

# Glenmore Park High School

## Annual Report



2018



8276

## Introduction

The Annual Report for **2018** 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 L 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 2018 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 Wider Schools Engagement (WSU).

Established links with business communities, sponsors and our P&C also continued throughout 2018, providing students further access to valuable leadership, mentoring programs and resources. Links with ABCN continued to develop, further increasing opportunities for students. 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

Glenmore Park High School has an embedded culture of innovative, nurtured learning that encourages staff, students and parents to set high expectations and equip our students with the tools to be successful, creative, confident individuals. Our school is committed to personal excellence through the delivery of high quality teaching and learning opportunities for students and staff. Our staff are committed to providing a quality, dynamic education through leadership that inspires learning.

### School context

Glenmore Park High School is a modern, 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 2018 is 866 students, with 24 students in Support Classes. 11% of students enrolled in 2018 are from non-English speaking backgrounds. There is a significant number, 7%, of Aboriginal and Torres Strait Islander (ATSI) students. The school is committed to promoting its cultural diversity. The school has extremely strong connections with our wider community, including 7 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. Students are provided an extensive range of extracurricular opportunities including, but not limited to, sport, creative and performing arts, leadership, debating and public speaking, STEM, Horticulture and Textiles Clubs. We also have well established Vocational Education and Training programs.

# 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, overall Glenmore Park High School is Sustaining and Growing. There is demonstrated commitment that within the school community that all students make learning progress. Our partnerships with our parents and students support clear improvement aims and planning for learning. Our school engages in strong collaborations between parents, students and the community that inform and support continuity of learning for all students at transition points, including highly mobile students and students with atypical enrolment. Whole of school and personalised attendance approaches are improving regular attendance rates for all students, including those at risk. All students can identify a staff member to whom they can confidently turn for advice and assistance at school. Evidence based changes to whole school practices have resulted in measurable improvements in wellbeing and engagement to support learning and processes regularly monitor and review individual student learning needs. Expectations of behaviour, designed to ensure effective conditions for learning are explicitly, consistently and supportively applied across the school. The school's curriculum provision supports high expectations for student learning. This is enhanced by learning alliances with other schools and organisations. The school's teaching and learning programs describe expected student progression in knowledge, understanding and skill and the assessments that measure them. Our staff differentiate curriculum delivery to meet the needs of students at different levels of achievement, including adjustments to support learning or increase challenge. Teachers routinely use evidence of learning, including a range of formative assessments to inform their teaching, adapt their practice and meet learning needs of students. The school analyses student progress and achievement data and a range of other contextual information. Teachers respond to trends in student achievement, at individual, group and whole school levels. Student reports contain personalised information about individual student learning progress and achievement, and preview plans for meeting future learning goals and parents are presented with what and how well their children are learning in accessible formats. Opportunities for parents/carers to discuss and support their children's progress are provided. The school identifies growth targets for individual students, using internal progress and achievement data.

In the domain of Teaching, overall Glenmore Park High School is Sustaining and Growing. Teachers collaborate across faculties/stages/teams to share curriculum knowledge, data, feedback and other information about student progress and achievement, to inform the development of evidence-based programs and lessons, which meet the needs of all students. Teachers are skilled at explicit teaching techniques such as questioning and assessing to identify students' learning needs, and use a range of explicit strategies to explain and break down knowledge. A school-wide approach to effective and positive classroom management is evident with support provided to teachers where needed, ensuring optimum learning. Teachers use data effectively to review student progress and future planning. The leadership team regularly uses student progress and achievement data to inform key decisions such as resourcing and implementation of new programs or initiatives. Teachers review student assessment data and compare results from external assessments (eg NAPLAN, VALID, HSC) with internal measures to build consistent and comparable judgement of student learning. Teacher's Professional Development Plans are supported by a coordinated whole school approach to developing professional practice, informed by research. Whole school analysis of the teaching staff identifies strengths and gaps, with planning in place to build capabilities and source teachers with particular expertise to improve student learning outcomes. The school monitors the accreditation status of all staff and all teachers use professional standards and PDPs to identify and monitor specific areas for development or continual improvement. Teachers engage in professional discussion and collaborate to improve teaching and learning in their classes, year groups, stages, faculties, or for particular student groups. This includes negotiated observations of classroom teaching practice, with feedback, to improve professional knowledge and practice. The staff evaluate professional learning activities to identify and systematically promote and implement the most effective strategies to improve teaching and learning and teachers collaborate with staff in other schools to share and embed good practice. The school identifies expertise within its staff and draws on this to further develop its professional learning community. Areas for development in teacher expertise are identified and addressed. Teachers are supported to trial innovative or evidence based future-focused practices.

In the domain of Leading overall the school is Sustaining and Growing. Professional learning in the school emphasises developing effective instructional leadership, management skills and leadership attributes to facilitate whole school improvement and build a strong pipeline of leaders. The leadership team establishes a professional learning community which is focused on continuous improvement of teaching and learning. The school regularly solicits and addresses feedback on school performance from students, staff, parents and the broader school community. The leadership team actively supports change that leads to improvement, creating opportunities where feedback about the impact of change can be shared and monitored. There are embedded, clear processes, with accompanying timelines and milestones, to direct school activity towards effective implementation of the School Plan. In the annual report, the school reports on the alignment of resource allocation, professional learning, and the monitoring of student data with the plan's strategic priorities. The leadership team allocates non-educational administrative tasks to appropriate non-teaching staff. All staff

use technology available to streamline the administrative practices of the school. Technology is effectively used to enhance learning and service delivery. The school makes informed choices about administrative practices and systems in place, based on cost effectiveness, evidence, and in response to local context and need. Streamlined, flexible processes exist to deliver services and information and support parental engagement and satisfaction. The school is responsive to community feedback and the leadership team ensures there is a whole schools approach to improving service delivery and student and/or student experience.

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

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

Dedicated staff delivering high quality teaching and learning through collaborative, reflective practices.

### Purpose

Student learning is underpinned by high quality teaching. Teaching is distinguished by universally high levels of professionalism and commitment. Lessons and learning opportunities are engaging and teaching strategies are evidence-based. Individually and collaboratively, teachers evaluate the effectiveness of their practices, including sophisticated analysis of student engagement, learning growth and outcomes, to plan for the ongoing learning of each student in their care. Teachers take shared responsibility for student improvement and contribute to a transparent learning culture, including through the observation of each other's practices.

### Overall summary of progress

Staff have been engaged in a wide range of Professional Learning Sessions on Growth Mindset through Challenging Learning (The Learning Pit) and through the implementation of Visible Learning.

Staff have gained an understanding of Hattie's research and the impact it has on learning. Staff can identify the characteristics of Visible Learners, understand various ways of analysing their impact and how feedback can be utilised to impact upon student Learning. The Executive team have led the evaluation of Learning at GPHS gathering evidence to plan and develop the implementation model.

Staff have focussed on school wide improvement through the implementation of Instructional Rounds by analysing current classroom practice, identifying the impact of this practice, problems of practice, building a collaborative approach to school improvement. Eighty six staff have collaborated through Instructional Rounds leading professional learning on the process and identifying areas for improvement.

School wide writing strategy ALARM has continued to be developed to increase the sophistication of student responses in all years. All staff received TPL on literacy. Each faculty was trained in the use of ALARM within their specific subject area.

