

Glenmore Park High School

Annual Report



2017



8276

Introduction

The Annual Report for 2017 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.

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 2017 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, STEAM and project-based learning experiences, and staff and student mentoring.

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 the Fast Forward and Pathways to Dreaming Programs, linking students to the Academy (WSU) and Schools Engagement (WSU).

Established links with business communities, sponsors and our P&C also continued throughout 2017, providing students further access to valuable leadership, mentoring programs and resources. New links with ABCN were also forged, further increasing opportunities for students. Consultation with our P&C informs school evaluations and future planning.

One of the highlights for our school in 2017, was our selection as the metropolitan launch school for Education Week. This provided staff and students an opportunity to showcase our school. It also provided guests at the launch event, the chance to see the amazing programs and opportunities provided at our school.

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. 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.

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 has assisted the school to reflect on, consult and refine strategic priorities in our 2018–20 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>

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

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 continued to be engaged in, and lead a wide range of Professional Learning sessions on a wide variety of learning platforms.

The 2016 focus on training staff to evaluate and utilise data was further implemented in 2017 with an explicit focus on analysis and linking to teaching programs.

The Penrith Education Alliance (PEA) and TAFE have continued to provide senior students with wider curriculum opportunities. This will further cater for the learning choices of students.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
20% increase in staff confident in utilising learning technologies maximising learning opportunities.	\$80237.39	Staff consultation had yielded a particular need for ongoing training in ICT skills. This need has been addressed in both internal and external professional development and learning. The strength of this training has been reflected in staff attendance at twilight professional development sessions, and the significant increase in faculty-based technology platforms. This increase has placed growing demands on existing ICT resources. This has been a focus in the planning process for the 2018–2020 plan.
Data reflects trends showing continued growth in school trends for students in external testing.	\$55549.53	An ongoing focus on staff training in data analysis has enabled staff to develop very clear faculty plans in relation to external testing. This has been complemented by a deeper implementation of "Focus on Reading Strategies" across all staff. Staff have developed skills in interpreting and understanding item analysis data sets.
Student retention, completing Year 12 studies, increases by 5%.	\$15961.22	Our learning alliances and partnerships have continued to cater for a broad curriculum range. The Stage 6 curriculum grid organises student choices in a manner that reflects the widest range of student skills and interests. Each subject line caters for ATAR and non-ATAR options. The Stage 6 curriculum is student driven so that changes in interests and other trends are reflected in the options and combinations of courses offered. Support is offered to students who may be at risk of "N" determinations in the form of a program of improvement.

Next Steps

Targeted support programs will continue for Stage 6 students. This will be directed not only to students who may be

experiencing difficulties, but also extending high achieving students to achieve the highest standards.

School wide writing strategies (such as ALARM) to be further developed to increase the sophistication of student responses in all years.

A technology audit to direct resource acquisition based on explicit teaching and learning needs.

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 were trained in PBL. The program was reviewed and lessons were aligned with the weekly assembly focus reflecting and embedding purposeful values.

The LaST and welfare teams created systems to share student data through Sentral. 100% of staff received a formal accreditation in mentoring, training staff as effective mentors.

An increase in the number of IEP's and PLP's was evident. IEP's were informed through the school's strong partnerships with parents and supporting agencies, allowing students to achieve their personal goals.

An increase in the number of student programs and activities has existed through the GPHS charity shield and also through sporting and faculty based competitions. Past students share expertise and skills with our school community.

An increase in positive behaviours of students within the school and in the community was evident. Student achievement was recognised in assemblies and in the general community. Creating a positive school culture has made Glenmore Park High a school of choice within the community.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increase number of students with PLPs to 100% for Year 11 and 12 students.	\$55230.36	<p>Senior students identified learning goals and the support available at school to achieve targets. Study skills sessions through Elevate were expanded to give senior students the skills required to achieve their targets.</p> <p>Senior PBL was revised to support and guide individualised student learning goals.</p> <p>Structures and timelines were established in the implementation of the PLP process. External agencies such as NASCA, Young Mob and tutors provided additional support in the achievement of student outcomes.</p> <p>Teachers involved students, parents and external providers in planning to support learning, and share expected outcomes.</p>
Decrease in behaviour referrals on SENTRAL by 10%.	\$19708.93	<p>All staff were trained in PBL. The program was adjusted to align to the Wellbeing Framework. Clear processes and structures supporting behaviour management were established and used consistently throughout the school creating a positive school culture and a reduction by 30% in negative Sentral entries from 2016–17.</p> <p>An increase in the celebration of student</p>

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Decrease in behaviour referrals on SENTRAL by 10%.		achievement occurred raising the profile of the school in the wider community and providing a safe respectful environment promoting positive learning experiences.
Development of Alumni Group.	\$3020	Past students mentored and shared expertise in the organisation of Leadership structures, the Glenmore Park Charity Shield as well as specialist skills in subject areas and student wellbeing, providing a wider supportive network .

