

Glenmore Park High School

2019 Annual Report



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Introduction

The Annual Report for 2019 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.

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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 2019 is 907 students, with 24 students in Support Classes. 11% of students enrolled in 2019 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

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 is a statement of what is valued as excellence for NSW public schools, both now and into the future. 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.

Each year, we assess our practice against the Framework to inform our school plan and annual report.

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/school-excellence>

Self-assessment using the School Excellence Framework

Elements	2019 School Assessment
LEARNING: Learning Culture	Delivering
LEARNING: Wellbeing	Delivering
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Delivering
LEARNING: Reporting	Delivering
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Delivering
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

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.

Improvement Measures

100% of teaching staff have engaged in Instructional Rounds.

Increase in top 2 Bands in NAPLAN by 8%.

Increase the proportion of students demonstrating active engagement with their learning.

Progress towards achieving improvement measures

Process 1: Professional Learning Instructional rounds are used to develop a common understanding of teaching and learning to focus on school-wide improvement strategies.

Staff reflect on their practice, collaborate with others and incorporate contemporary knowledge and practice into their teaching practice.

Evaluation	Funds Expended (Resources)
<p>100% of staff have engaged in 8 sessions of Instructional Rounds. Staff have worked in Professional learning groups observing each others teaching, followed by extended conversation about their collective practice. Throughout the school consistency –through the development of a common language and the agreement of a set of conceptual standards with which to analyse, has been developed. This has allowed staff to collectively refine their practice in collaboration with their colleagues. Staff have recognised the difference this can contribute to school-wide delivery of Quality Teaching and this has demonstrated positive effects on teacher quality, collegial support and improved student outcomes. This initiative has built a sense of professionalism and supported teachers to enhance their skills. The Implementation process included staff reporting to the School Executive and delivering Professional Learning sessions at staff meetings on higher order questioning, task oriented feedback, designing challenging learning experiences and clear lesson goals (Lesson Intentions and Success Criteria). These then, informed a revision of programs and lesson planning and delivery.</p> <p>Staff have developed professionally through the implementation of the Pivot Program. This program has allowed students to provide specific, based on the Teacher Standards, feedback to staff on their learning experience. Carefully designed, confidential evidence-based surveys and reports have allowed staff to gain valuable insights through high quality feedback into classroom practice. The program has delivered informative feedback that has allowed students to work together with their teachers to inform improvement of learning outcomes.</p>	35,000.00

Process 2: Growth Mindset/PBL

Strengthen the link between Learning Intentions, success criteria and positive feedback to develop whole school processes for the implementation of growth mindset across all faculty areas.

Evaluation	Funds Expended
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Progress towards achieving improvement measures

Evaluation	(Resources)
<p>All staff have been engaged in a wide range of Professional Learning Sessions on Visible Learning including Foundation Study Gathering of Evidence, for Implementation, Feedback to support Visible Learning and Creating Effective Assessments using SOLO taxonomy.</p> <p>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 analyse, plan and develop an implementation model. Surveys, video interviews and research was conducted building sets of evidence that have been used to inform future practice. The Executive Team led the development of a shared metalanguage that built consistency for all staff in the development of a Growth Mindset and in preparation for structures to support school-wide implementation of Visible Learning. Implementation of Learning Intentions and Success Criteria across the school has commenced. Staff meetings were used for whole staff follow-up and planning. Visible Learning Professional Learning and Implementation will continue in 2020.</p>	46,000.00

Process 3: Literacy and Numeracy

To further develop a strong foundation in literacy and numeracy through targeted programs supporting student achievement in these areas.

Evaluation	Funds Expended (Resources)
<p>The 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. A special programs coordinator has led the development for planned implementation, training and implementation of ALARM within each faculty and supported staff embedding the ALARM matrix into assessment tasks.</p> <p>Students requiring literacy and numeracy support have been identified through the PAT testing program that has been initiated in order to achieve a set of baseline data on all students from 7–10. NAPLAN results and internal assessments have also been utilised to identify students requiring intervention. Targeted students have commenced Quick Smart and a range of intervention programs including support for students needing to achieve the minimum standards. The Learning and Support team are currently mapping PAT test results to the Learning progressions in order to appropriately address the needs of students with identified gaps across the school. 2019 NAPLAN Year 9 results indicate a 2% improvement in Reading in the top two bands.</p> <p>Targeted support programs through tutoring (through RAM funded teachers and WSU interns) in the library has continued. This is not only to support students experiencing difficulties, but is also available to students aiming to achieve the highest standards and has been widely utilised by senior students.</p> <p>Learning and support team utilise data to target students who can be supported through Learning and Support (Literacy and Numeracy) programs for students who show the potential to reach top bands.</p> <p>Teaching and Learning programs are data driven and are differentiated for individualised student learning.</p> <p>Transition Programs, Year 6–7 identify student gaps allowing for individual supports to be implemented immediately.</p>	45,000.00

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.

Improvement Measures

Increased staff confidence in use of data to inform planning.

Increase percentage of students with mentors and personalised learning plans.

Raise students awareness of their own learning journey, including recognising strengths and areas for growth.

Progress towards achieving improvement measures

Process 1: Student Wellbeing

Positive student wellbeing is an essential element of all student achievement. Schools that excel in this area have comprehensive and sequential whole school platforms that address all key areas of wellbeing.

