-based applications and iPad Apps. Increased access to technology for staff to utilise in class and other teaching/learning areas.	\$18,607.00
Data reflects trends showing continued growth in school trends for students in external testing.	Successful implementation and professional learning for all staff in areas of SENTRAL. Further professional learning in analysing data, including NAPLAN, RAP, VALID to inform programming and planning for individual student needs. Staff consistently access data on individual students needs and capabilities, to develop and implement targeted strategies to address areas for student growth. This includes the implementation of a consistent school wide writing strategy. Varied support strategies implemented to assist seniors has resulted in a significant increase in the top HSC Bands.	\$18,004.00
Student retention, completing Year 12 studies, increases by 5%.	Through our Alliances and partnerships, increased curriculum choices has increased student engagement in seniors. Students have access to a broader curriculum, for an academic pathway and for a transition to the workforce, better catering to their individual goals.	\$15,240.00

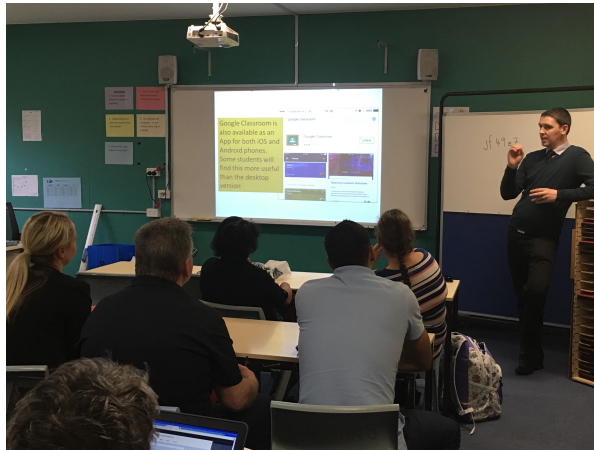
Next Steps

The Professional Learning Committee will continue to provide opportunities for staff to engage in PL on ICT implementation in their teaching and learning programs.

Staff will continue to receive support and PL in data analysis, and its use in planning, programming and implementation.

Targeted support programs will continue to prepare senior students to maximise results in HSC subjects and exams.

School wide writing strategy to continue its implementation phase.



Strategic Direction 2

Dynamic and Inclusive 21st Century School Culture

Purpose

To enhance a Safe, Respectful, Learning environment with a strongly connected school community working collaboratively towards a system of values that fosters an inclusive culture of recognition and celebration of excellence. Lifelong learning is promoted and incorporates rich and varied co-curricular programs that offer students' opportunities to expand and develop personal experiences and connectedness within the school and the wider community.

Overall summary of progress

All staff have been provided with regional PBL training.

A revised PBL program has been implemented linked to the Wellbeing Framework and school programs.

The Gold award assembly and award systems have been re-established as well as the Distinguished achievers assembly.

Support for senior students has increased through Elevate study skills seminars, timetabled study periods, flexible learning/study spaces and a specific senior PBL program.

PLP's have been implemented for some senior students.

Staff have been trained to utilise and evaluate data to inform planning.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Increase number of students with PLPs to 100% for Year 11 and 12 students.	<p>Increased numbers of senior student with PLP's. A senior study program has been implemented. Incorporating the Elevate study skills program, Western Sydney University mentoring, support during study periods and a tutor to support students in essay writing.</p> <p>Student individual needs have been uploaded to sentral.</p> <p>A specific senior PBL/student program has been implemented.</p> <p>Senior study areas including library refurbished to reflect 21st Century, flexible learning spaces.</p> <p>All staff have been trained as mentors achieving a TAFE accreditation in preparation for their mentoring role.</p>	\$84445.94
Decrease in behaviour referrals on SENTRAL by 10%.	<p>PBL has been linked to the wellbeing framework and incorporates the identified weekly school focus as well as specific areas that have been identified and as a result a Safe Respectful learning environment that celebrates excellence and student achievement.</p> <p>An increase in positive entries on Sentral has been achieved through greater consistency supported by a whole school PBL focus.</p> <p>Authentic learning opportunities through the Maggie</p>	\$38, 959.00

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Decrease in behaviour referrals on SENTRAL by 10%.	project and through wider curriculum and extracurricular choices have developed student skills, student engagement and connectedness to their learning. As a result negative behaviour referrals have decreased.	
Development of Alumni Group.	Increased participation of past students in programs supporting and celebrating student achievement and wellbeing.	\$1000.00

Next Steps

Staff will continue to analyse data to inform future directions in PBL and to embed PBL into the curriculum.