The Penrith Education Alliance (PEA) have continued to provide Senior students with wider curriculum opportunities. This will further cater for the learning choices of students. Staff within the PEA have shared professional learning including TPL on NESA compliance requirements.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
100% of teaching staff have engaged in Instructional Rounds.	32876.00	To date 86 staff have engaged in Instructional Rounds. Clear theory of action has been developed that will develop and support student understanding of Learning Intentions. An explicit implementation schedule has been developed with Leadership opportunities for staff to present professional learning on identified areas. The identified areas of focus through Instructional Rounds will be implemented and aligned with the implementation of Visible Learning.
Increase in top 2 Bands in NAPLAN by 8%.	68800.00	<p>Targeted support programs through tutoring in the library continued. This is not only directed to students experiencing difficulties but is also available to students aiming to achieve the highest standards.</p> <p>Utilise data to target students who can be supported through Learning and Support (literacy and Numeracy) programs for students who have the potential to reach top bands.</p> <p>School wide writing strategy ALARM has continued</p>



## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increase in top 2 Bands in NAPLAN by 8%.		to be developed to increase the sophistication of student responses in all years. Through the TOWN numeracy program remedial learning has allowed for mastery in Mathematics.
Increase the proportion of students demonstrating active engagement with their learning.	5593.00	<p>Revision of assessment processes and ongoing monitoring by the executive team.</p> <p>A 10 % improvement in submission rates for assessment tasks school wide</p> <p>.A focus on fostering 21st century skills in students including project based learning across subjects. Through the implementation of STEAM elective in year 9 and Year 7 STEAM cross curricular project developed.</p>

## Next Steps

A metalanguage consultancy survey to be designed consolidating teacher clarity through shared metalanguage. Leadership team examining the baseline evidence collected, formation of school aspirations, focus areas (utilising data gathered through Instructional Rounds), set targets , specific actions then set up agreed upon school-wide metalanguage and structures for monitoring.

Establishment of structures to monitor implementation of ALARM.

Implementation of structures to support our students Visible Learning to empower students to become assessment capable learners.

Utilise Scout data to identify students who have the potential to achieve in the top 2 bands. Through Numeracy/literacy initiatives create pull out groups and Google classroom to extend these students to achieve in the top 2 bands.



## Strategic Direction 2

Students are creative, critical, engaged learners supported towards personal excellence.

### Purpose

Teachers utilise information about individual students' capabilities and needs to plan for students' learning so as to engage them in rich learning experiences, developing the vital skills for flourishing— now and in future years. Teachers work in partnership with parents as active participants in their children's education through sharing information about learning development. Together, our community works to support students to make successful transitions to future learning and employment, with the skills to make informed contributions as citizens and leaders.

### Overall summary of progress

The GPHS Learning and Support Team (LST) have engaged in Quicksmart training in order to introduce PAT testing across years 7 to 10 in 2019. This process will provide baseline data to inform the specific teaching and learning needs of all students. In addition, the Learning and Support Team will be able to harvest this information to inform successful transitions and continuous improvement in student learning. The collection of data from a common platform provides a clear benchmark for future planning for learning. This data will also allow for the more effective measurement of student improvement in learning outcomes. Staff understanding and use of data will allow teaching and learning to be informed by accurate and reliable data..

GPHS has engaged in professional learning in James Nottingham's "Growth Mindset" teaching and learning framework. The core of this professional learning is to create a more effective and consistent model for explicit teaching and providing feedback to students on their learning progress. The "Growth Mindset" framework also promotes the establishment of high expectations for students and fosters the development of resilience in learning. In addition, The "Growth Mindset" framework underpins GPHS's Positive Behaviour for Learning (PBL) Wellbeing structure. PBL continues to deliver explicit teaching around personal wellbeing skills and competencies. Student wellbeing needs are also supported through a whole school wellbeing matrix incorporating external agencies that educate and provide support to students, enhancing a positive school culture where students are known, valued and cared for..

Students are supported through a number of learning alliances to improve their learning outcomes. "Elevate Education" has been utilised by GPHS to explicitly teach student organisation and study methods. "Elevate Education" has worked with students across all year groups, tailoring their methods to the particular year group targeted. This support has extended to working with parents around the most supportive and successful assistance that they are able to supply to their children. In addition the Australian Business and Community Network (ABCN) are actively engaged in the corporate support of students at GPHS. ABCN provide a range of learning opportunities for students including corporate experiences and mentoring.

Plans for future focused learning have commenced with a strategic learning partnership with Celestino's Sydney Science Park. This partnership will entail the creation of a Future focused alliance with the Sydney Science Park and its corporate partners (including UTS, USYD and CSIRO). The Sydney Science Park is a \$5bn project that will create an internationally recognised hub for research and development in the heart of Western Sydney. The partnership will provide our students with opportunities to be involved in environmental testing, research and planning for the infrastructure and urban planning, access to interns to work with students and access to programs such as the autonomous vehicle programs and the wind turbine project. The partnership with the Sydney Science Park will also provide an opportunity for students to engage in their learning "on-site" in the most innovative and challenging learning environment.

GPHS maintains excellent partnerships with respect to Aboriginal community organisations. Programs have included the National Aboriginal Sporting Chance Academy (NASCA), Young Indigenous Pathways program (YIPP), World Vision's "Young Mob" and WSU "Pathways to Dreaming" initiative. These strong alliances serve to further GPHS's commitment to improving learning outcomes for Aboriginal students.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increased staff confidence in use of data to inform planning.	4000.00	Training for all staff in the analysis of NAPLAN and HSC data occurred during 2018.  Head Teachers collaborated to share their sources and use of quantitative and qualitative data during

## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increased staff confidence in use of data to inform planning.		<p>executive meetings in 2018.</p> <p>Commencement in 2018 of Corwin's Visible Learning training to lead a discussion on evaluating the impact of learning on student progress.</p> <p>Staff select and gather appropriate types of data to inform current trends and focus areas for development. Preparation for implementation of Quicksmart and PAT Testing also occurred during 2018.</p>
Increase percentage of students with mentors and personalised learning plans.	10000.00	<p>All senior students are provided with a mentor who meets with students to discuss their progress towards goals and coordinates support as required.</p> <p>Planning began in 2018 to develop a process whereby all students have a Personal Learning Plan over the duration of the current GPHS School Plan.</p>
Raise students awareness of their own learning journey, including recognising strengths and areas for growth.	5783.00	<p>The introduction of STEAM classes into the 2018 Year 7 student cohort facilitated the explicit teaching of critical, creative thinking skills. The classes were organised to encourage collaborative learning experiences in challenging project based multi-disciplinary approaches.</p> <p>"Growth Mindset" framework has informed the basis for increasing student resilience in learning and providing a common language of learning.</p>

## Next Steps

Deeper and more specific engagement with Sydney Science Park to explore specific programs relating to Science, Engineering, Technology and Mathematics.

More intensive implementation of "Growth Mindset" processes and procedures into teaching and learning practices.

Further development of engagement with external organisations and enterprises with respect to enhancing learning outcomes for students

More staff professional learning with respect to engagement and the creation of challenging learning experiences.

### Strategic Direction 3

Nurturing inspired, empowered leaders in a strongly engaged community.

#### Purpose

Developing and sustaining systems that support the highest, quality educational opportunities is achieved through our school-wide culture of high expectations and our shared sense of responsibility and commitment to helping all students realise their potential. Through our connections and engagement with our wider community students are ensured extensive opportunities and pathways to success, whilst also ensuring a relevant and sustainable continuum of learning.

