

# 2020 Annual Report

## Glenmore Park High School



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# Introduction

The Annual Report for 2020 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.

## School contact details

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## School vision

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

At Glenmore Park High School, our whole school community is committed to fostering an environment of high expectations and inclusion, focussed on developing responsible, successful learners engaged in maximising their individual educational attainment. Every student and every teacher will be challenged to continue to learn and improve every year.

Through explicit teaching strategies and a focus on developing visible learners we are committed to supporting students to achieve academic excellence with strong foundations in literacy, numeracy and deep content knowledge, preparing students for higher education, training and work.

Student wellbeing programs, embedded in all areas of school life, will focus on increasing student efficacy in resilience, engagement and school and wider community connection supporting our students to be confident, adaptive, responsible citizens.

## 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>



## 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 and Visible Learning 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>Head Teacher Special Programs created to coordinate consistent whole school Professional Learning through continued implementation of Instructional Rounds and Visible Learning. Throughout 2020, a range of Professional Learning transitioned to an online model.</p> <p>100% of staff had engaged in 8 sessions of Instructional Rounds in 2019. Staff have worked in Professional learning groups observing each others teaching, followed by extended conversation about their collective practice. Staff have also engaged in Visible Learning Professional Learning included, in 2020, the delivery of an online method due to COVID restrictions, but continuity in implementation was maintained. 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 allowed staff to collectively refine their practice in collaboration with their colleagues. Staff have recognised the difference these professional learning opportunities 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 processes included staff reporting to the School Executive and delivering Professional Learning sessions at staff meetings, many throughout 2020 held on Teams or Zoom, 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 continued to develop professionally through the implementation of the Pivot Program. This program has allowed students to provide specific feedback, based on the Teacher Standards, 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</p>	<p><b>Funding Sources:</b></p> <ul style="list-style-type: none"><li>• Socio-economic background (\$33936.00)</li></ul>

## Progress towards achieving improvement measures

evaluate and inform improvement of learning outcomes. Student voice is pivotal in this feedback.

### 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 (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. In 2020 the continued Professional Learning for Visible Learning began with a face-to-face delivery mode but transitioned to online delivery due to COVID-19 restrictions.</p> <p>Staff can identify the characteristics of Visible Learners, understand various ways of analysing their own impact and how feedback can be utilised to impact 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 continued to explore, evaluated and led the development of a shared metalanguage to build 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 been fully implemented in 2020. Staff meetings were used for whole staff follow-up and planning. In 2020, staff engaged strongly in supporting all staff upskilling in online platforms to support quality teaching and learning experiences and also wellbeing programs during and beyond the COVID-19 online learning period.</p>	<p><b>Funding Sources:</b></p> <ul style="list-style-type: none"><li>• Professional learning (\$30818.00)</li></ul>

### 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>In 2019 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 training and development for planned implementation of ALARM within each faculty and has supported staff to embed the ALARM matrix into assessment tasks.</p> <p>Throughout 2020 the school has continued to evaluate the most effective writing strategies to be used school wide. Whilst ALARM has remained the most widely used, some faculties have nominated other evidence based strategies that provide greater opportunities to develop student's skills in writing in their specific subject areas, including SOLO.</p> <p>Students requiring literacy and numeracy support have been identified through the PAT testing program that has continued throughout 2020 in order to achieve a set of baseline data on all students from 7-10. NAPLAN results, Check-in data and internal assessments have also been utilised to identify students requiring intervention, although it is important to note NAPLAN in 2019 moved to an online platform for GPHS and NAPLAN did not run in 2020 due to COVID-19.</p>	<p><b>Funding Sources:</b></p> <ul style="list-style-type: none"><li>• Socio-economic background (\$131260.00)</li></ul>

## Progress towards achieving improvement measures

Identified students have commenced Multi-Lit, Quick Smart and a range of intervention programs including support for students in achieving meeting 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. Whilst 2019 NAPLAN Year 9 results indicated a 2% improvement in Reading in the top two bands there were no NAPLAN results from 2020 to identify trend from this data set. In 2020, the Learning and Support Team began developing class profiles to provide staff with easily accessible data on students in their classes.

Targeted support programs through tutoring (through RAM funded teachers and WSU interns )in the library has continued, although the 2020 COVID restrictions did see this program reduce. This program supports students experiencing difficulties but is also designed support students aiming to achieve the highest standards and has been widely utilised by senior students.

The Learning and Support team utilise data to identify students who can be supported through Learning and Support (Literacy and Numeracy) programs for students who show the potential to reach top bands.

Teaching and Learning programs are data driven and are differentiated for individualised student learning.