The PBL committee will meet on a regular basis and utilise data to inform future directions.

Staff to undertake training in Growth Mindset– to be implemented into the PBL program.

Senior students to prepare a PLP with the ongoing support of a mentor to review and assist student to achieve PLP goals.

An alumni group to be established



Strategic Direction 3

Building Strong, Inspired Leaders

Purpose

To develop and provide 21st century leaders with the knowledge and skills to inspire and support colleagues in innovative and creative best teaching practices for 21st century learners. Provision of a wider range of leadership opportunities for the diverse range of students, building their capacity to take their place in the wider community as aware and involved global citizens.

Overall summary of progress

Staff have continued to work in Strategic Direction Teams to ensure milestones are met and progress of Plan is on track.

Committees, aligned to milestones, provided greater opportunities for leadership opportunities, as have the GPLA and PEA.

Students Leadership opportunities have increased, with the number of students involved growing significantly, further supporting the positive school culture.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
100% of staff aligned to one of the strategic directions guiding staff through milestones for each one.	All staff are aligned to one of the strategic directions groups. They evaluate and report to all staff on progress. Staff are provided with the opportunity to work across other strategic direction teams by joining committees responsible for various implementation areas. Staff PDPs align to School Plan, informing targeted PL areas.	\$1500.00
Staff participate, in partnership with WSU, in Action Research and apply this to their programming.	The English Faculty continued to be mentored by the Head of Educational research WSU on action based research in Literacy, informing Literacy Programs and the whole school writing strategy.	\$5000.00
100% of staff trained as mentors in TAFE accredited course.	After completing the first level of this TAFE accredited course, staff have, in 2016, engaged in completing the next level of the TAFE Certificate in Mentoring.	\$2640.00
Increase in programs provided for student leadership opportunities through mentoring.	Senior students completed their mentoring training and began mentoring junior students in a range of areas including leadership, performing arts, sport, indigenous programs. Junior students have mentored and supported primary students for enrichment days, leadership days, Indigenous student transition and Girls Club.	\$6174.45

Next Steps

Mentoring Program for staff and students to be formalised.

Full implementation of the Induction Program to occur consistently.

Revised Staff Handbook to be published.

Senior student mentors to begin working with junior students to assist in Literacy/Numeracy skills improvement.

Key Initiatives	Impact achieved this year	Resources (annual)
Aboriginal background loading	<p>Revision/Development of PLPs for all Aboriginal students.</p> <p>Staff employed to provide teaching and learning support and mentoring for all students. Aboriginal students are demonstrating higher than average levels of progress in Year 9 NAPLAN.</p> <p>Employment of staff and access to increased participation in Creative and Performing Arts, Leadership and sporting opportunities. Also School to Work Programs.</p> <p>Young Mob and Sista Speak Programs both implemented.</p>	\$26190.30
English language proficiency	<p>Employment of staff to act as tutors to assist in student learning, enhancing English language skills, assist in scaffolding and completion of assignments.</p>	\$7259.68
Low level adjustment for disability	<p>Development of Personalised Learning Profiles and Plans for students.</p> <p>Employment of SLSO's to support students with disability in mainstream.</p> <p>Release time for staff to attend PL and workshops to further their skills and understanding in supporting students.</p> <p>Purchase resources to support students.</p>	\$95658.86
Socio-economic background	<p>Engagement of above establishment staff to assist in student learning and also, target improvement in reading and writing.</p> <p>Employment of staff to assist in strategic programs designed to improve resilience, increase connectedness, increase opportunities in curriculum, leadership and co-curricular programs.</p> <p>Next phase of implementation of new Gifted and Talented Program (7–9).</p> <p>GPLA continued sharing practice in numeracy (TOWN) and literacy and staff released to implement TOWN program.</p> <p>Further staff PL on NCCD, adjustments and differentiation.</p> <p>Research, collect data and begin implementation of revised flexible learning spaces.</p> <p>Purchase resources to support programs.</p> <p>Extend Transition Programs.</p> <p>Increase communication with parents and community.</p>	\$228784.92
Support for beginning teachers	<p>Release time for staff and mentor.</p>	\$29279.43