#### Overall summary of progress

Through the implementation of Instructional Rounds, staff have engaged in observation, reflection and collaborative professional discussions on best practice. They have engaged in professional learning on Instructional Rounds, best practice, staff responsibility for student engagement and student voice in the teaching and learning process. Staff have also collaborated on presentations to whole teaching staff on their findings. They have lead activities and discussion on Quality Teaching and Theories of Action at staff and faculty meetings.

The Visible Learning professional learning has provided an opportunity for staff to explore Hattie's research in more depth and reflect on his findings, reflect on a range of data specific to GPHS and its use further and also explore further the role of the teacher and learner in the teaching/learning process. It has provided further opportunities for rigorous discussion at Executive level regarding school improvement and measuring this against the School Excellence Framework. It has provided extended opportunities for staff to see themselves as leaders in this process and to encourage students to reflect on their learning and identify areas for development, fostering further our implementation of Growth Mindset.

Head Teacher T&L revised and developed a comprehensive resource package to support all staff with accreditation processes. Beginning Teacher Mentor continued to develop the Beginning Teacher Program with a vast range of resources to support them. Beginning Teachers are supported by a team including their individual mentor teacher. Mentoring these staff members has provided further leadership opportunities for more experienced staff.

Through our partnerships with our learning alliances, Glenmore Park Learning Alliance (GPLA) and Penrith Education Alliance (PEA) staff and students were able to lead a range of initiatives. Shared School Development Day in Term 3 with the PEA schools provided a number of staff opportunities to share best practice and lead collaboration activities with staff from the 6 partner secondary schools. The GPLA held a range of activities for staff, parents and students which again provided opportunities for staff to lead workshops, activities and professional conversations. Staff accept these opportunities willingly and feedback acknowledges the value of these. The GPLA Leadership Day saw GPHS students leading activities for the primary students. This day is evaluated extremely positively.

Throughout 2018 further expansion of community links occurred. Our partnership with Western Sydney University (WSU) expanded to include the Pathways to Dreaming Program for Aboriginal students, whilst the Fast Forward Program continued to provide mentoring and leadership opportunities for students. The schools partnership with ABCN expanded and students were provided extensive opportunities to engage in STEAM/STEM programs, mentoring opportunities and business and industry visits.

A visit from students from a school in China provided students from both schools the chance to view other cultural perspectives and develop their own understanding of culture. GPHS students were leaders in this program, running activities and mentoring throughout.

Student success in leadership was celebrated through range of awards they achieved and also programs they were chosen to attend. One of these Awards, Keep Australia Beautiful– 2018 Sustainable Cities Awards was won by students in our Support Unit for their wonderful Return and Earn Initiative seeing them awarded the Litter Prevention Award– School Category Winner. Publicity around this initiative also saw the use of a minibus donated to the school.

A review of GPHS communication strategies and their effectiveness was undertaken with parents. The Web Site transitioned to the new DE website. Data provided indicated that the preferred method of communication for parents was via Facebook with data also reflecting an increase in parent use of this platform. The Communication/Engagement Team met to plan a strategy to increase parent engagement in this space.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
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## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increased staff collaboration reflecting on best practice to inform their own practice.	21000.00	<p>In 2018, Instructional Rounds was implemented. 4 rounds were undertaken with 16 staff completing training and undertaking observations and Problem of Practice being explored. Staff were mentored through this process by a retired Principal with extensive experience in this area. In all, 86 staff were involved in the rounds in 2018.</p> <p>Visible Learning PL provided increased opportunity for staff to reflect on research and data. The Executive Team will continue development of the implementation model for GPHS.</p>
Increased numbers of students and staff in a broad range of leadership roles.	20000.00	<p>Whole staff PL in Instructional Rounds led by staff who had undertaken the training. This occurred at staff and faculty meetings.</p> <p>Staff provided mentor and PL support to colleagues targeting individual PL goals. They also provided PL to staff across the PEA and GPLA.</p> <p>Increased cross faculty collaboration lead by staff with expertise in the areas of 21st Century learner skill requirements and STEAM/STEM.</p> <p>Students engaged in further leadership and mentoring opportunities with business and industry.</p>
Review and revamp school website. Increase in number of views on web and social media sites.	34000.00	<p>Communications/Engagement Team formed and consulted with DE staff in this area.</p> <p>Staff led review of social media platforms.</p> <p>Website updated.</p> <p>Communications/Engagement strategy planning begun.</p> <p>Staff release time.</p>

## Next Steps

Throughout 2019, GPHS will continue its implementation of Instructional Rounds with the goal for all staff to have engaged in the Rounds by the end of 2019. Distributing the leadership of this PL further to encourage wider discussion and reflection for all staff will occur in 2019 and beyond. Students will also be provided with the opportunity to participate in the rounds.

The implementation of Visible Learning will continue, with whole staff shared PL and targeted Executive PL. Continued gathering of, and reflecting on data and development of implementation model will occur.

Further revision of PDP processes to increase consistency across the school.

Review of GPLA and PEA by staff.

Communication/Engagement strategy to be finalised in development.

Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	\$44877	<p>Revision/Development of PLPs for all Aboriginal students.</p> <p>Staff employed to provide teaching and learning support and mentoring for all students.</p> <p>Year 7 NAPLAN data for Aboriginal students in 2018 shows students achieving significantly higher than State and also SSSG schools in numeracy and all areas of literacy.</p> <p>Results for Year 9 in NAPLAN demonstrated in spelling and writing students results were above State and SSSG schools. In numeracy significant growth was noted, students sitting above State in this area also, as well as in reading. Grammar &amp; Punctuation indicated an area for further development.</p> <p>Employment of staff and access to increased participation in Creative and Performing Arts, Leadership and sporting opportunities. School to Work Programs also implemented.</p> <p>Young Mob, Sista Speak and the NASCA YIPP programs implemented.</p>
<b>English language proficiency</b>	12328	<p>Employment of staff as tutors to assist in student learning, enhancing English language skills, assist in scaffolding and completion of assignments. Allocation provided to permanent staff member, EALD teacher, to support students. Student work submission rate is high.</p>
<b>Low level adjustment for disability</b>	111718	<p>Employment of SLSOs to support students with disability in mainstream classes.</p> <p>Development of Personalised Learning Profiles and Plans for students.</p> <p>Release time for staff to attend PL and workshops to further develop their skills and understanding in supporting students. Training in a range of support programs, including literacy and numeracy, catering further to specific student needs.</p> <p>Purchase of resources to support staff and students.</p>
<b>Socio-economic background</b>	334077	<p>Engagement of above establishment staff to assist student access to learning. Focus on literacy and numeracy.</p> <p>Extension of STEAM/STEM programs, including a focus on cross-curricular project based learning opportunities in Year 7.</p> <p>Employment of staff to assist in strategic programs designed to foster a growth mindset, improve resilience, increase feelings of connection, increase opportunities in curriculum, leadership, co-curricular</p>