Next Steps

A wellbeing matrix to be developed that supports students both individually and collectively. Comprehensive sequential whole school platforms address key areas of wellbeing.

An increasing number of students are supported by mentors, effective school systems and community resources.

Learning is personalised through the use of data. Student needs are identified and catered for through Growth Mindset and PBL.

Common platforms and language are consistent across the school relating to explicit teaching and quality feedback encouraging students to become enquiry based, lifelong learners.

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 surveys reflect an understanding of, and support for, PDP implementation and Accreditation processes. All Beginning Teachers mentored through Graduate and Grow program. Mentor Teacher to support Beginning Teachers through lesson preparation, delivery and reflection process. Data reflects all staff aligned to a Strategic direction. Also reflects increased number of staff involved in delivery of Professional Learning for staff (including across Alliance schools) and in mentoring of staff and students. Number of student's leadership opportunities increased and included further links to the local community. Induction Program, for all new staff, has been successfully implemented. Staff Handbook for permanent and casual staff has been fully revised and published. Successful achievement of Improvement Measures.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
100% of staff aligned to one of the strategic directions guiding staff through milestones for each one.	\$1500.00	<p>Data reflected all staff aligned to a Strategic Direction team. These teams liaised, gathered data and were responsible for planning and monitoring milestones. They were also responsible for evaluating the progress made in other Strategic Directions through data gathering, analysis and evaluation. This was then fed back to team aligned with that Strategic Direction.</p> <p>Staff were also encouraged to work across Strategic Directions teams and were provided with opportunities to do this through belonging to committees responsible for various implementation areas.</p> <p>Each team was also responsible for regular updates at whole staff meetings on implementation of milestones.</p> <p>Staff PDPs aligned to School Plan, informing targeted PL areas for whole school planning.</p>
Staff participate, in partnership with WSU, in Action Research and apply this to their programming.	\$5000.00	Action Research program involved staff in the English faculty working with the Head of Educational research at WSU. Their research informed their practice in Literacy, and further improvement in this area. Programs were reviewed and a whole school writing strategy researched to implement a best practice model. Preparation for the implementation of the ALARM Matrix was begun for 2018.
100% of staff trained as mentors in TAFE accredited course.	\$5000.00	All staff completed their TAFE accredited training in mentoring. Staff mentoring other staff and students.
Increase in programs provided for student leadership opportunities	\$5500.00	Senior students completed their mentoring training and began mentoring junior students and students

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
through mentoring.		from our partner SSP school. Junior students have mentored and supported primary students for enrichment days, leadership days, Indigenous student transitions and Girls Club. Training in Students Leadership was also provided internally and through external providers. Both Senior and Junior Leadership programs expanded extensively throughout 2017 developing closer connections with local schools and our wider community. GPHS Leadership programs have been highly commended and are seen as an area of Excellence.

Next Steps

Leadership Programs will continue to be developed for both staff and students in our 2018–20 School Plan.

Teacher Accreditation processes will include opportunities and encouragement for teaching staff to work towards accreditation at higher levels.

PDP processes to be reviewed and refined for all staff.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$43427	<p>Revision/Development of PLPs for all Aboriginal students.</p> <p>Staff employed to provide teaching and learning support and mentoring for all students. Year 7 NAPLAN data for Aboriginal students has shown growth in all areas from 2016 with students above in State and NSW DoE results. Results for Year 9 NAPLAN are also demonstrating higher than average levels of progress. In the areas of Literacy (apart from writing), results were above State Aboriginal and NSW DoE Aboriginal. In Numeracy they were equal to NSW DoE.</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 were also implemented as was the NASCA YIPP Program.</p>
English language proficiency	\$12990	<p>Employment of staff as tutors to assist in student learning, enhancing English language skills, assist in scaffolding and completion of assignments. Also allocation provided to EALD teacher to support students.</p>
Low level adjustment for disability	\$88413	<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. Training in a range of support programs catering further to student needs in testing, also literacy and numeracy support.</p> <p>Purchase resources to support students.</p>
Socio-economic background	\$352000.00	<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, co-curricular programs and transitions.</p> <p>Next phase of implementation of new Gifted and Talented, Magpie 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</p>