Support for beginning teachers	<p>Graduate and Grow Program.</p> <p>Resources– Staff & teacher resources.</p>	\$29279.43
Flexible Wellbeing Program	<p>Individual student mentoring support.</p> <p>Revision and implementation of PBL.</p> <p>Targeted wellbeing programs.</p>	\$12504.89
Staff Professional Learning	<p>I on the Future– Whole Staff PL day on Futures Learning.</p> <p>Lesson Observation/ Coaching and Feedback– Eric Frangenheim.</p> <p>GPLA– Shared Staff Professional Learning</p> <p>PEA– Shared Staff Professional Learning.</p> <p>Individual staff PL targeted to PDPs and /or School Plan.</p> <p>Staff completed the next level of Mentor Training– TaFE.</p>	\$43422.20



Student information

Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	398	423	451	437
Girls	392	385	401	408

In February 2016, student enrolment was 857. Applications for enrolment continued to increase throughout the year.

Student attendance profile

School				
Year	2013	2014	2015	2016
7	92.7	93.3	91.8	91.1
8	90.5	90.5	91.3	89.4
9	89.1	88.2	87.9	87
10	89.3	88.3	88.1	85.8
11	83.8	87.1	86.4	84.4
12	88.7	89.5	91.6	90.8
All Years	89.3	89.6	89.4	87.9
State DoE				
Year	2013	2014	2015	2016
7	93.2	93.3	92.7	92.8
8	90.9	91.1	90.6	90.5
9	89.4	89.7	89.3	89.1
10	87.7	88.1	87.7	87.6
11	88.3	88.8	88.2	88.2
12	90.1	90.3	89.9	90.1
All Years	89.9	90.2	89.7	89.7

Management of non-attendance

In 2016 students attendance continued to be monitored using established procedures as outlined in the GPHS Attendance Policy. Support was offered on an individual basis and attendance plans were implemented. Targeted areas for continued improvement included addressing lateness, truancy (data in this area reflected a decline) and school refusers. The school worked closely with the HSLO to address the issue of school refusers to return them to school with detailed and structured attendance plans. Excellent student attendance was recognised at Presentation Night, and through a rewards day.

Post-school destinations

Proportion of students moving into post-school education, training or employment	Year 10%	Year 11%	Year 12%
Seeking Employment	0.5	7	6
Employment	2	15	48
TAFE entry	1	4	6
University Entry	0	0	23
Other	0.5	0.6	9
Unknown	0.5	1	12

In 2016 the number of students offered a university placement has remained similar to the previous few years. It is significant to note an increase in the number of students entering courses requiring higher ATARS. 2016 also saw a rise in students taking a Gap Year before planning on continuing studies at university. The majority of students accepted offers to Western Sydney University, with smaller numbers accepting offers at Sydney University, University of Technology, University of New South Wales and Macquarie University. The highest percentage, 48%, saw students successfully entering the workforce.

Year 12 students undertaking vocational or trade training

Glenmore Park High School has an extensive program of Vocational Education offered as part of the Penrith Education Alliance and the VET Network. In 2016 41 Year 12 students and 16 Year 11 students studied a range of courses that included: Entertainment, Hospitality, Information Technology, Metals and Engineering and Primary Industries. Students also undertook TVET courses in a variety of areas including Health Services, Animal Care and Beauty. Students also undertook School Based Traineeships (9) and courses provided by Private Provider Deliverers. One Year 12 student in Hospitality, was listed on the BOSTES High Achievers List for achieving a Band 6 in this subject.