<b>Socio-economic background</b>	334077	<p>programs and transitions.</p> <p>Increased whole school professional learning on Visible Learning, research and data. Instructional Rounds implemented, focussing on whole school consistency and shared understanding and implementation of best practice.</p> <p>GPLA continued sharing of practice in literacy and numeracy with staff released to implement associated programs.</p> <p>Further staff PL on School Plan focus areas, including NCCD and adjustments.</p> <p>Increase access to technology for staff and students. This included increased access to PL for staff in a wide range of associated programs.</p> <p>Implementation of flexible learning spaces continued throughout 2018, with a focus on the senior study areas.</p> <p>Purchase resources to support a broad range of student programs.</p> <p>Revise communication strategies to increase easy access to updated information for staff, parents and students.</p>
<b>Support for beginning teachers</b>	35322	<p>The HT T&amp;L mentored Beginning Teachers through the Accreditation process identifying appropriate evidence to assist in achieving Proficiency. Beginning Teachers were also assisted with writing of Accreditation reports through the provision of feedback and modelling of best practice.</p> <p>The GPHS Beginning Teacher Program was further refined and Beginning Teachers are supported by a mentor teacher who oversees the program, including the implementation of the Graduate and Grow program. They are further supported through their individual funding, providing targeted PL, release time for planning, programming and accreditation preparation. Mentor support is also available.</p> <p>Induction programs were reviewed throughout 2017 with further refinement and reimplementation in 2018. Induction programs are now specifically targeted to the new staff members teaching experience and status, eg– casual, temporary or permanent staff.</p>



## Student information

### Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	451	437	430	444
Girls	401	408	407	397

In April 2018, student enrolment was 866, continuing the growth trend from previous years. 7% of these students identify as Aboriginal or/and Torres Strait Islander (ATSI). EALD students comprised 11% of the student population.

### Student attendance profile

School				
Year	2015	2016	2017	2018
7	91.8	91.1	92.1	91.2
8	91.3	89.4	88.1	89.9
9	87.9	87	87.2	85.8
10	88.1	85.8	86.8	83.8
11	86.4	84.4	87.3	78.8
12	91.6	90.8	88.8	87
All Years	89.4	87.9	88.4	86.3
State DoE				
Year	2015	2016	2017	2018
7	92.7	92.8	92.7	91.8
8	90.6	90.5	90.5	89.3
9	89.3	89.1	89.1	87.7
10	87.7	87.6	87.3	86.1
11	88.2	88.2	88.2	86.6
12	89.9	90.1	90.1	89
All Years	89.7	89.7	89.6	88.4

### Management of non-attendance

In 2018, student 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 we implemented. These were supported by the Home School Liaison Officer (HSLO), with referrals being made for students not making progress in this area. Targeted areas for continued improvement included addressing lateness, truancy and school refusers. The school worked closely with families and the HSLO, to address the issue of school refusers to reengage them with school with

detailed and structured attendance plans. Excellent student attendance was recognised at Presentation Night, and through a Rewards Day. Data indicates further review of this area is required.

### 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	11	16	31
TAFE entry	0	4	13
University Entry	0	0	40
Other	0.7	0.7	4
Unknown	13	14	4

In 2018 the number of students offered a university placement has doubled compared to 2017. The majority of students accepted offers to Western Sydney University, with smaller numbers accepting offers to Sydney University, University of Technology, and Macquarie University. Due to the increase in students applying for university, offers were also made by Wollongong University, Canberra University, Griffith University, Australian Catholic University, University of New England and Torrens. Students entering the work force and TAFE after Year 12 saw a slight decrease. There was an increase of Year 12 leavers starting trades in 2018 with some students leaving before they completed the HSC.

### Year 12 students undertaking vocational or trade training

12 students from Year 10, 10 Year 11 students and 5 Year 12 students also undertook EVET courses at TAFE in a variety of areas including Health Services, Property Services and Landscaping. School Based Traineeships in Retail and Banking and School Based Apprenticeships in Heavy Vehicle Mechanics were also undertaken by students. Our first iprowd, (police preparation course), student will graduate in 2019. These courses were delivered by both TAFE and private RTO's.

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

All Year 12 students who sat for the Higher School



## Workforce information

### Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	2
Head Teacher(s)	10
Classroom Teacher(s)	46.2
Learning and Support Teacher(s)	2
Teacher Librarian	1
School Counsellor	2
School Administration and Support Staff	14.88
Other Positions	1

\*Full Time Equivalent

In 2018, there was 1.5% of fulltime staff who identified as being 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, our partnerships, external agencies and also through the school.

Staff PDPs target areas for individual development and also staff development linked to the implementation of the School Plan. Staff work across a range of committees and teams in the school and also in the Glenmore Park Learning Alliance (GPLA) and the Penrith Education Alliance (PEA). Staff also complete mandatory training requirements.

The GPHS whole school professional learning target areas for 2018 were implementation of Instructional Rounds and providing staff training and support in identified growth areas, and Introduction to, and implementation of Visible Learning. In 2018, 4 Rounds

were completed with 16 teachers participating in training. 2019 will see continued implementation of Instructional Rounds with a goal to have all staff participate by the end of the year. A mentor, Retired Principal, has been engaged to guide the school through this Professional Learning and implementation. Visible Learning and the research behind this was collectively introduced to the staff in a whole staff professional learning day. Prior to this the Executive Team had completed a whole day introduction. Growth Mindset, introduced in 2017, continued in implementation throughout 2018 and saw implementation, whole school, through Positive Behaviour for Learning (PBL).

Further Professional Learning was completed by staff at twilight sessions, and staff meetings and in faculty meetings. Staff were also provided with a range of other opportunities run after school. Sessions included Trauma Informed Education, held at GPHS and attended by all GPLA schools, NESA requirements, Behaviour Management, Google Suite, curriculum delivery, differentiation and catering to the individual student needs, ICT skill development and STEAM/STEM.

A range of resources have been added to the suite available for staff around Accreditation requirements at all levels. Staff have also had Professional Learning delivered around the recording of their PL and eTams. The use of Professional Learning networks also ensured a wide range of PL was provided to teachers on a regular basis, with survey data utilised to identify targeted goals and needs of individual teachers.

The HT T&L mentored Beginning Teachers through the Accreditation process identifying appropriate evidence to assist in achieving Proficiency. Beginning Teachers were also assisted with writing of Accreditation reports through the provision of feedback and modelling of best practice.

The GPHS Beginning Teacher Program was further refined and Beginning Teachers are supported by a mentor teacher who oversees the program, including the implementation of the Graduate and Grow program. They are further supported through their individual funding, providing targeted PL, release time for planning, programming and accreditation preparation. Mentor support is also available.

Induction programs were reviewed throughout 2017 with further refinement and reimplementation in 2018. Induction programs are now specifically targeted to the new staff members teaching experience and status, eg– casual, temporary or permanent staff and also experience levels.

## Financial information

### Financial summary

The information provided in the financial summary includes reporting from 1 January 2018 to 31 December 2018.

	2018 <b>Actual</b> (\$)
<b>Opening Balance</b>	790,876
<b>Revenue</b>	10,337,998
Appropriation	9,958,790
Sale of Goods and Services	70,969
Grants and Contributions	298,538
Gain and Loss	0
Other Revenue	5,525
Investment Income	4,176
<b>Expenses</b>	-10,119,861
Recurrent Expenses	-10,119,861
Employee Related	-9,282,588
Operating Expenses	-837,273
Capital Expenses	0
Employee Related	0
Operating Expenses	0
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	218,138
<b>Balance Carried Forward</b>	1,009,014

### Financial Management of Glenmore Park High School

A School Budget Committee consisting of the Principal, 2 Deputy Principals, 1 Head Teacher, 1 Classroom Teacher and the School Administrative Manager operates to provide overall advice on Budget preparation and monitoring.

Funds in all areas will be expended by the end of the 2019 Financial Year in line with the School Plan 2018–2020.