Evaluation	Funds Expended (Resources)
<p>A whole school wellbeing matrix supports student wellbeing through Growth Mindset and Positive Behaviour for Learning (PBL). This is supported by effective use of school systems and community resources. Student wellbeing and learning needs are identified and catered for through analysis of a broad range of data, including Tell Them From Me survey data and SENTRAL data. Growth Mindset focus and Visible Learning concepts and mind frames are embedded into the weekly PBL program. A specific senior PBL program has been developed to enhance support for seniors and to incorporate appropriate student study skills for the Preliminary and HSC courses. External courses and leadership opportunities are accessed to develop strong, engaged, resilient students.</p> <p>Positive student wellbeing is an essential element to the positive student achievement at GPHS. A whole school matrix is being developed to ensure that Positive student wellbeing continues to underpin student achievement at GPHS. Data informs targeted wellbeing focussed on particular Year groups. External providers are engaged to provide professional support and to enhance student wellbeing outcomes.</p> <p>GPHS has engaged in professional learning in James Nottingham's "Growth Mindset" teaching and learning framework. The core of this professional learning was 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.</p> <p>A broad range of lunchtime activities also ran throughout 2019 for students.</p>	20,000.00

Progress towards achieving improvement measures

These included Yoga Classes, Girls Club, Environmental Club, Pen and Paper, The 'Raw Challenge', Boy's Program, Virtual Reality and Art Club, to name a few.

Process 2: Student Centred Learning

Our students come from a wide range of backgrounds, with a range of skills and abilities. Personalising learning, informed by data, is a key platform of making learning more accessible to students.

Evaluation	Funds Expended (Resources)
<p>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..</p> <p>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</p> <p>Aboriginal programs facilitate the completion of the Personalised Learning Pathways and provide students with a mentor at the school who further supports them in their education and wellbeing, encouraging and supporting them to strive for success with further support from the school wide community. Students are offered a variety of pathways including The Pathways to Dreaming Program providing a link to future University placements.</p> <p>In 2019 three students were selected to participate in the Koori Kids Futures this is work experience program for Aboriginal and Torres Strait Islander That reside in the Nepean Blue Mountains Local Health District (NBMLHD) and are in years 10 to 12. From this program we have a student accepted to study Allied Health as part of their pattern of study for year 11 in 2020. The program was a finalist in the 2019 NSW Health Awards, nominated for its work supporting the career aspirations of local Aboriginal and Torres Strait Islander children.</p> <p>All Aboriginal students have been provided with a mentor who accesses students data to support with the creation of their PLP, mentors review previous reports to set new targets and liaise with Aboriginal tutors and staff across the school to continuously monitor and implement adjustments needed</p> <p>All Year 12 students meet regularly with a mentor teacher to develop the skills required to be successful in their HSC studies and to ensure student wellbeing is managed to achieve the best possible university/vocational pathways.</p> <p>A 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.</p>	100,000.00

Progress towards achieving improvement measures

The Transition Coordinator worked with students to plan and tailor a pathway for their transition to work. This work continued throughout 2019 with great success.

Process 3: Future Focused Learning.

The skills required for active participation in our society include recognition of constant change and a culture of lifelong learning. The platforms available to present knowledge will grow, and it is the important role of educators to provide the tools to decode, analyse and evaluate information sources.

Evaluation	Funds Expended (Resources)
<p>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 Celestino, 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 authentic learning opportunities "on-site" in the most innovative and challenging learning environment, whilst accessing specialists in a range of fields including Sustainable Urban Development.</p> <p>GPHS was the only public school to be invited to send staff and students to participate in the 'Urban Living Lab Think Tank- CSIRO' at UTS August 2019. This experience had students engaging with Senior Executives in design concept for future urban cities and problem solving considerations for power, sustainability and climate.</p> <p>In 2019 a Year 12 female student and a staff member were selected to attend 'Science at the Shine Dome- Academy of Science'. They were also selected to give the closing speech which was rated as exceptional and tweeted widely.</p> <p>A successful grant application has also seen planning and purchasing underway supporting our 'Maker Space' project.</p> <p>In 2019 Glenmore Park High School applied for and was successful in being accepted to the STEM Teacher Enrichment Academy with Sydney University. The team undertook professional learning in STEM education initiatives and will continue to enhance the delivery of future-focused programs for students at GPHS. In 2019 these included Drones and Coding, Virtual Reality, 3D design and printing, Stage 6 Engineering Studies.</p> <p>Our STEM club were recipients of a grant to develop a Solar-Powered Aquaponics and Horticulture system.</p> <p>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.</p>	40,000.00

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.

Improvement Measures

- Increased staff collaboration reflecting on best practice to inform their own practice.
- Increased numbers of students and staff in a broad range of leadership roles.
- Review and revamp school website. Increase in number of views on web and social media sites.

Progress towards achieving improvement measures

Process 1: Lifelong Learning

Fostering a positive workplace culture where staff share a sense of responsibility for student engagement, learning and success and collaborate and support each other to achieve best practice. Strategic, targeted professional learning supports PDP and school targets and accreditation.