Year 12 students attaining HSC or equivalent vocational education qualification

97% of Year 12 students who sat for the Higher School Certificate (100%), attained this qualification.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	2
Head Teacher(s)	10
Classroom Teacher(s)	44
Learning and Support Teacher(s)	2.2
Teacher Librarian	1
School Counsellor	0.6
School Administration & Support Staff	14.88
Other Positions	2.6

*Full Time Equivalent

In 2016 there were no staff of Aboriginal background.

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	40

Professional learning and teacher accreditation

Professional Learning is embedded in the culture of Glenmore Park High School, with staff accessing a range of opportunities through our alliances, externally and also through the school. All staff have been trained as mentors, and 30% of staff attended PL on Lesson Study and Effective Feedback.

Staff PDPs target areas for staff development and link to the School Plan targets. Staff work in a range of teams and committees across the school that focus on implementation areas of The School Plan. They also complete Mandatory Training and development.

During 2016, Induction Programs were further reviewed and refined, readied for implementation. Professional Learning focus areas in 2016 included– Curriculum implementation, differentiation & catering to individual student needs, mentoring, Performance Development Framework, Teacher Accreditation, data analysis to inform planning and ICT skill development to increase

student engagement.

The Head Teacher Teaching & Learning supports staff through accreditation processes. The Head Teacher Teaching & Learning held regular workshops with 6 permanent and 8 casual staff to unpack the Australian Professional Standards, beginning work on the Proficient or Maintenance levels. Staff were mentored through what these reports entail and how to annotate. Staff also participated in the Graduate and Grow program, assisting in supporting Beginning Teachers thoroughly.

Beginning Teachers are further supported through their individual funding, providing release time and support from a mentor.

Financial information (for schools using OASIS for the whole year)

Financial information

This summary financial information covers funds for operating costs to 30/11/2016 and does not involve expenditure areas such as permanent salaries, building and major maintenance.

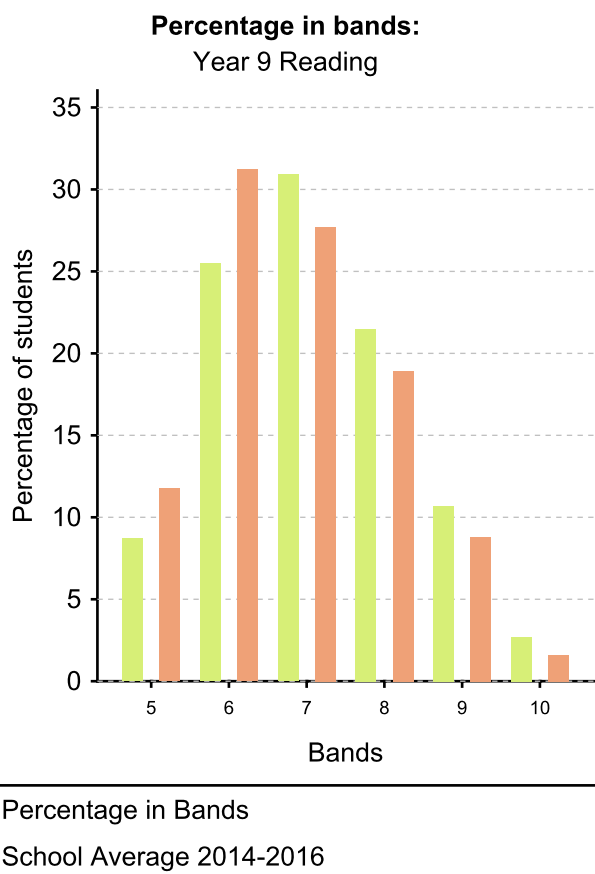
Income	\$
Balance brought forward	492 561.57
Global funds	585 318.42
Tied funds	647 106.05
School & community sources	315 833.18
Interest	11 812.71
Trust receipts	29 402.10
Canteen	0.00
Total income	2 082 034.03
Expenditure	
Teaching & learning	
Key learning areas	97 347.93
Excursions	121 317.60
Extracurricular dissections	34 797.65
Library	7 293.31
Training & development	62 467.88
Tied funds	649 785.54
Short term relief	164 966.14
Administration & office	194 512.50
School-operated canteen	0.00
Utilities	115 972.95
Maintenance	45 178.85
Trust accounts	28 327.14
Capital programs	41 143.12
Total expenditure	1 563 110.61
Balance carried forward	518 923.42

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.