### Financial summary equity funding

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

	2018 <b>Actual</b> (\$)
<b>Base Total</b>	7,668,898
Base Per Capita	165,176
Base Location	0
Other Base	7,503,722
<b>Equity Total</b>	705,753
Equity Aboriginal	42,544
Equity Socio economic	328,418
Equity Language	12,328
Equity Disability	322,463
<b>Targeted Total</b>	913,137
<b>Other Total</b>	279,334
<b>Grand Total</b>	9,567,122

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 2018, GPHS students completed NAPLAN as a paper test. Throughout 2018 training and testing was completed by staff in preparation for the implementation of the NAPLAN online tests in 2019.

From 2018 to 2020 NAPLAN is moving from a paper test to an online test. Individual schools are migrating to the online test, with some schools attempting NAPLAN on paper and others online.

Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should take into consideration the different test formats and are discouraged during these transition years.

Year 7 NAPLAN results showed a shift towards the low to middle bands across all areas. There was a 14% drop of students achieving the top three bands in Writing, Spelling and Numeracy when compared to 2017. There was a 6% drop in students achieving the top three bands in Reading and Grammar & Punctuation, with the most strongly represented Band result a Band 7, 31.3% of students.

Year 7 Reading, 74.8% of students achieved Band 6 and above with a similar result in Spelling, 78.5% of students Band 6 and above. In Writing 86.1% of students were represented in Bands 5, 6 and 7.

Year 9 Grammar & Punctuation showed a shift towards the middle bands. There was a shift away from Bands 5 and 10, with a corresponding percentage point shift to Bands 6, 8 and 9. There was a 9% drop in the number of students in the bottom band and a 1% drop in the number of students in the top band. At the same time there was a 6.9% increase in the number of students in both Bands 6 and 9. In Bands 6, 7 and 9 percentages were above SSSG.

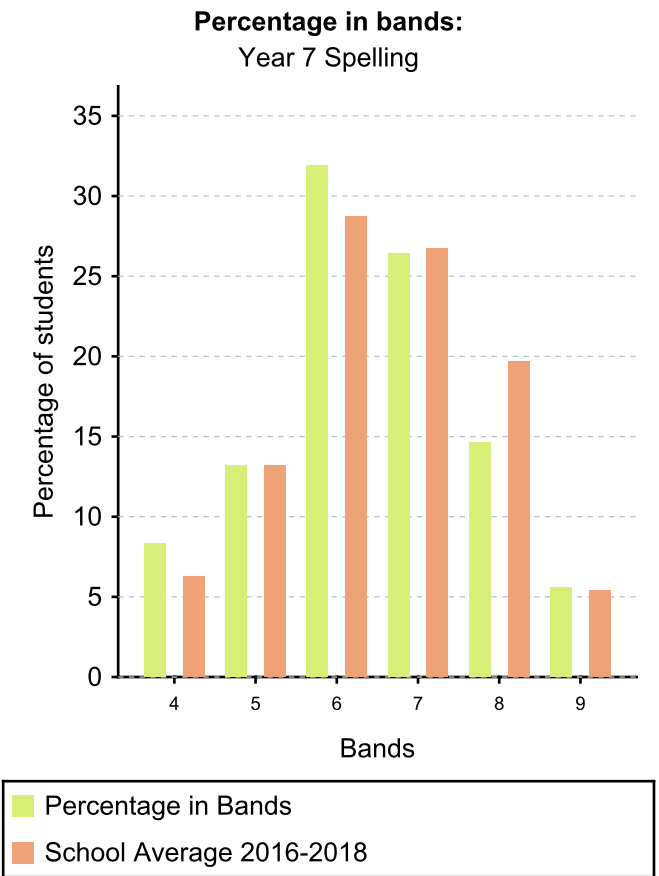
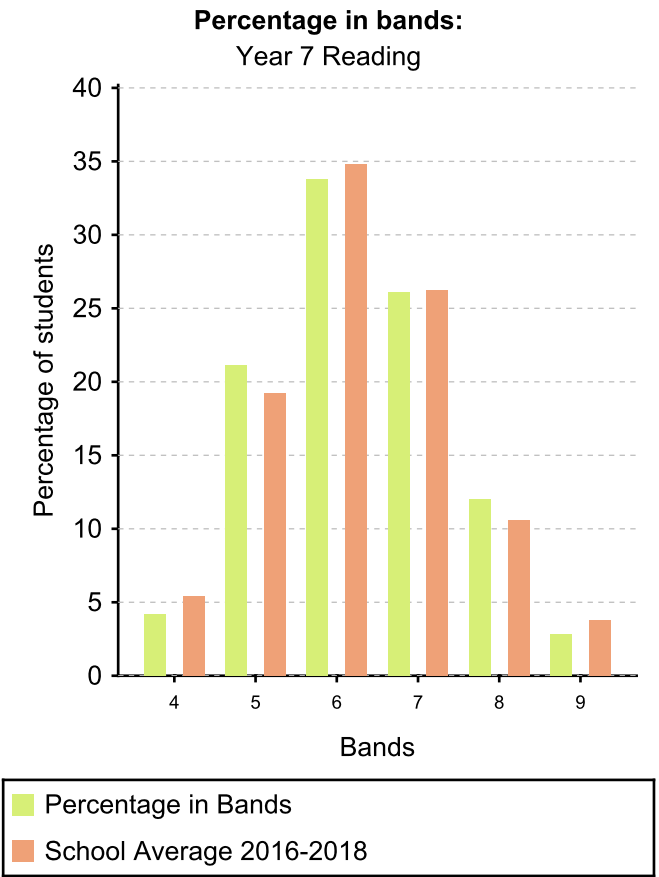
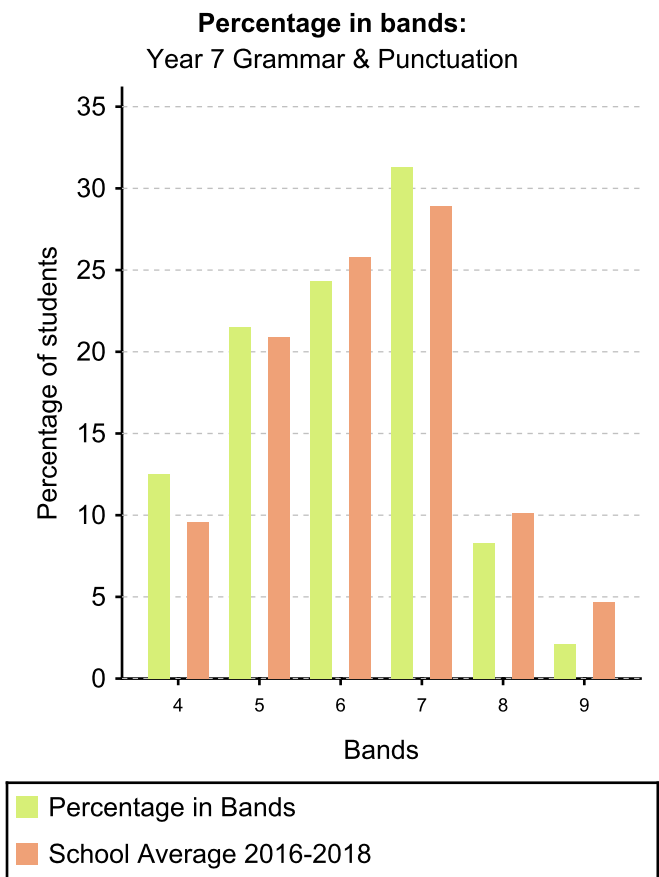
Year 9 Reading 68.9% of students achieved in Bands 7 and 8. 78.3% of students were represented in Bands 7 and above. Year 9 Reading was strongly represented by 71.2% of students 'At or Above Expected' above both SSSG and State. This had shown considerable growth from previous years at GPHS. In Spelling 75.5% of students were represented in Bands 7 and above, with percentage of students in Band 10 above SSSG.