Adjustments to Transition Programs, Year 6-7 were made due to COVID restrictions. They continued identifying student gaps allowing for individual supports to be implemented immediately.

In 2020 Glenmore Park High School staff undertook a thorough review of a broad range of data, programs and initiatives through a Situational Analysis. Data sets on literacy and numeracy were reviewed in detail. This further informed our 2021-2024 Strategic Improvement Plan. Identification of the need to explicitly teach literacy and numeracy concepts across all subject areas has led to a whole school focus embedded across all syllabus areas.

## 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. This is further supported through the Elevate Program. External courses and leadership opportunities are accessed to develop strong, engaged, resilient students.</p> <p>Glenmore Park High School, through research informed practice, created in 2020 an above establishment position, Head Teacher Administration, acknowledging the strong link between student wellbeing, attendance and success at school. The Attendance data, programs and practices were reviewed throughout 2020. This review has informed refinement of practices to support and improve student attendance.</p> <p>Positive student wellbeing is an essential element to the positive student achievement at GPHS. A whole school matrix includes monitoring and support of positive student wellbeing and continues to underpin student achievement at GPHS. Data informs targeted wellbeing programs focussed on particular Year groups. External providers are engaged to provide professional support and to enhance student wellbeing outcomes. Throughout 2020, Wellbeing Google Classrooms were implemented for all Year Groups to monitor students and provide resources to support students during the COVID On-Line Learning period and also on student's return to school.</p> <p>Whilst in 2018 and 19 GPHS engaged in professional learning in James Nottingham's 'Growth Mindset' teaching and learning framework, this was placed on hold in 2020. The core of this professional learning was to create a</p>	<p><b>Funding Sources:</b></p> <ul style="list-style-type: none"><li>• Student Wellbeing (\$32815.00)</li><li>• Professional learning (\$5000.00)</li><li>• Socio-economic background (\$7000.00)</li><li>• Socio-economic background (\$143320.00)</li></ul>



## Progress towards achieving improvement measures

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. In 2020 Wellbeing staff developed lesson content that moved to an online platform, ensuring continuity for students and flexibility in delivery. Student wellbeing needs are supported through a whole school wellbeing matrix that would normally be enhanced through engagement with external agencies, providing further areas for wellbeing education and support to students, enhancing a positive school culture where students are known, valued and cared for. In 2020, restrictions limited engagement in face-to-face programs but on-line programs were accessed when available.

Our broad range of lunchtime activities and extra curricular activities-including but not limited to Yoga Classes, Girls Club, Environmental Club, Pen and Paper, The 'Raw Challenge', Boy's Program, Virtual Reality and Art Club were adjusted throughout 2020 due to restrictions and ensuring Education and Health advice was adhered to.

### 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>In 2020 the GPHS Learning and Support Team (LST) reduced engagement with the Quicksmart program, due to limitations around COVID. They did continue to implement PAT testing across years 7 to 10 in 2020. This process provided baseline data to inform the specific teaching and learning needs of all students. In addition, the Learning and Support Team were 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 also allows for the more effective measurement of student improvement in learning outcomes. Staff continue to undertake training in the use of data allowing 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. In 2020 Elevate Education, moved to an online delivery model to continued to support GPHS students through the explicit teaching of study methods and the associated skills. Elevate Education also moved their Parent Forum to an online platform in 2020, providing useful strategies and tips to parents around the most supportive and successful assistance that they are able to support their children with throughout their educational journey.</p> <p>Aboriginal programs support 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, which moved to an online experience in 2020, providing a link to future University placements. The Aurora Program, further supported students who were recipients of their scholarship program to ensure they had all the resources required to ensure continuity of learning. Unfortunately the NASCA and Young Mob Programs were unable to be implemented through the face-to-face mode of delivery in 2020 but program providers remained in contact with the school and students, to support them further.</p>	<p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>• Socio-economic background (\$65630.00)</li> <li>• Socio-economic background (\$23000.00)</li> </ul>

## Progress towards achieving improvement measures

All Aboriginal students have been provided with a mentor who accesses students data to support the creation of their PLP. In consultation with students and families 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

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.

The Transition Coordinator worked with students, from Year 9-12 to plan and tailor a pathway for their transition to work. This work continued throughout 2020 with great success. The Transition Coordinator liaises with community to ensure students are offered a broad range of experiences through work experience, TAFE programs and programs through alternate providers.