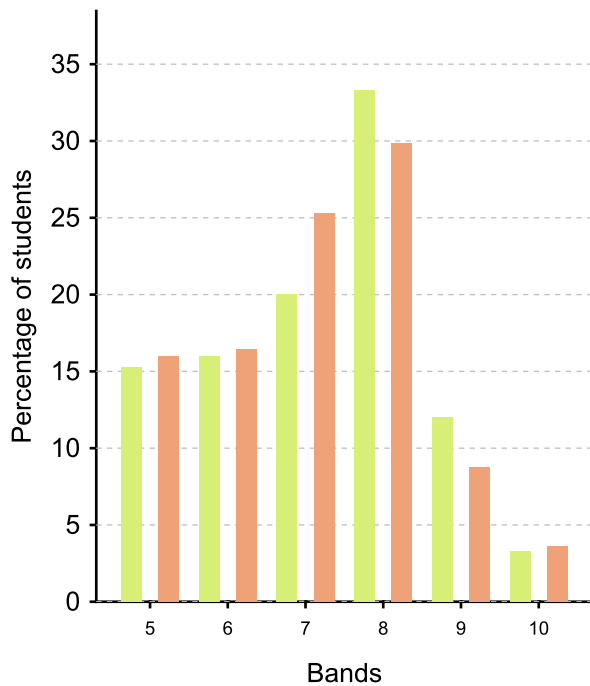
School performance

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.

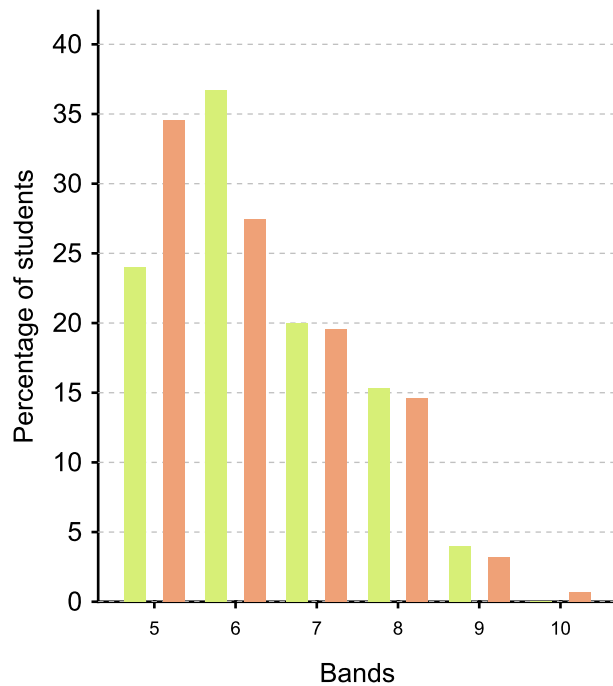


Percentage in bands:
Year 9 Spelling



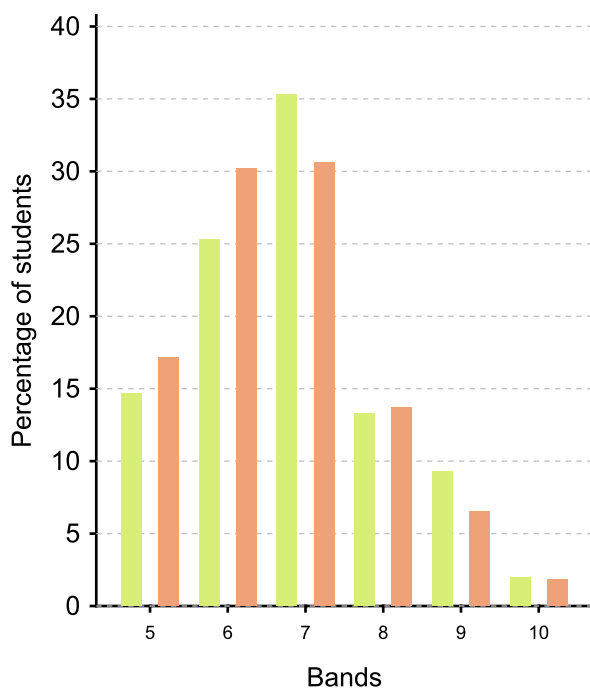
Percentage in Bands
School Average 2014-2016