In Year 9 Writing, students represented strongly in the middle Bands 5–7.

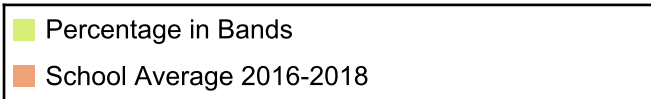
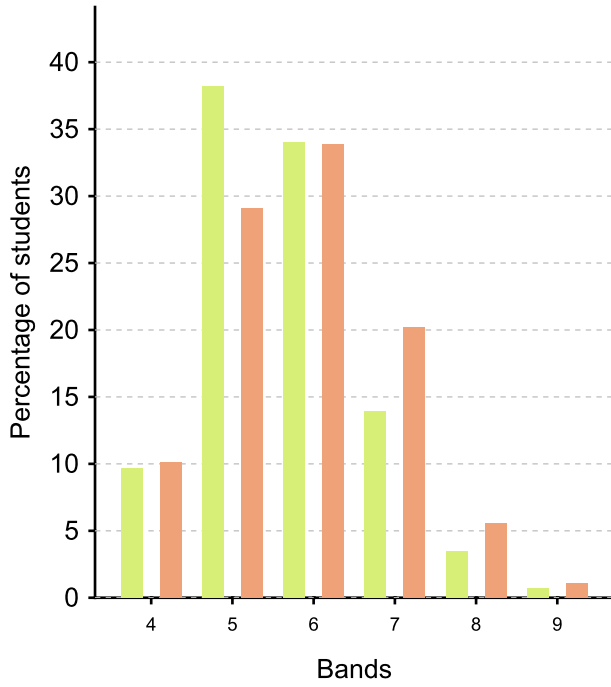
Data for Aboriginal students in Year 7 NAPLAN has

shown growth from 2017 in Grammar and Punctuation with there being a 16.7% increase of students in the top three bands. In other NAPLAN items student results have not grown, however, there was a 7.7% increase in the percentage of students achieving a Band 8 in Writing. Results for Year 9 in NAPLAN demonstrated increased growth in all areas except for Grammar & Punctuation. Of particular note was the results in Reading where there was a 33% increase in the percentage of students achieving a Band 8.

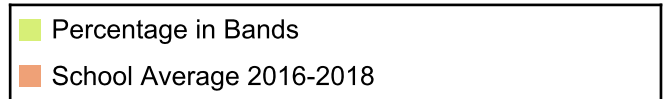
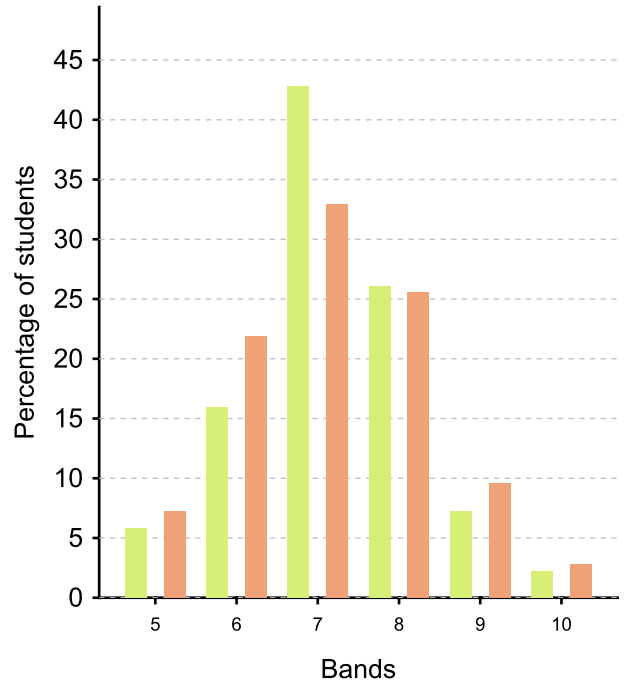
In Valued Added 7–9 and 9–12 the school's data reflects a positive trend continuing with the school's measurement against the School Excellence Framework in this area shown as Sustaining and Growing.



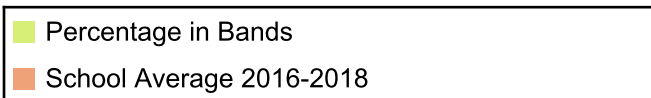
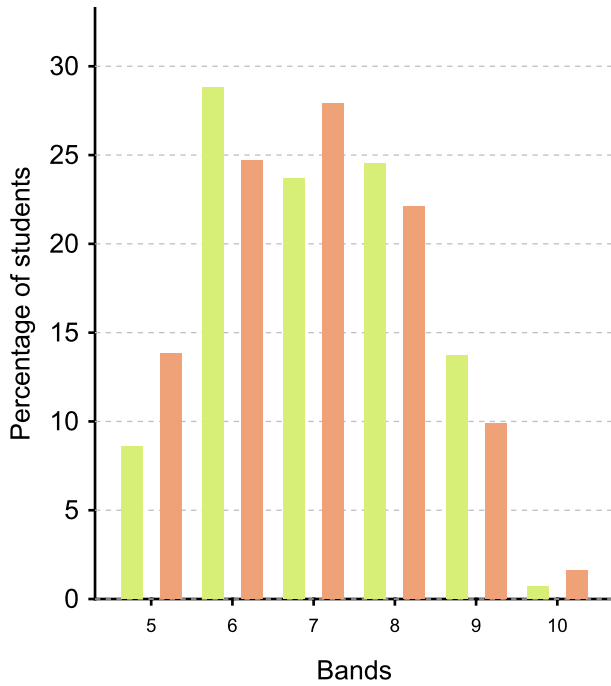
**Percentage in bands:**  
Year 7 Writing



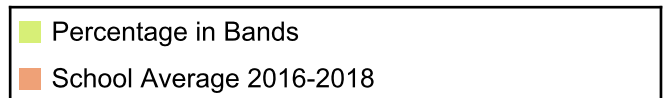
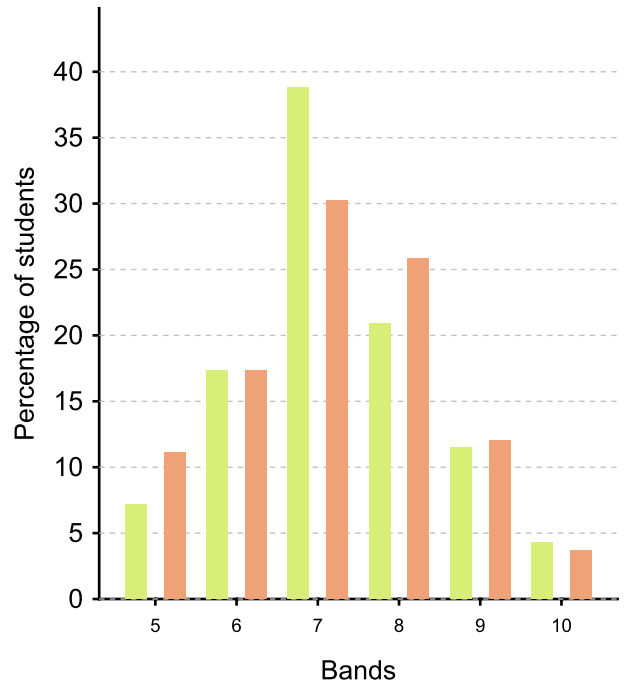
**Percentage in bands:**  
Year 9 Reading