Socio-economic background	\$352000.00	<p>differentiation.</p> <p>Research, collect data and begin implementation of revised flexible learning spaces. Implementation was then begun in stages and has proved extremely successful.</p> <p>Purchase resources to support student programs.</p> <p>Extend Transition Programs.</p> <p>Increase communication with parents and community.</p>
Support for beginning teachers	\$46981.23	<p>Release time for staff and mentor.</p> <p>Regular meeting times to review support and any issues.</p> <p>Graduate and Grow Program implementation revised.</p> <p>Targeted professional learning opportunities.</p> <p>Resources– Staff & teacher resources.</p> <p>PDP support through Head Teacher, mentor and also Beginning Teacher Coordinator.</p> <p>Beginning Teachers reported feeling well supported.</p>
Flexible Wellbeing Program	\$17276.66	<p>Individual student mentoring support through employment of additional staff.</p> <p>Revision and implementation of PBL aligned to the Wellbeing Framework.</p> <p>Targeted wellbeing programs for all Year Groups and student groups.</p>
Staff Professional Learning	\$68136.93	<p>Lesson Observation/ Coaching and Feedback– Eric Frangenheim.</p> <p>GPLA– Shared Staff Professional Learning.</p> <p>PEA– Shared Staff Professional Learning, included a shared Executive Conference with one of our PEA school's Executive.</p> <p>Individual staff PL targeted to PDPs and /or School Plan.</p> <p>Staff completed the next level of Mentor Training– TaFE.</p> <p>Whole staff Professional Learning Day on Growth Mindset in preparation for implementation through next school plan period.</p> <p>Twilight sessions focussed on PL for staff on Technology as a tool to support teaching, Google Suite, implementation of school-wide consistent systems, NESAs compliance, SCOUT training for Executive, STEAM/STEM</p>

Staff Professional Learning	\$68136.93	training and training in SENTRAL and EDVAL.
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Student information

Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	423	451	437	430
Girls	385	401	408	407

In February 2017, student enrolment was 849. Applications for enrolment continued to increase throughout the year.

Student attendance profile

School				
Year	2014	2015	2016	2017
7	93.3	91.8	91.1	92.1
8	90.5	91.3	89.4	88.1
9	88.2	87.9	87	87.2
10	88.3	88.1	85.8	86.8
11	87.1	86.4	84.4	87.3
12	89.5	91.6	90.8	88.8
All Years	89.6	89.4	87.9	88.4
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

In 2017 student's 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 families, and 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. Overall, data revealed improvement in

this area from the previous year.

Post-school destinations

Proportion of students moving into post-school education, training or employment	Year 10%	Year 11%	Year 12%
Seeking Employment	0	0	8
Employment	10	19	36
TAFE entry	0.6	3	16
University Entry	0	0	20
Other	0	0	5
Unknown	0	13	15

In 2017 the number of students offered a university placement has remained similar to the previous few years. It is significant to note the increase in the number of students entering courses requiring higher ATARS. The majority of students accepted offers to Western Sydney University, with smaller numbers accepting offers to Sydney University, University of Technology, University of New South Wales and Macquarie University. The highest percentage, 36%, saw students successfully entering the workforce. Notable, was the increase from 6% in 2016 to 16% in 2017, of students entering TAFE courses. 2016–17 saw an increase in students entering further education on completion of Year 12.

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. In 2017 21 Year 12 students (22%) studied a range of courses that included: Entertainment, Hospitality, Information Technology, Retail, Metals and Engineering and Primary Industries. 11 students (12%) also undertook EVET courses in a variety of areas including Health Services, Property Services and Landscaping. School based traineeships in Retail and Children Services were also undertaken by students. These courses were delivered by both TAFE and private RTO's.

Year 12 students attaining HSC or equivalent vocational education qualification

99% of Year 12 students who sat for the Higher School Certificate attained this qualification.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	2
Assistant Principal(s)	0
Head Teacher(s)	10
Classroom Teacher(s)	45.8
Teacher of Reading Recovery	0
Learning & Support Teacher(s)	2.2
Teacher Librarian	1
Teacher of ESL	0
School Counsellor	1.6
School Administration & Support Staff	14.48
Other Positions	1

*Full Time Equivalent

In 2017 there was 1.5% of fulltime staff who identified as Aboriginal.

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 utilise skills acquired in this training to further support staff and students.

Staff PDPs target areas for staff development, and link to the School Plan targets. Staff work in a range of committees and teams across the school, and our networks, that focus on implementation areas of the School Plan. They also complete mandatory training

requirements.