Percentage in bands:
Year 9 Writing



Percentage in Bands
School Average 2014-2016

Percentage in bands:
Year 9 Grammar & Punctuation

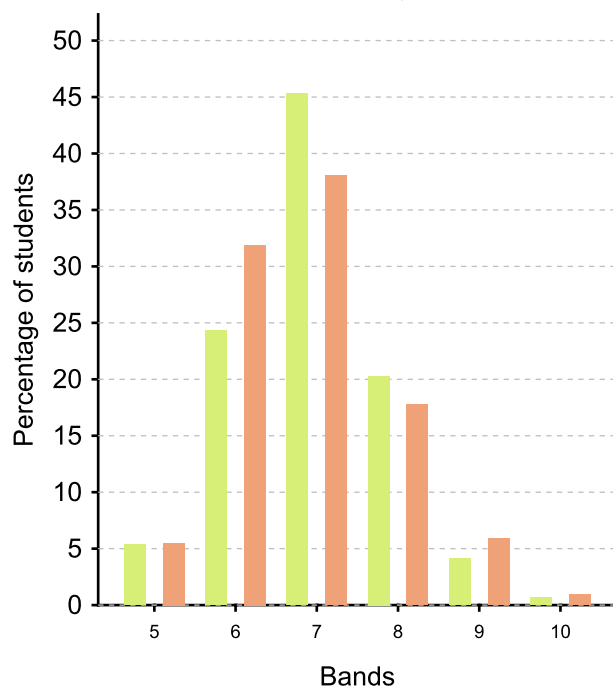


Percentage in Bands
School Average 2014-2016

In 2016, Year 9 NAPLAN data reflected a continued general trend shift from the Bands 5, 6 and 7 to the higher bands in Reading, Spelling, Grammar & Punctuation and Writing.

Year 9 Numeracy also showed a significant shift from Bands 5 & 6 to Bands 7 & 8.