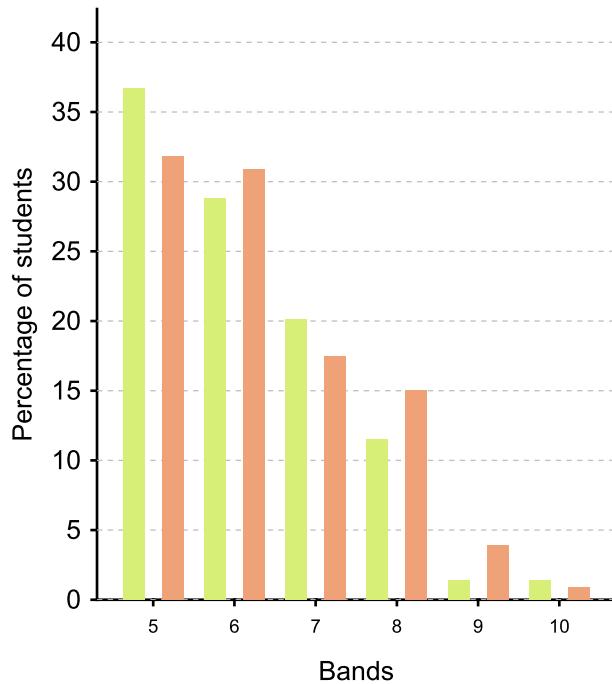
**Percentage in bands:**  
Year 9 Grammar & Punctuation



**Percentage in bands:**  
Year 9 Spelling



**Percentage in bands:**  
Year 9 Writing

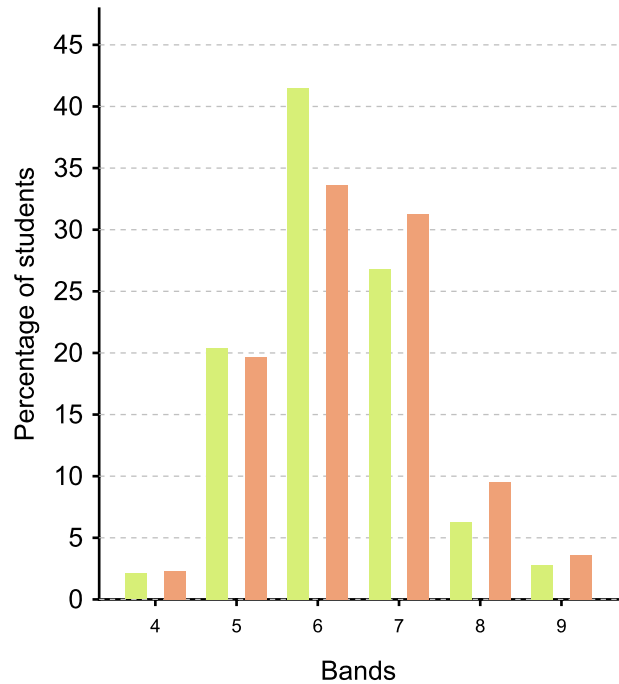


Percentage in Bands  
School Average 2016-2018

In Year 7 Numeracy the most strongly represented Band was Band 6 with 41.5% of students achieving this. The majority of students were represented in Bands 6 and 7, 68.3% with 9.1% of students represented in Bands 8 and 9.

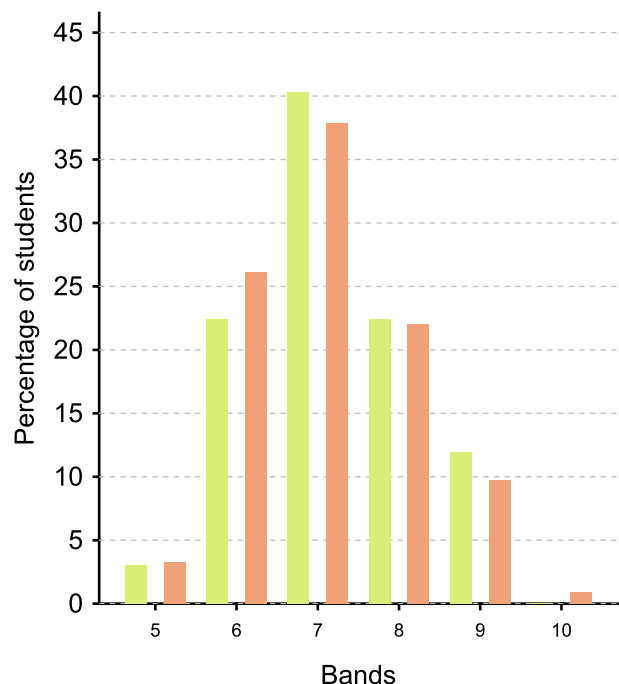
Year 9 Numeracy results were most strongly represented in Band 7, 40.3% of students. 74.6% of students were represented in Bands 7–9. Year 9 Numeracy results continue to show an improvement trend over the previous years.

**Percentage in bands:**  
Year 7 Numeracy



Percentage in Bands  
School Average 2016-2018

**Percentage in bands:**  
Year 9 Numeracy



Percentage in Bands  
School Average 2016-2018

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.