A range of processes and materials have been created in order to cater for the expanding Professional Learning needs of staff in connection to Accreditation. The Head Teacher Teaching & Learning worked with Beginning Teachers on a 1:1 basis to identify appropriate evidence to achieve the Proficient stage of the Accreditation process, assisted in the writing of Accreditation reports through the provision of feedback and modelling best practice, and chaired meetings of teachers working towards this common goal.

Assistance was also provided to teachers working through the Maintenance stage, with appropriate training provided, along with regular liaising with the DoE. The use of professional learning networks across the network also ensured that a wide range of PL was supplied to teachers on a regular basis, with survey data utilised to identify targeted goals and needs of individual teachers in regards to particular kinds of professional learning.

The GPHS observation template was also updated, in-house professional learning opportunities were delivered, and co-ordinated opportunities for staff to grow in relation to the professional standards were enhanced.

Induction programs for new staff and a program for Beginning Teachers, incorporating the 'Graduate and Grow Program' were reviewed and implemented. These have been evaluated throughout the year and refined according to feedback. Beginning Teachers are further supported through their individual funding, providing release time and support from mentors.

Staff Professional learning in 2017 focussed on areas of curriculum delivery, differentiation and catering to the individual student needs, mentoring, performance and development, teacher accreditation, data analysis to inform planning, ICT skill development, STEM/STEAM and Growth Mindset.

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.

Receipts	\$
Balance brought forward	518,923
Global funds	404,112
Tied funds	435,930
School & community sources	218,395
Interest	7,150
Trust receipts	10,181
Canteen	0
Total Receipts	1,075,767
Payments	
Teaching & learning	
Key Learning Areas	65,589
Excursions	69,927
Extracurricular dissections	27,423
Library	5,560
Training & Development	30,051
Tied Funds Payments	402,203
Short Term Relief	102,623
Administration & Office	148,851
Canteen Payments	0
Utilities	60,284
Maintenance	37,946
Trust Payments	7,768
Capital Programs	28,110
Total Payments	986,335
Balance carried forward	608,355

	2017 Actual (\$)
Opening Balance	0
Revenue	1,468,604
Appropriation	1,282,431
Sale of Goods and Services	42,499
Grants and Contributions	142,773
Gain and Loss	0
Other Revenue	0
Investment Income	901
Expenses	-677,727
Recurrent Expenses	-677,727
Employee Related	-385,879
Operating Expenses	-291,848
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	790,876
Balance Carried Forward	790,876

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.

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 (\$)
Base Total	7,392,195
Base Per Capita	131,969
Base Location	0
Other Base	7,260,227
Equity Total	709,463
Equity Aboriginal	43,427
Equity Socio economic	341,171
Equity Language	12,990
Equity Disability	311,876
Targeted Total	884,367
Other Total	232,167
Grand Total	9,218,193

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.

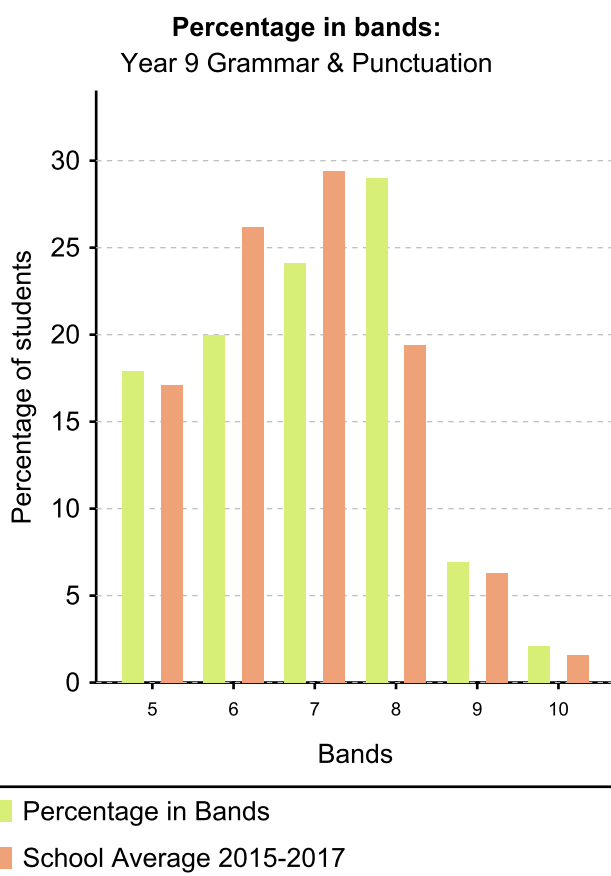
A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