Evaluation	Funds Expended (Resources)
<p>Throughout 2019, staff engaged in school wide professional learning on Instructional Rounds and also on Visible Learning, continuing our school journey, through a collaborative approach, of school improvement towards excellence in all areas. Staff also continued to engage in professional learning opportunities on Growth Mindset, through the Visible Learning modules. Individual staff members also continued to engage in professional learning targets set in their Performance Development Plans.</p> <p>Our school motto of Learning for Life applies to our whole school community, staff and students.</p> <p>The continued implementation of Instructional Rounds provided staff the opportunity to observe colleagues teaching, engage in researched based discussion on best practice and then formulate theories of action. The Implementation process included staff reporting to the School Executive and delivering Professional Learning sessions at staff meetings on higher order questioning, task oriented feedback, designing challenging learning experiences and clear lesson goals (Lesson Intentions and Success Criteria). These then, informed a revision of programs and lesson planning and delivery. 2020 will see the continuation of the implementation and will provide opportunities for new staff to engage in Instructional Rounds.</p> <p>The implementation of Visible Learning continued with staff attending full day professional learning experiences on research, training and implementation. The school's Executive Team also participated in Professional Learning on Leadership into Action, identifying, collating and analysing data to inform future focus areas and inform implementation. Staff meetings were used for whole staff follow-up and planning. Visible Learning Professional Learning and Implementation will continue in 2020.</p> <p>Staff continue to provide professional learning opportunities for colleagues in a broad range of areas including Accreditation and the logging of Professional Learning courses, Beginning Teacher Inductions, Behaviour Management Strategies in the Classroom, Positive Workplace: Team Alignment and Life Cycle of a Team Professional Learning, Effective</p>	25,000.00

Progress towards achieving improvement measures

Strategies for Teaching and Learning.

As a member school of the Penrith Education Alliance School and the Glenmore Park Learning Alliance, a broad range of Professional Learning Opportunities are provided to support staff in further engaging in evidence informed practice to continue their learning trajectory and also achieve their PDP goals. These also provided further opportunities for staff to lead professional learning activities for colleagues across schools.

Through these Alliances, students are also provided with the opportunities to engage in activities that further develop their leadership skills. The GPLA Leadership day saw students leading activities for primary students. This day was evaluated very positively.

Student engagement in programs such as Western Sydney University's Fast Forward and Pathways to Dreaming Programs link students to the university and encourage their pursuit of further educational pathways.

Process 2: Developing Strong, Effective, Strategic Leadership

Extensive opportunities are provided to both staff and students to extend and build their leadership capacity. These opportunities are provided both within our school community and also, our wider community.

Evaluation	Funds Expended (Resources)
<p>Throughout 2019, extensive opportunities were provided to both students and staff to extend and build their leadership capacity.</p> <p>GPHS's application to participate in the Principals In STEM Leadership Program, through Macquarie University and Hobart University, was successful and delivered enquiry based Professional Learning around STEM programs and their effective implementation to the school team consisting of the Principal, Deputy Principal and the STEM Coordinator.</p> <p>Through leading a broad range of teams at Glenmore Park High School, staff were afforded opportunities to lead professional learning activities, Beginning Teacher Programs, Induction Programs, lead committees focussed on implementation of the School Plan, and were also able to lead teams in the evaluation of our School Plan milestones, informing future direction. These opportunities fostered the distribution of leadership and provided staff with opportunities to evaluate and hone their skills in leading. Implementation of Instructional Rounds further provided staff further opportunities to lead Professional Learning on best practice.</p> <p>A number of staff stepped into relieving positions at higher levels and were mentored to assist in further developing identified areas for growth. This was achieved through a strategic PDP process.</p> <p>Through our partnerships with our Learning Alliances, Glenmore Park Learning Alliance (GPLA) and Penrith Education Alliance (PEA), staff and students were able to again, lead a range of initiatives. Our shared School Development Day in Term 3 with the PEA schools provided a number of staff 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 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.</p> <p>Student Leadership continues to strengthen at GPHS and is highly valued by students and staff. In 2019 student applications for the Junior Leadership Team doubled, resulting in the largest Junior Leadership Team yet. The JLT were mentored by staff and led a range of fundraising initiatives including The Valentine's Day Roses fundraiser, raising funds for the Heart Foundation, the</p>	45,000.00

Progress towards achieving improvement measures

Relay for Life and the Cancer Council fundraising team amongst others. The JLT also supported whole school activities including Goalball fundraising, ushering and leading at Open Night, Graduation Evening and Presentation Evening. They also attended the Writer's Festival held at GPHS each year. They again acted as student guides and ushers, helping to facilitate the smooth movement of groups of parents around the school.

At the 2019 Glenmore Park Learning Alliance Leadership Day our students learnt from guest speakers who were leaders in their respective fields. They then lead primary student teams, facilitating team building activities with school leaders from the local primary schools.

The Junior Leadership Team also reviewed and revised meeting procedures and processes, implementing a of Google Classroom for communication, tracking of activities and collection of data.

JLT members worked collaboratively to organise a "Crazy Hair and Sock Day" fundraiser. They liaised with staff members and other students to develop advertising materials, make regular announcements at morning assemblies and organise the collection of money.

Late in Term 4, the JLT organised a "Candy Cane-gram" fundraiser in which students could purchase a candy cane, write a message and have it delivered to the recipient at a later date. All funds raised from this event also went to a charity decided on by the JLT.

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

Our extensive community partnerships continued throughout 2019, to provide further leadership opportunities for both students and staff.

Process 3: Community Partnerships

Links within our community are vast and provide staff and students with broader connections and wide ranging opportunities. Parent and community input is valued and is used to inform evaluations and future planning. Partnerships support a continuum of learning for students.