Percentage in bands:
Year 9 Numeracy



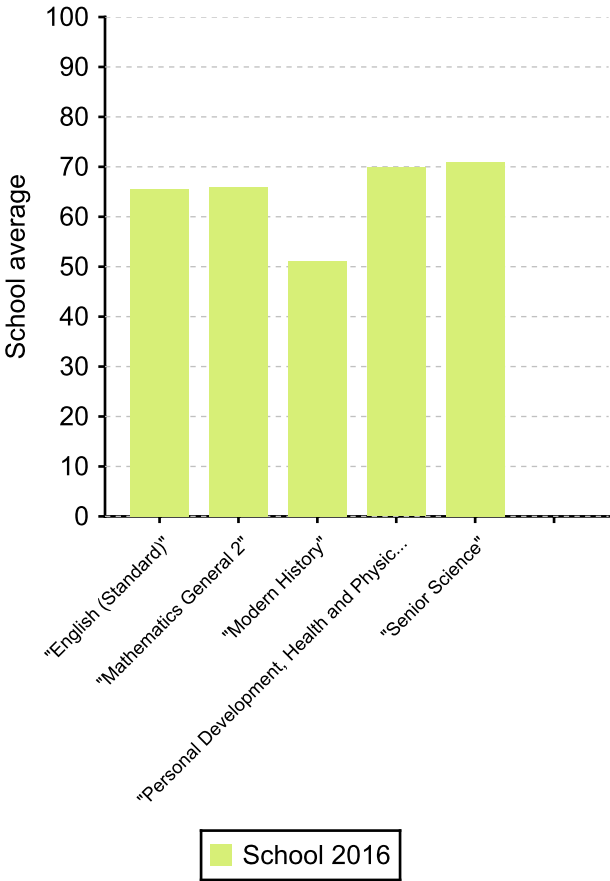
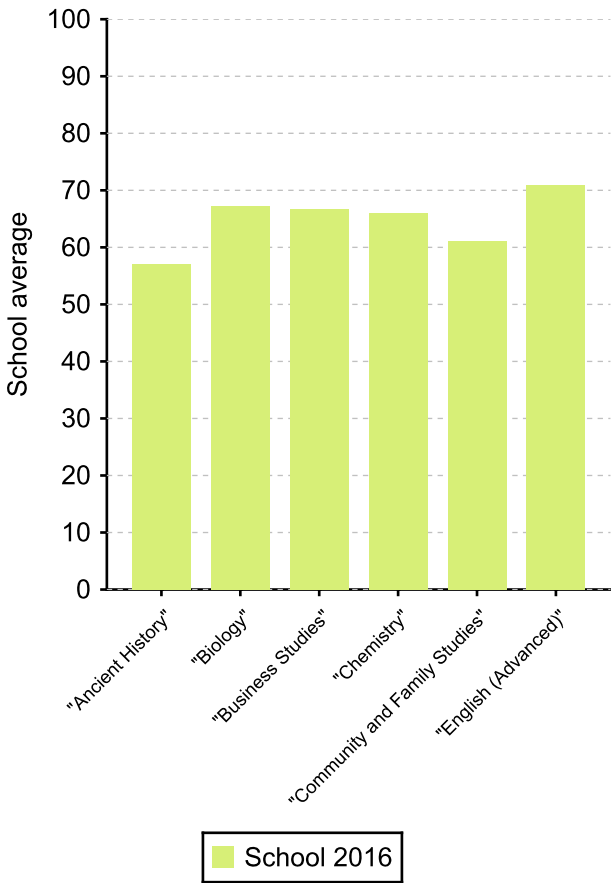
Percentage in Bands
School Average 2014-2016

The My School website provides detailed information and data for national literacy and numeracy testing. Click on the link <http://www.myschool.edu.au> and insert the school name in the Find a school and select GO to access the school data.

Year 9 Aboriginal student NAPLAN data displays a significant growth trend from 2013 on. In all areas, Aboriginal student data reflects students are above State and NSW DoE Aboriginal data. 2016 results in Writing are almost at State (All), only 10.8 below and Spelling is above State (All). A shift out of the lower Bands is also significant.

Higher School Certificate (HSC)

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



The 2016 HSC results continued the growth trend of a significant increase of students achieving in the top 2 bands. In 2016, 5 students achieved mentions in the BOSTES Outstanding Achievers List. Maths results improved in all areas with students achieving Band 6 in Advanced, Band 5, and Band 4s. In General Maths Bands 4 & 5 rose from 21% in previous year to 40% in 2016. Advanced English also reflects a significant trend growth in higher 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.

In 2016 the school surveyed parents, staff and students on a numbers of areas regarding curriculum, assessment, Professional Learning and school satisfaction. Surveys were conducted through Survey Monkey, PBL classes, staff meetings and through informal discussion forums.

The surveys indicated that parents feel the school supports learning and positive behaviour. They feel communication with the school allows them to remain informed of their students progress and also programs at the school. The results of a survey on assessment was used to inform planning for 2017.

Students surveys indicated they felt accepted and valued at school.

Teacher feedback indicated a culture of high expectations for all students, with supports in place to

achieve this.

Staff feel that collaboration among staff, and knowledge and the use of technology have improved.

Policy requirements

Aboriginal education

Glenmore Park High School has continued to support the effective implementation of the Aboriginal Education Policy in order to cater to our increasing Indigenous Population. Glenmore Park High School has witnessed a sustained rise in Indigenous enrolments, 6.9% (of Year 7 students) in 2016, due largely to the positive relations developed between the school, parents and the community.