School performance

NAPLAN

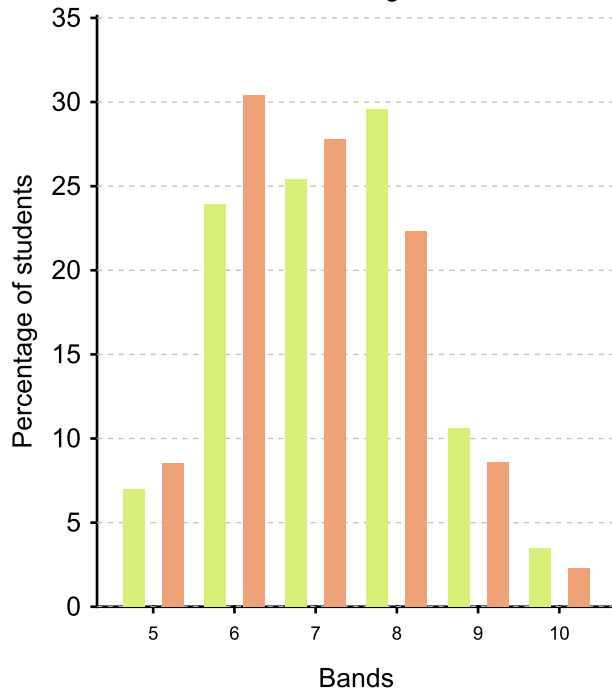
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

In 2017, Year 9 NAPLAN data reflected a continued general trend shift from Bands 5, 6 to the higher bands in Reading, Spelling, Grammar & Punctuation and Writing.



Percentage in bands:

Year 9 Reading

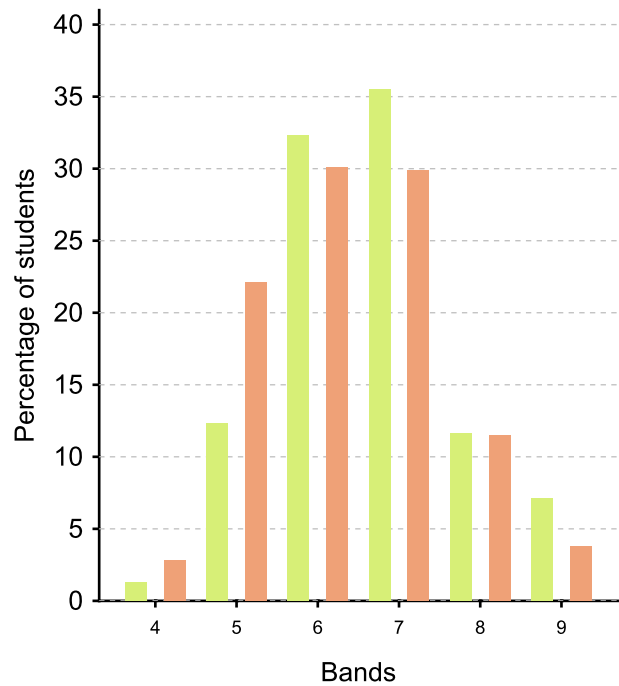


Percentage in Bands
School Average 2015-2017

Year 9 Numeracy results also showed a shift towards the higher bands. There was a 14 percentage point shift away from Bands 5 to 7, with a corresponding percentage point shift to Bands 8 to 10. 3 students achieved Band 10, compared to only 1 in 2016, and the number of students achieving Band 9 increased by more than 300%, from 6 to 19 students. At the same time there was a 75% drop in the number of students in the lowest band. There was an 11 percentage point increase in the numbers of students achieving the top two bands.

Percentage in bands:

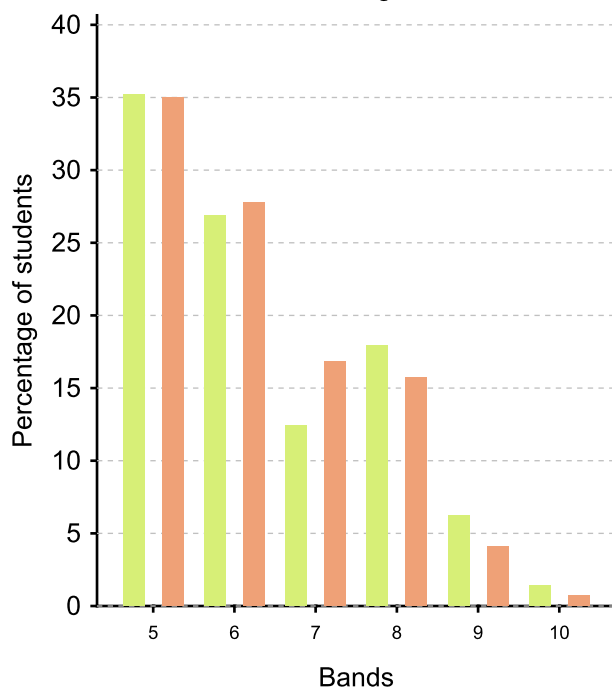
Year 7 Numeracy



Percentage in Bands
School Average 2015-2017

Percentage in bands:

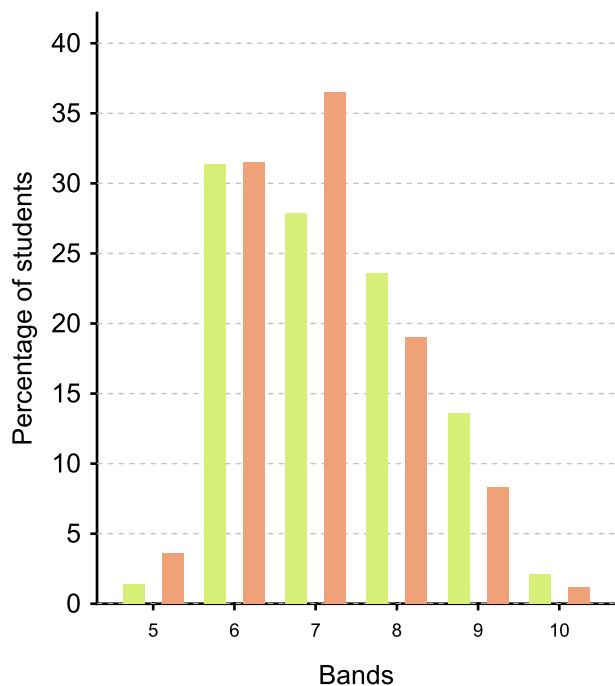
Year 9 Writing



Percentage in Bands
School Average 2015-2017

Year 7 Numeracy results showed a strong shift towards higher bands, with the percentage of students in Bands 8 and 9 increasing by 8 percentage points while the percentage of students in Bands 4 and 5 decreased by 17 percentage points. 11 students achieved the highest band, compared with just 1 student the year before. The number of students achieving the lowest band also decreased.

Percentage in bands:
Year 9 Numeracy



Percentage in Bands
School Average 2015-2017

The My School website provides detailed information and data for national literacy and numeracy testing. Go to <http://www.myschool.edu.au> to access the school data.

In Year 7 NAPLAN, all students, there was growth in the top 2 Bands in all areas from 2016.

In Year 9 NAPLAN, all students, there was growth in Bands 8–10 from 2016 in Reading and Writing. In Grammar and Punctuation there was growth shown in Bands 8 and 10. Growth in Numeracy in Bands 8–10 was also shown, with significant growth in Band 9 shown— 4.1 to 13.6.

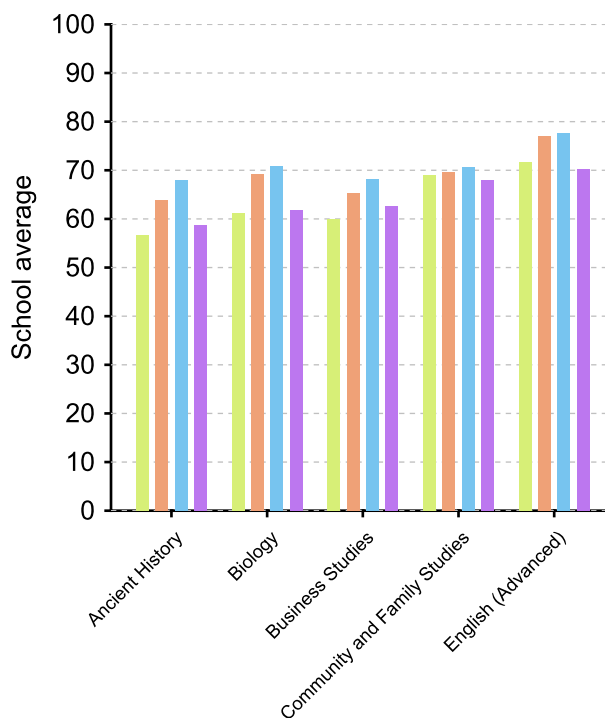
Year 7 NAPLAN data for Aboriginal students has all shown growth from 2016 with students above in State and NSW DoE results. Results for Year 9 in NAPLAN are also demonstrating higher than average levels of progress. In the areas of Literacy (apart from writing), results were above State Aboriginal and NSW DoE Aboriginal. In Numeracy they were equal to NSW DoE.