Evaluation	Funds Expended (Resources)
<p>Throughout 2019 Glenmore Park High School continued to develop its partnerships to provide further opportunities for our students to access a broad range of experiences catering to the needs of students.</p> <p>Our already established partnerships with Western Sydney University, NASCA, World Vision- Young Mob, Aurora Foundation, School Industry Partnership, ABCN were built on and strengthened through further connections with CSIRO, University of Technology and Sydney Science Park. These strong community links provided staff and students with further authentic experiences designed to connect students supporting a continuum of learning and also provide students with opportunities and experiences supporting and mentoring them through navigating their future pathways.</p> <p>Transition Programs for students strengthened with a broadening of industry and local businesses providing opportunities for students to undertake a range of activities catering to their chosen future pathways. Ongoing planning and evaluations of these plans were conducted through fortnightly Case Load Meetings.</p> <p>Programs students engaged in included the following: White Card Courses, held both on and off site, Work Experience, Work Placements, Pre-Apprenticeship experiences, Industry visits,</p>	20,000.00

Progress towards achieving improvement measures

63 work placements completed, 58 Construction Induction (White Cards) attained, 6 Schools Industry Partnerships (SIPs) Enrolled, 10 Productivity Bootcamp Enrolments, 24 Apprenticeships/Full-time employment achieved. The SIP referral program used to connect students to community partners and businesses

In 2019 ABCN offered a large range of opportunities for staff and students to engage in. These included– Pathways at Citi Group where Eighteen Year 10 students attended a showcase on non-traditional jobs in the banking sector. They received advice from mentors from the Citi Group about the non-traditional career paths in the Finance sector.

ABCN Future Thinkers TAL (Insurance Company). As part of a Junior Leadership program, a group of students attended an interactive workshop with mentors from TAL. Students learnt about Design Thinking and applied skills such as creativity, critical thinking, collaboration and teamwork.

ABCN Innovate Year 7 First session. Innovate provided a mentoring program for Year 7 and 8 students to encourage the uptake of STEM. As part of this program students attended the Lend Lease site at Barangaroo, working in small groups with two mentors from Lend Lease. Twenty Year 7 students attended the first session at GPHS to prepare them for their trips into Barangaroo in the later sessions.

The ABCN Innovate Year 9 program is an extension of the Year 7 & 8 program. It also is a mentoring program encouraging the uptake of STEM. As part of this program students attended the Lend Lease site at Barangaroo working in small groups with two mentors. Twelve Year 9 students attended the first session at GPHS to prepare them for trips into Barangaroo in the later sessions.

ABCN Innovate Year 9 and Year 7 sessions. These sessions of Innovate were conducted at the Lend Lease site at Barangaroo, with small groups working with mentors to build their knowledge and understanding of STEM careers.

ABCN Interview to Impress at LinkedIn saw a group of twenty Year 10 students attend workshops concerning interview preparation. Students role-played interviews and received feedback from mentors.

NRL– School to Work programs continued to providing further opportunities, with one Year 12 student and fifteen Year 11 students given further support to remain at school. Three students were selected to attend the NRL All Stars Indigenous Summit on Melbourne.

The GPHS Communication strategies were reviewed throughout 2019 to assist in increasing engagement with our community further and highlight the wonderful programs and achievements of students and staff. A review of each platform informed the most effective way to share information. Streamlining systems and utilising specific ones for specific purposes was reviewed.

Facebook was utilised by the school to communicate with parents. Faculties were allocated weeks where they would provide information, good news stories and updates. Other pertinent information, such as the Tell Them From Me Survey link was shared via Facebook.

Skoolbag was set up again for the year with the intent of being more of a 'broadcast' communication for parents. Whole year events were shared via the app, with events that had involved individual students being shared via Facebook.

The school website was reviewed to communicate more effectively with parents. Assessment information and excursion permission notes were to be

Progress towards achieving improvement measures

shared throughout the year via the website.

An Elevate Program for Parents was held to assist parents to support their children in their studies further.

Data for 2019 showed an increase by around 20% for followers to our school's Facebook. Our school's website had an increase of 40% New Visitors.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	43925	<p>Additional staff were employed to provide tutoring, assist with classwork and assessment completion for all Aboriginal students. Additional staff also provided opportunities for increased participation in Creative Arts, Leadership and Sporting initiatives. Pathways and links to University courses were also provided as were further opportunities to increase Cultural immersion.</p> <p>Student PLP's have been developed/ revised. Students have been supported with a mentor who has developed targeted outcomes to drive improvement. Year 9 NAPLAN data for 2019 shows that our Aboriginal students are above state and SSG schools in Numeracy, Reading, Writing, Spelling and Grammar..</p>
English language proficiency	21343	<p>In 2019 the school employed additional staff as tutors to assist in students learning, enhancing English language skills. They also assisted in scaffolding and guided students through completing classwork and assessments. A period allocation was also provided to a staff member, specialising in EALD, to support and assess students. This also guided additional teacher professional learning in this area.</p>
Low level adjustment for disability	122504	<p>Employment of SLSOs has provided further support for students with disability in mainstream classes.</p> <p>The Learning and Support Team also revised and developed Personalised Learning Profiles and Individual Education Plans for identified students.</p> <p>Staff, teaching and SLSOs, attended professional learning workshops to further develop their skills and understanding in further supporting students. These workshops addressed a range of disabilities and provided opportunities to understand strategies that support further engagement in learning for students. Training in a range of literacy and numeracy programs was also undertaken, providing further targeted support in these areas.</p> <p>Resources to assist implementation of supports were also purchased.</p>
Socio-economic background	431545	<p>Engagement of above establishment staff to assist student access to learning and to implement identified program supporting student growth. Focus on literacy and numeracy.</p> <p>Progress and Achievement Testing (PAT) was carried out for students Years 7–10 in both numeracy and Literacy. This was to further inform areas for development and any interventions required.</p>