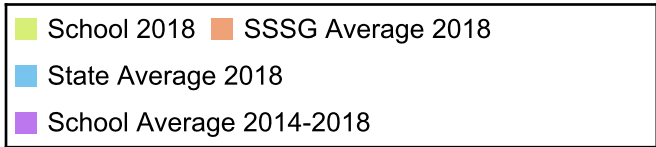
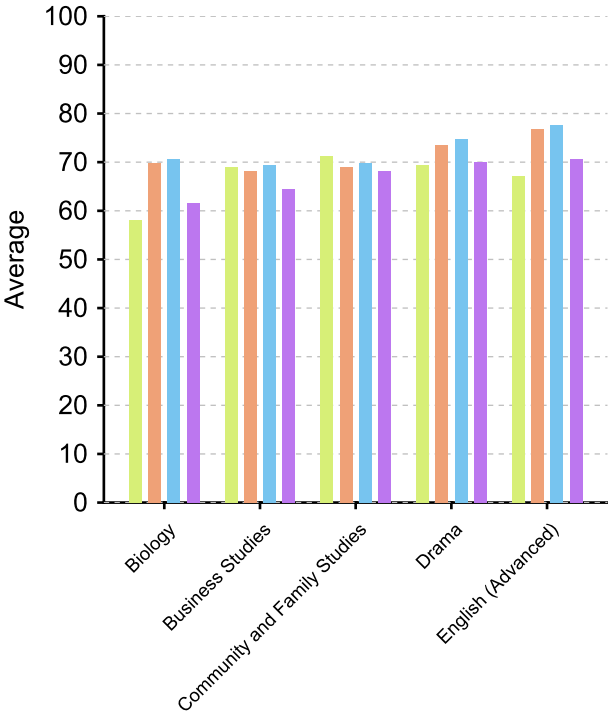
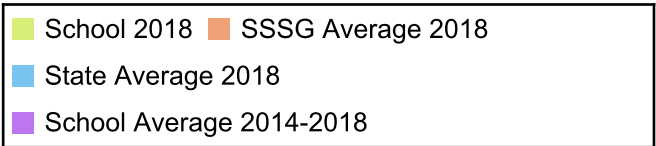
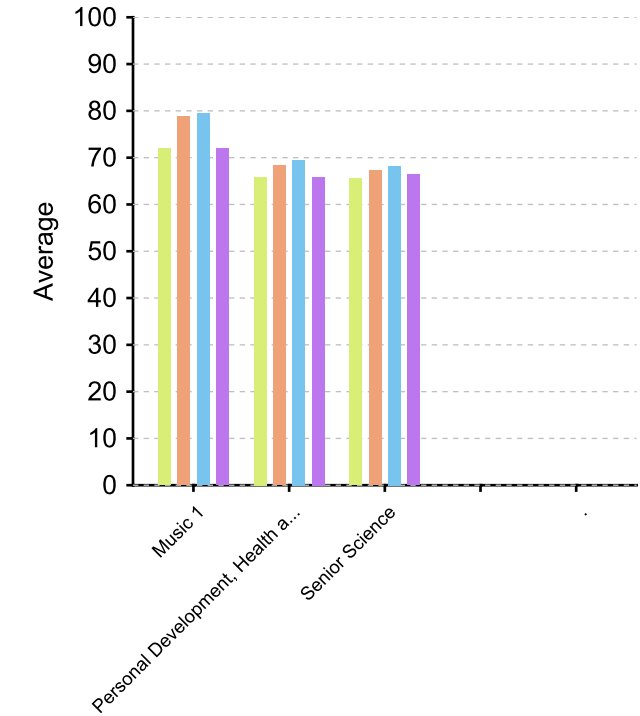
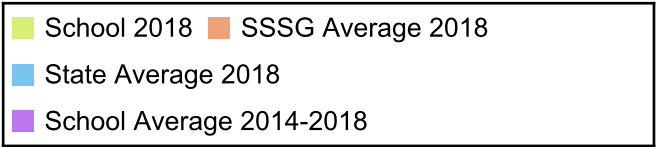
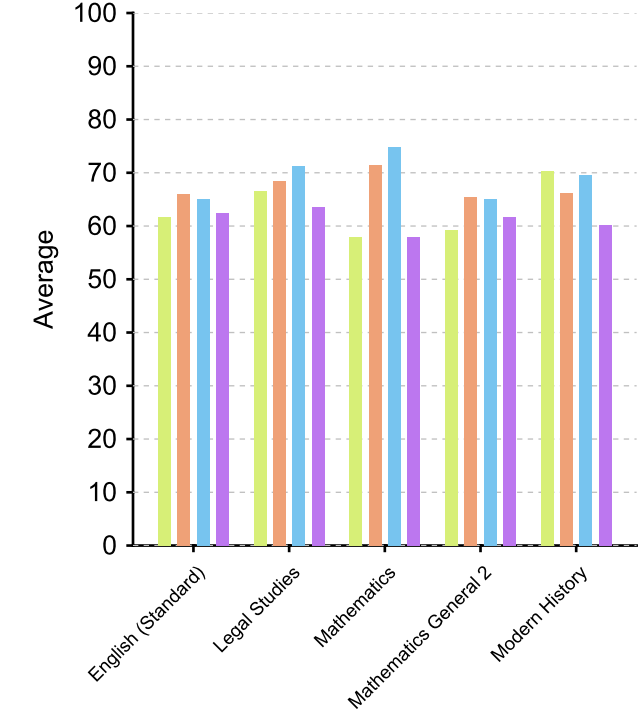
Whilst the percentage of overall students in Years 7 and 9 achieving in the top 2 Bands in Numeracy and

Literacy had declined 4.74% from 2017 to 12.11% in 2018, the overall trend from 2015 is showing an increase in this area. Results for Aboriginal students achieving in the top 2 Bands also exhibited a decline in both Year 7 and Year 9 data.. 10% of the Year 9 cohort achieved in the top 2 Bands in Numeracy 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).

The 2018 HSC results reflect a significant decrease in the number of students achieving in the top two Bands, Bands 5 and 6. Community and Family Studies, Mathematics Extension 1, Retail Studies, and Society and Culture results were above the state average for 2018. Business Studies and Modern History achieved results higher than statistically similar schools (SSSG). The highest Band achieved was a Band 6 in PDHPE.





## Parent/caregiver, student, teacher satisfaction

In 2018 the school surveyed parents, staff and students on a number of areas regarding curriculum, assessment, professional learning and school satisfaction. Staff also participated in the People Matter 2018 Employee Survey.

Surveys were conducted through Survey Monkey, Google Suite, online surveys, paper surveys and forums. The surveys were carried out through PBL classes, staff meetings, online links, informal forums and interviews.

Parents/caregivers communicated they believe the school supports student learning and positive behaviour. They feel school communication allows them to remain updated with their child's progress and also with programs at the school. The P&C met with the Senior Executive every month throughout 2018. They provided valuable feedback to school staff which assisted in informing future planning and direction in a range of areas across the school.

Student surveys indicated that students feel a sense of belonging/connection to their school and they feel accepted and valued by the school community. They also indicated that students feel they have a broad range of opportunities available to them.

Teacher feedback indicated a positive workplace culture with high expectations set for all staff and students, with supports in place to achieve this. Staff collaboratively plan and implement school goals and set targets to achieve these goals. Staff are engaged in continual review and reflection of progress toward these targets.

## Policy requirements

### Aboriginal education

The NASCA YIPP Program was offered to Year 8, 9 and 10 Aboriginal students. Through this program 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 2018 was public speaking and cultural awareness and students also worked with students in the local primary school to share their cultural awareness through aboriginal games.

The camp and excursions offered to students focused on team work. Three Year 10 students were selected to fly to the Northern Territory visiting Alice Springs, Uluru, Ormiston Gorge and Ali Curung sharing culture and learning from students in the local communities. 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 where our dancers and musicians showcased their talents.

The NRL School to Work mentor worked regularly with Year 12 students to assist them with the transition from school to work and study. Participants were all offered their chosen course at Western Sydney University and were supported by the staff from the Badanami Centre throughout the process. The program will grow to support Year 11 and 12 in 2019.

Year 8, 9 and 10 students participated in Western Sydney University's 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. The university also provided a mentor to regularly meet with students with their major activity involved visiting the three sisters and touring the area with an aboriginal guide learning more about local culture.

Through the Young Mob Program, Year 8 students participated in public speaking and leadership workshops. They were also immersed in culture through a number of camps, including one at Jervis Bay.

The Koori Health Inspirations program, Nepean Hospital, provided the opportunity for students to experience a range of health career pathways.

Glenmore Park High School employs above establishment teaching staff, through RAM funding, as tutors to support students to successfully complete assessment tasks and submit all required work. They also assist with goal setting and with study routines. Students are mentored through a broader range of cultural programs including Sista Speak and Bro Speak.

An extremely noteworthy achievement was a student awarded a prestigious Nanga Mai Award for Encouragement—acknowledged for being 'a positive role model who shares her culture with the community'.

### 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.

One of the highlights of 2018 was the visit to our school by a group of students and staff from China. The group were with us for a week in July and were accommodated by student and staff families. This was an extremely successful program allowing students from both countries to experience the richness of another culture.

Multicultural Education is a whole school responsibility 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 and staff bring with them a range of cultural and religious traditions.