Higher School Certificate (HSC)

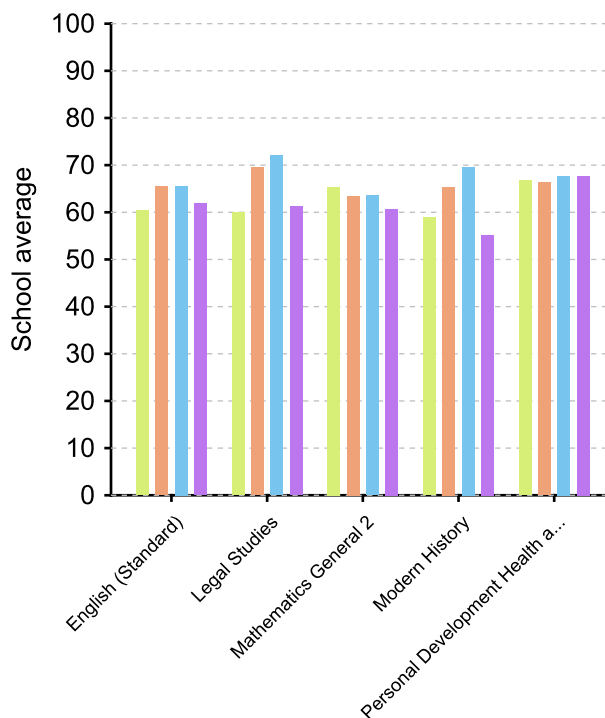
In 2017 HSC results continued the growth trend with a significant increase of students achieving in the top 2 Bands, Bands 5 and 6. In 2017, students achieved 8 mentions in the NESA Outstanding Achievers List. Mathematics General results showed improvement. For the first time, a student attained a Band 6 in General Maths, a significant achievement. One Extension Mathematics 1 student achieved the top band, another significant first.

The performance of students in the HSC is reported in

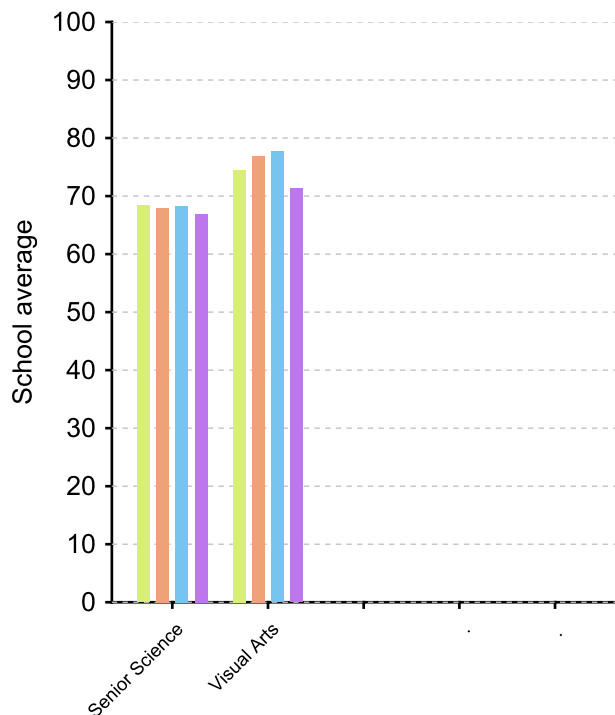
bands ranging from Band 1 (lowest) to Band 6 (highest).



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



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



Staff feel that collaboration among staff, and their confidence in the use of technology in teaching have improved.



The 2017 HSC results continued the growth trend of a significant increase of students achieving in the top 2 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 2017 the school surveyed parents, staff and students on a number of areas regarding curriculum, assessment, professional learning and school satisfaction. Surveys were conducted through Survey Monkey, PBL classes, staff meetings and through informal forums. The Tell Them From Me surveys were also conducted.

Surveys indicated parents feel the school supports learning and positive behaviour. They feel communication with the school allows them to remain informed of their student's progress and also programs at the school. The results of the surveys have been used to inform evaluation, planning and directions for our 2018–20 School Plan.

Student's surveys indicated students feel accepted and valued at school. They also indicate students feel they have a wide range of opportunities provided to them through the school.

Teacher feedback indicated a culture of high expectations for all students and staff, with supports in place to achieve this.