Socio-economic background	431545	<p>Quick Smart was introduced with a team of staff from Learning and Support being trained for implementation. A Quick Smart hub was established and students progressed through the program. 30 students, Year 7–9,</p> <p>Extension of STEAM/STEM programs, including a focus on cross-curricular project based learning opportunities in Year 7. These were also extended to other year groups through our partnership with ABCN.</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 programs and transitions.</p> <p>Increased whole school professional learning on Visible Learning, research and data. Instructional Rounds continued implementation, 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 and the purchase of a range of technology to assist implementation.</p> <p>Implementation of flexible learning spaces continued throughout 2019, 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. Staff release time to assist with this.</p>
Support for beginning teachers	58882	<p>AT GPHS Beginning and Early Career teachers have each been supported by our Mentor Teacher– Mr Taher Safadi, and their own respective Head Teachers, who offered support and guidance across a range of areas. Examples of the support provided to these staff included:</p> <p>All beginning teachers being provided with a Beginning teacher folder to support them at their new school and assist to keep an organised record of professional learning and procedures.</p> <p>Being invited to attend professional learning to support them as early career teachers. This included the Penrith Education Alliance–</p>

<p>Support for beginning teachers</p>	<p>58882</p>	<p>Beginning Teacher Conference, Behaviour Management courses and other courses which relate to each KLA, or as identified by each beginning teacher or mentor teacher.</p> <p>The opportunity to have lessons observed and receive feedback by the mentor teacher or other staff members from their KLA whom they feel comfortable with as a mentor teacher.</p> <p>Beginning teachers having the opportunity throughout the year to observe a range of staff members through the whole school Instructional Rounds program and also to choose more experienced teachers who they identified to support their growth. This also supported their development through seeing different teaching styles in action.</p> <p>The opportunity for some relief from face to face teaching to assist in programming, assessing student work, reporting, mentoring, observing staff members, and completing accreditation.</p> <p>A teacher was specifically employed 2 days per week to provide relief or assist as an extra support in the classroom for beginning teachers.</p> <p>Staff members who were interested were given the opportunity to take part in the AITSL 'Graduate and Grow' program.</p> <p>Where possible, beginning teachers were timetabled 2–3 periods under-load to allow extra planning and mentoring support time.</p> <p>All beginning teachers met regularly with the mentor teacher and were provided the opportunity to request additional support/time/PL as required.</p>
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Student information

Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	437	430	444	474
Girls	408	407	397	435

Student attendance profile

School				
Year	2016	2017	2018	2019
7	91.1	92.1	91.2	90.1
8	89.4	88.1	89.9	87.4
9	87	87.2	85.8	86
10	85.8	86.8	83.8	79.9
11	84.4	87.3	78.8	81.8
12	90.8	88.8	87	89.3
All Years	87.9	88.4	86.3	85.9
State DoE				
Year	2016	2017	2018	2019
7	92.8	92.7	91.8	91.2
8	90.5	90.5	89.3	88.6
9	89.1	89.1	87.7	87.2
10	87.6	87.3	86.1	85.5
11	88.2	88.2	86.6	86.6
12	90.1	90.1	89	88.6
All Years	89.7	89.6	88.4	88

Management of non-attendance

Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non-attendance.

Post school destinations

Proportion of students moving into post-school education, training or employment	Year 10 %	Year 11 %	Year 12 %
Seeking Employment	0	0	9
Employment	3	14	31
TAFE entry	0	3	12
University Entry	0	0	36
Other	1	1	7
Unknown	1	13	5

In 2019 the number of students offered a university placement remained the same as in 2018. The majority of students accepted offers to attend Western Sydney University with an increase acceptance rate to Macquarie University. Small numbers accepted offers to Charles Stuart University, University of Sydney and the University of Wollongong. Students studying at TAFE or entering the workforce remained consistent to past years.

Year 12 students undertaking vocational or trade training

21.51% of Year 12 students at Glenmore Park High School undertook vocational education and training in 2019.

Year 12 students attaining HSC or equivalent vocational education qualification

97.6% of all Year 12 students at Glenmore Park High School expected to complete Year 12 in 2019 received a Higher School Certificate or equivalent vocational education and training qualification.

There was an increase in the number of students participating in External Vocational Educational Training (EVET) courses in 2019. Five Year 10 students completed a stage 5 qualification in either Hospitality, Hair and Beauty and Automotive. Fifteen Year 10 students completed a stage 6 Primary Industries (Landscaping and Horticulture) course. Twenty one Year 11 and 12 students completed courses such as Tourism, Early Childcare and Human Services–Nursing. School based apprenticeship numbers remained similar to past years with two students undertaking apprenticeships in Heavy Vehicle and Plumbing and five traineeships in Retail, Nursery–Production, Construction and Retail. Four students were enrolled in the NSW Health Course offered at Nepean Hospital as the RTO. These courses were delivered by both TAFE and private RTO's.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	2
Head Teacher(s)	10
Classroom Teacher(s)	48
Learning and Support Teacher(s)	2
Teacher Librarian	1
School Counsellor	2
School Administration and Support Staff	15.37
Other Positions	1

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2019, 3.9% of the Department's workforce identify as Aboriginal people.