The very successful introduction of World Vision 'Young Mob' Leadership Program from Term 2, 2016 has resulted in increased attendance for several 'at risk' students on days that Young Mob ran. The program also fosters increased links with positive Indigenous role models and community members. 2 Students attended the Young Mob cultural camp in 2016 where they connected with indigenous students from other Western Sydney Schools as well as being involved in traditional ceremonies and cultural activities with Indigenous Elders.

GPHS was approached by NASCAR in 2016 and negotiations were undertaken to run program in 2017.

The 'Jumbunna' Aboriginal Resource Room opened during lunch throughout Term 2 with great success. Attendance in the Jumbunna Room was positive and consequently, the Jumbunna Room was included as an official playground duty.

All Indigenous students were allocated a Teacher Mentor from the GPHS Aboriginal Education Group. These mentors worked with students and caregivers to complete their PLPs at the 'Yarn Up' event. Mentors then met periodically with their students in order to discuss progress in the achievement of their personal goals. Students also mentored Year 6 students throughout their transition to high school.

GPHS continued to be represented at local AECG meetings, furthering community and inter-school links.

Aboriginal students accepted leadership roles in the celebration of numerous important Aboriginal events including the Anniversary of the National Apology, Close the Gap Day, the NAIDOC Cup Carnival and extensive NAIDOC Week celebrations including cultural activities organised by Year 10 Young Mob students and run for all students out of the Jumbunna room during lunch times.

GPHS was one of 20 schools with successful EOIs to pilot the Capability Framework for EAL/D ATSI students. Members of the AEG attended initial training and then developed their own training implemented at a whole school level. Representatives from each KLA then completed further training to develop their own

resources which were implemented in class.

Staff undertook Reconciliation Action Plan (RAP) training to implement, along with 'Turning Policy into Action' Aboriginal Education and Training Policy' in 2017.

Staff undertook 'Sista-Speak' Training with the successful implementation of the program in Term 4, 2016.

Outstanding Aboriginal student successes included one student announced as the Mulgoa Electorate Aboriginal Student of the Year, award presented by Tanya Davies and another student awarded finalist for NOVA film festival.

Multicultural and anti-racism education

The Multicultural Education Policy and the AntiRacism Policy have supported the school community to acknowledge and respect cultural diversity and a sense of belonging through PBL lessons, celebration days, including Harmony Day. The day involved activities around inclusivity, respect, and a sense of belonging for everyone. It was a day for all students to embrace cultural diversity and to share what we have in common. The central message for Harmony Day was that 'everyone belongs', reinforcing the importance of inclusiveness for all students.

Multicultural Education is a whole school process that prepares students for their roles and responsibilities in an interdependant world. It places students at the centre of all school practices that promote multiple perspectives and an appreciation of cultural and linguistic diversity within a democratic society.

Students from language backgrounds other than English, both those born in Australia and overseas, comprise approximately 11% of students enrolled at Glenmore Park High School. We also have an International Student Program that is slowly increasing. Our students bring with them a range of cultural and religious traditions.

Other school programs

Student Leadership Programs— continue to grow in number and strength and in 2016 included the introduction of student mentoring, with senior students trained in a TAFE accredited mentoring course mentoring, and delivering programs to support junior students. The Young Women's Program saw senior female students plan and implement a welfare program for Year 7 girls. They also organised and hosted a breakfast for local business women to celebrate and raise awareness of International Women's Day. The 'Big Voices' Program was also launched with students and staff meeting together to discuss controversial issues in-depth. Both the Junior and Senior Leadership Teams worked on a range of fundraisers to support a variety of charities and causes.

STEM program implementation continues progressing through teaching and learning programs, and also through special interest groups, including STEM club. Subsequent to significant professional learning undertaken by staff in 2016, teachers have developed STEM outcomes which have been embedded in programs from Year 7 through to Year 10.

STEM Club members meet on a regular basis to engage in a variety of project based tasks, which will culminate in an interschool challenge at Western Sydney University. All Science teachers are committed to attending STEM program workshops through LAZSTA. Several teachers have attended a wider range of workshops and conferences to further STEM development within our school. In 2016 a local construction company donated funds to support resourcing for these programs.