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, due largely to the positive relations developed between the school, parents and the community. The number of programs offered has again almost doubled.

The World Vision 'Young Mob' Leadership Program introduced at the end of 2016 has resulted in increased attendance for several 'at risk' students on the days that Young Mob ran for Years 7 and 8. The program also fosters increased links with positive Indigenous role models and community members. Students attended the Young Mob cultural camp and they connected with indigenous students from other Western Sydney Schools as well as being involved in traditional ceremonies and cultural activities with Indigenous Elders.

The NASCA YIPP Program was introduced for year 9 and 10 Aboriginal students, mentors worked with students regularly, building self-esteem and employability skills as well as fostering cultural awareness. The mentors also supported students in the classroom with their academic studies. The focus of the program for 2017 was public speaking and gaining first aid or basic barista skills to add to student's resumes. The camp and excursions offered to students focused on team work and one student was selected to attend the Garma Festival in the Northern Territory. At the end of year the student's families and teachers were invited to attend the graduation celebrations with the participating local schools to recognise student achievements.

The NRL School to Work mentor worked regularly with Year 12 students to assist them with the transition from school to work and study. The program will grow to support Year 11 and 12 in 2018.

At the start of 2017 we were invited by Western Sydney University to join the Pathways to Dreaming Program. Year 8 students were invited to participate in a variety of cultural and academic science activities to help students become more aware of their options in tertiary education. We were also selected to run a writers workshop for the local schools and students work was published by the university. The university also provided a mentor to regularly meet with students; their major activity involved using art to describe a journey. At the end of the year student's achievements were celebrated in a ceremony held at the university.

The 'Jumbunna' Aboriginal Resource Room was again opened to students during lunch and continued to be a 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 again 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 reflect on, and 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 events including, Close the Gap Day, the NAIDOC Cup Carnival and extensive NAIDOC Week celebrations, including cultural activities organised by Young Mob students and run for all students out of the Jumbunna room during lunch times.

The 'Sista-Speak' Program was very successful in its first year of implementation, students and the mentors met regularly to organise events and listen to guest speakers as well as discuss topics relevant to the girls in the group. The program allowed students to connect with students from all years and for older girls to mentor the younger girls. This success has led to planning for the implementation of Bro Speak.

Multicultural and anti-racism education

The Multicultural Education Policy and the Anti Racism 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 inter-dependant 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, 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

The Magpie Project— As part of a concerted effort to excel in relation to differentiated curriculum, Glenmore Park High School implemented a Gifted and Talented pull-out class called 'The Magpie Project' for Years 8–10. Students in each grade were anonymously tested in relation to creativity, comprehension, analysis, and numeracy, and this data became the basis of a twice—

fortnightly class in which students were invited to work on authentic cross-curricular projects designed to extend their abilities and understanding beyond the scope of the core syllabuses for their year group. These students studied the physics related to music and attended an excursion to the Sydney Opera House to explore the elements of engineering used to manipulate and experience sound. Some other examples of projects included: undertaking an excursion into the habitat of the Blue Mountains to photograph nature as part of a school-designed art exhibition; combining food technology, hospitality and culture to create a pop-up Lebanese restaurant; combining Chemistry and English to design and market soap brands; and exploring the finer points of commerce in a simulated stock market setting over the course of a term. Students and their parents/guardians were given the opportunity to develop individual learning plans to reflect goals for extending ability, and reports demonstrating progress were used to measure the ongoing growth of the program throughout 2017.

Student Leadership Programs— continue to grow in number and strength and 2017 saw an expansion in student mentoring, with senior students trained in a TAFE accredited mentoring course mentoring, and delivering programs to support both junior students, and students at our partner SSP school. The Young Women's Program saw senior female students plan and implement a welfare program for Year 7 girls and also a Wellbeing Program for Year 12 female students. 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 continued 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. 2017 saw the Senior Leadership Team launch the Glenmore Park Charity Shield, engaging the student body in a range of activities that would raise awareness of local issues, and support local charities. This was an extremely successful initiative that resulted in an increase in school spirit and pride, and also supported a range of local families. Support for those in need extended to international causes, including the One Girl Foundation, providing support for female education in Uganda and Sierra Leone.

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 2017, 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 2017, approval was sought from NESA for the implementation of the iSTEM Elective in Stage 5. This was approved and was offered

as an elective for 2018.

In 2017, planning also began for the implementation of a cross-faculty STEAM curriculum for Year 7. STEAM will begin in 2018, Year 7, for 4 periods per cycle.