Workforce ATSI

Staff type	Benchmark ¹	2019 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	7.20%
Teachers	3.30%	2.90%

Note 1 – The NSW Public Sector Aboriginal Employment Strategy 2014–17 introduced an aspirational target of 1.8% by 2021 for each of the sector's salary bands. If the aspirational target of 1.8% is achieved in salary bands not currently at or above 1.8%, the cumulative representation of Aboriginal employees in the sector is expected to reach 3.3%.

Note 2 – Representation of diversity groups are calculated as the estimated number of staff in each group divided by the total number of staff. These statistics have been weighted to estimate the representation of diversity groups in the workforce, where diversity survey response rates were less than 100 per cent. The total number of staff is based on a headcount of permanent and temporary employees.

Teacher qualifications

All casual, temporary and permanent teachers in NSW public schools must hold a NSW Department of Education approval to teach. Teachers with approval to teach must be accredited with the NSW Education Standards Authority, and hold a recognised teaching degree. All NSW teachers must hold a valid NSW Working With Children Check clearance.

Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice.

Professional learning includes five student-free School Development Days and induction programs for staff new to our school and/or system. These days are used to improve the capacity of teaching and non-teaching staff in line with school and departmental priorities.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2019 to 31 December 2019. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2019 Actual (\$)
Opening Balance	1,009,014
Revenue	11,210,734
Appropriation	10,772,168
Sale of Goods and Services	48,112
Grants and contributions	380,189
Investment income	3,660
Other revenue	6,605
Expenses	-10,630,302
Employee related	-9,737,223
Operating expenses	-893,079
Surplus / deficit for the year	580,432

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.

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 2020 Financial Year in line with the School Plan 2018–2020.

Financial summary - Equity loadings

The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

	2019 Approved SBA (\$)
Targeted Total	963,184
Equity Total	774,039
Equity - Aboriginal	61,402
Equity - Socio-economic	371,823
Equity - Language	12,054
Equity - Disability	328,761
Base Total	8,026,637
Base - Per Capita	202,483
Base - Location	0
Base - Other	7,824,154
Other Total	574,769
Grand Total	10,338,630

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.

From 2018 to 2021 NAPLAN is moving from a paper test to an online test. Individual schools are transitioning to the online test, with some schools participating in 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 be treated with care.

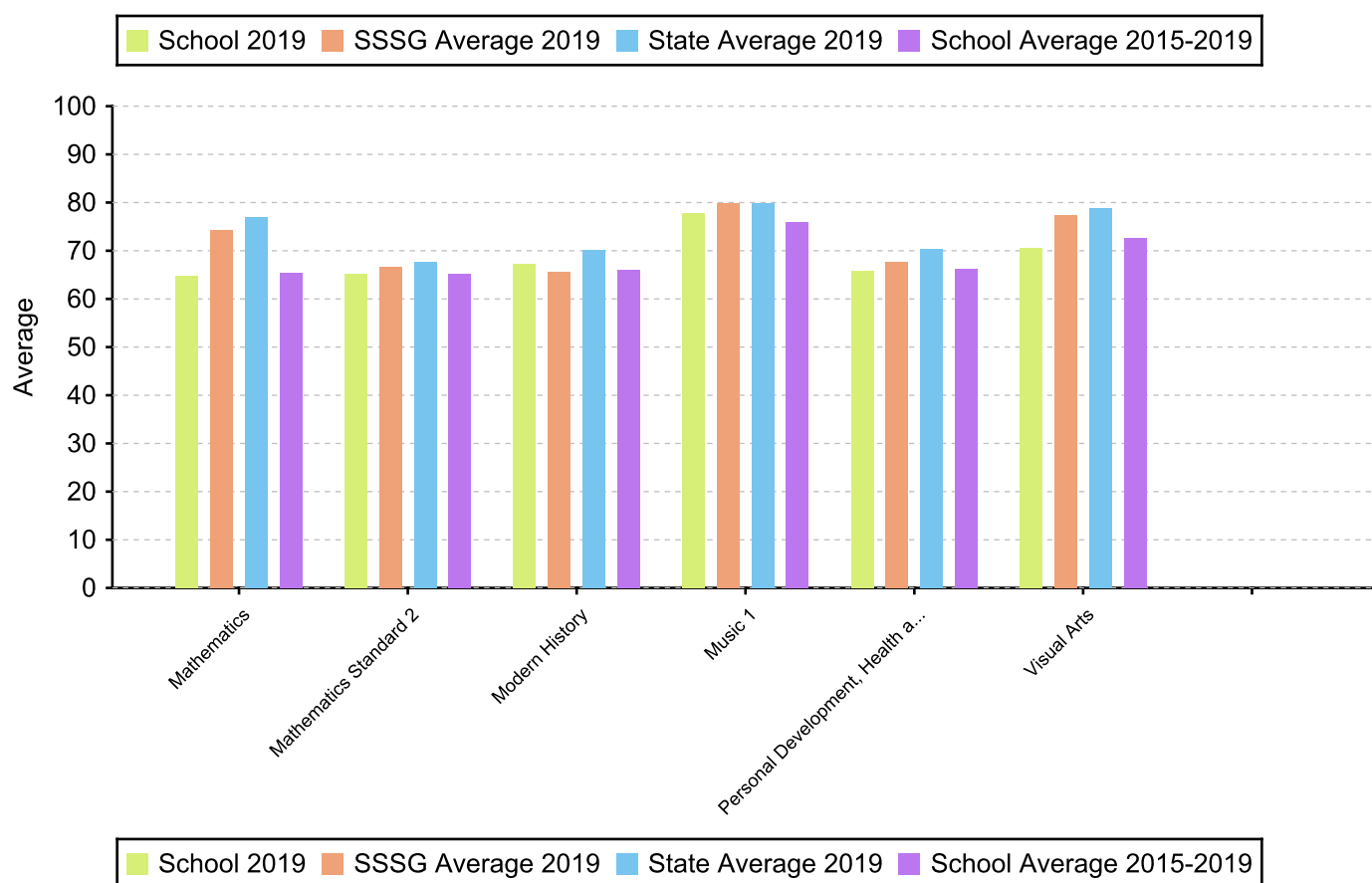
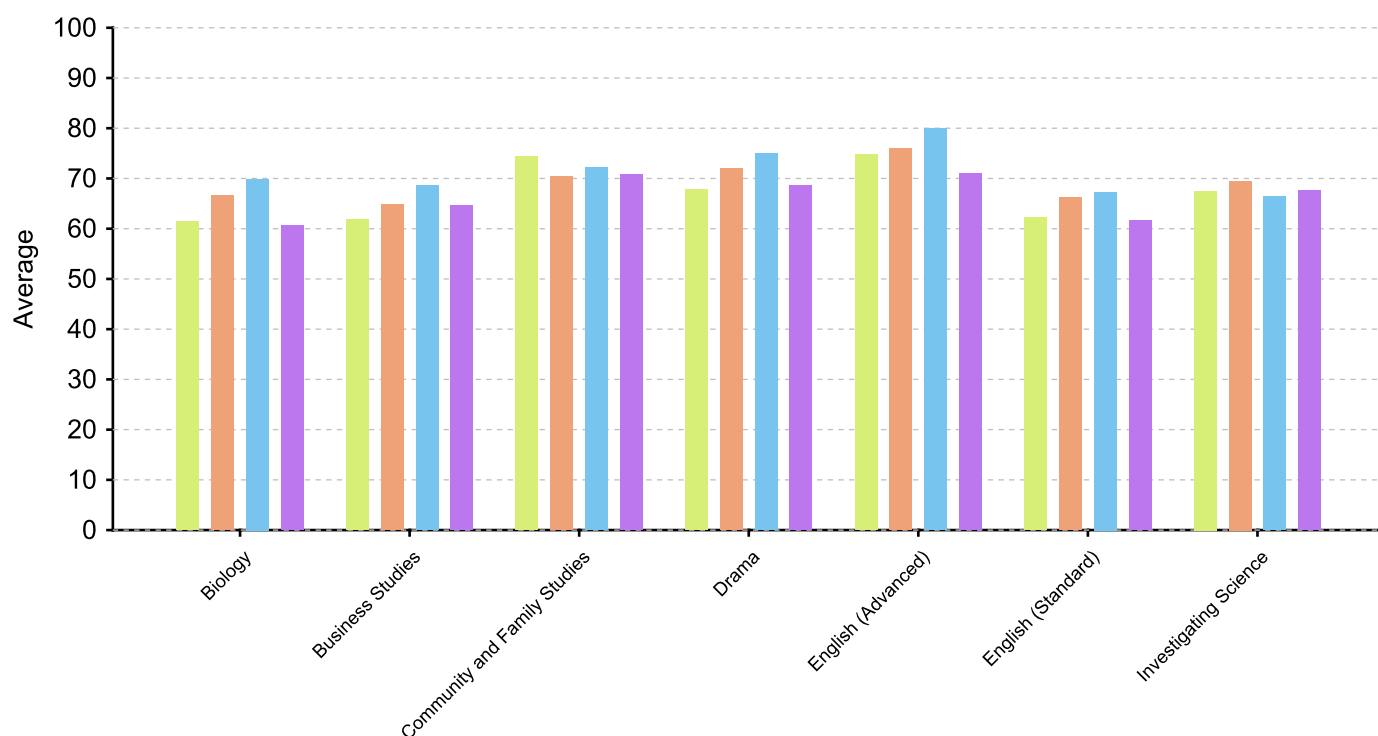
NAPLAN Online

The My School website provides detailed information and data for national literacy and numeracy testing. Go to myschool.edu.au to access the school data. As schools transition to NAPLAN online, the band distribution of results is not directly comparable to band averages from previous years. While the 10 band distribution available to schools who completed NAPLAN online is a more accurate reflection of student performance, caution should be taken when considering results relative to what was formerly a six band distribution. As the full transition of NAPLAN online continues, the most appropriate way to communicate results for NAPLAN online is by scaled scores and scaled growth. This is the reporting format agreed by state and territory education ministers, and is reflected on the myschool website.

School performance - HSC

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

The information in this report must be consistent with privacy and personal information policies. Where there are fewer than 10 students in a course or subject, summary statistics or graphical representation of student performance is not available.



Subject	School 2019	SSSG	State	School Average 2015-2019
Biology	61.5	66.6	69.9	60.6
Business Studies	61.8	64.8	68.6	64.7
Community and Family Studies	74.3	70.5	72.2	70.8
Drama	67.8	71.9	75.0	68.7
English (Advanced)	74.8	76.0	80.0	70.9
English (Standard)	62.3	66.1	67.3	61.6
Investigating Science	67.5	69.5	66.5	67.5
Mathematics	64.8	74.2	76.9	65.4
Mathematics Standard 2	65.1	66.7	67.7	65.1
Modern History	67.3	65.6	70.2	65.9
Music 1	77.8	79.8	79.9	75.9
Personal Development, Health and Physical Education	65.9	67.6	70.5	66.1
Visual Arts	70.6	77.4	78.8	72.7

Parent/caregiver, student, teacher satisfaction

In 2019 the school surveyed parents, staff and students on a number of areas regarding curriculum, assessment, professional learning and school satisfaction. Surveys included the Tell Them From Me, PIVOT and the People Matter 2019 surveys.

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 2019. They provided valuable feedback to school staff which assisted in informing future planning and direction in a range of areas across the school. The P&C also consulted with staff and successfully applied and secured a number of grants to support further school resource purchases and upgrades.

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.

Students also engaged in PIVOT surveys providing explicit feedback for their teachers on their student learning experiences.

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.

The P&C were engaged in consultation supporting the school's successful strategies in achieving a commitment for a new Performing Arts and Learning Centre to be built on site, adding to our outstanding facilities supporting enriched student educational opportunities and experiences.

Policy requirements

Aboriginal Education Policy

The responsibility for enacting the Aboriginal Education Policy rests with all Departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings.

Evidence of effective implementation of the policy included:

- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
- Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.

Scholarships, camps and programs offered to students focus on broader community engagement, as well as building confidence and cultural knowledge. Three students were accepted into the M5 Corridor STEAM Camp for Aboriginal and Torres Strait Islander students, building understanding of community, culture and science. Students also attended Young Mob Camps to build connection to country and experience cultural immersion as part of the Young Mob Program run for students across Year 7 – 10. Public Speaking and Leadership were also supported by Young Mob programs.

In 2019, three students applied and were accepted into the Wingarra Mura–Bunga Barrabugu Summer School Program at the University of Sydney. The program is a one–week immersion on campus aimed at assisting with transition to university and allowing students to experience campus life and a snapshot of tertiary study. Students spent a full week living residentially on campus, with a visit from parents and guardians at the end of the program and post–program links to the university and community.

2019 also saw four students accepted into the Aurora Scholarship program. This program provides a financial grant to students to assist with schooling costs each year from Year 8 to Year 12, as well as providing camps, cultural experiences and school to university transition support. Students were paired with mentors to assist them in completing school and excelling in their field of interest after the completion of Year 12.

Programs run in school such as SistaSpeak, BroSpeak and the PLP Mentoring Program enhance the development of rapport between staff and students, as well as fostering positive relationships between students. These programs facilitate the completion of the Personalised Learning Pathways and provide students with a mentor at the school who further supports them in their education and wellbeing, encouraging and supporting them to strive for success with further support from the school wide community.

The school employs staff through RAM funding to provide additional assistance with assessments, study skills and goal setting for our Aboriginal and Torres Strait Islander students. These staff are involved in mentoring of these students, providing additional support and assistance to students in their education journey.

The NASCA YIPP Program targeted Years 7, 8, 9 and 10 Aboriginal students. Through this program mentors worked with student's one day a week, building self–esteem, employability skills and fostering cultural awareness. The mentors also supported students in the classroom with their academic studies. The focus of the program for 2019 was cultural awareness through aboriginal games and activities. The highlight of this year's program was the NAIDOC Ball which recognised the many achievements of the students participating in the program. Two students were selected to fly to Japan for the Pass–it Back Program providing the opportunity for students to share their culture with students in Japan.

The NRL School to Work Program is funded by the Australian Government and NRL clubs. The program assists students with their transition to work or study. The support continues for 12 months after they leave school. In 2019 the program supported one Year 12 Student to transition into her chosen University course and fifteen Year 11 student to transition into their senior studies. In 2019 3 students were selected to attend the NRL All Stars Indigenous Summit in Melbourne.

In 2019 Western Sydney University's Pathways to Dreaming Program was in its third Year of implementation at our school, with 32 students in Years 8 to 11 participating. WSU's Pathways To Dreaming program is designed to engage Aboriginal and Torres Strait Islander students in Year 8 to Year 12 in the opportunities that await them in higher education. Mentored by current Western Sydney University students and alumni of the university, our students were supported and encouraged to achieve their educational aspirations. Students took part in academic and cultural enrichment workshops at the university while in–school programs are devised, implemented and facilitated by university staff and mentors.

All teachers are responsible for supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. Principals are responsible for examining school practices and procedures to ensure they are consistent with the policy. All schools have an Anti-Racism Contact Officer who is trained to respond to concerns in relation to racism.

Multicultural Education Policy

Teachers address the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. Principals are responsible for ensuring that school policies, programs and practices respond to the cultural, linguistic and religious diversity of the school community, and provide opportunities that enable all students to achieve equitable education and social outcomes.

The Multicultural Education Policy and the Anti Racism Policy have supported the school community to acknowledge and respect cultural diversity, inclusion and a sense of belonging and examples of how the school embeds these are through PBL lessons, celebration days, including Harmony Day and cultural exchanges.

One of the highlights of 2019 was another visit to our school by a group of students and staff from China. The group were with us for a week and attended classes and activities with our students. This was an extremely successful program allowing students from both countries to experience the richness of another culture.

In 2019, through the NASCA Pass it Back Program, 2 of our students were selected to fly to Japan providing the opportunity for our students to share their culture with students in Japan.

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. Our students and staff bring with them a range of cultural and religious traditions.