### 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 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. Whilst 2020 started strongly with GPHS plans continuing for authentic student experiences through engagement with Sydney Science Park and our participation in the 2020 inaugural Sydney Science Park-CSIRO Urban Living Lab Annual School Challenge, planning and engagement had to be postponed due to 2020 COVID restrictions. Communication remained open with business and industry partners in this space to ensure programs could recommence when possible.</p> <p>In 2020 our STEM Space was redesigned and the 'Maker Space' project, purchased through a previous successful grant, was moved to this space. Expansion of STEM programs continued where possible, often through online platforms whilst continuing to provide wider connections for students to business and industry specialists and mentors.</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-focussed programs for students at GPHS. In 2019 these included Drones and Coding, Virtual Reality, 3D design and printing, Stage 6 Engineering Studies. In 2020 this program continued but in a modified format, through on-line delivery. The team will continue their work with Sydney University, completing the program and their project in 2021.</p> <p>GPHS maintains excellent partnerships with respect to Aboriginal community</p>	<p><b>Funding Sources:</b></p> <ul style="list-style-type: none"><li>• Socio-economic background (\$21000.00)</li></ul>

## Progress towards achieving improvement measures

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.

### 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 2020, staff engaged in school wide professional learning on Visible Learning, Data informing Practice, and professional learning targeted at upskilling staff and students in using on-line teaching and learning platforms including Google Classroom and the Google Suite, Edrolo, Zoom and Microsoft Teams continuing our school journey, through a collaborative approach, of school improvement towards excellence in all areas. Staff established a mentor/buddy system to support colleagues throughout this process.</p> <p>Staff also continued to engage in professional learning opportunities for specific curriculum planning, delivery and implementation. Individual staff members also continued to engage in professional learning targets set in their Performance Development Plans. Professional Learning activities also targeted Wellbeing programs.</p> <p>Our school motto of Learning for Life applies to our whole school community, staff and students.</p> <p>The implementation of Visible Learning continued with staff attending full day professional learning experiences on research, training and implementation. Visible Learning Professional Learning and Implementation continued 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, Effective Strategies for Teaching and Learning and a broad range of On-Line platforms.</p> <p>As a member school of the Penrith Education Alliance School, 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. Early March, 2020, colleagues from each of our 7 partner schools joined together at either Jamison High School or Glenmore Park High School to participate in Faculty Specific professional</p>	<p><b>Funding Sources:</b></p> <ul style="list-style-type: none"><li>• Professional learning (\$45000.00)</li><li>• Professional learning (\$4500.00)</li></ul>



## Progress towards achieving improvement measures

learning. This afternoon also provided further opportunities for staff to lead professional learning activities for colleagues across schools.

Through our Alliances, students are also provided with the opportunities to engage in activities that further develop their leadership skills. The GPLA Leadership day saw Glenmore Park High School 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. Whilst these programs had to transition to On-Line platforms in 2020, students remained engaged in them.

### 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 2020, extensive opportunities were provided to both students and staff to extend and build their leadership capacity. Whilst adjustments had to be made due to the impact of COVID-19 restrictions, staff and students embraced the challenges.</p> <p>The Principals In STEM Leadership Program, through Macquarie University and Hobart University, had to be placed on hold in 2020.</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 and evaluation of the School Plan, and were also able to lead teams in the Situational Analysis, using a broad range of evidence to evaluate our 2018-20 School Plan and inform future directions for our 2021-24 Strategic Improvement Plan. These opportunities fostered the distribution of leadership and provided staff with opportunities to evaluate and hone their skills in leading.</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>The Honeycomb Matrix, an assessment tool that assists in the collection of student engagement data, was trialled. The trial was used to inform the whole school roll-out of this tool. Each faculty was represented during the trial, they then reported back to the team and their specific faculty. This process afforded opportunities for staff to lead their faculty as part of the whole school team, through implementation of the trial and then evaluation of its success and usefulness.</p> <p>Student Leadership continues to strengthen at GPHS and is highly valued by students and staff. In 2020 student applications for the Junior Leadership Team continued to increase, resulting in 57 students joining the Junior Leadership Team (JLT). The JLT and SLT 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 Relay for Life and the Cancer Council fundraising team amongst others.</p> <p>At the 2020 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.</p>	<p><b>Funding Sources:</b></p> <ul style="list-style-type: none"><li>• Socio-economic background (\$2000.00)</li></ul>

## Progress towards achieving improvement measures

The Junior Leadership Team also reviewed and revised meeting procedures and processes, implementing a 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.

### 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 2020 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, CSIRO, University of Technology and Sydney Science Park were continued, although adjustments had to be made in how connections occurred. The majority of these moved to on-line opportunities and experiences. Whilst these were offered, it was often found the impact was not as strong in the on-line space.</p> <p>Programs students had previously engaged in included the following: White Card Courses, held both on and off site, Work Experience, Work Placements, Pre-Apprenticeship experiences, Industry visits were placed on hold throughout much of 2020.</p> <p>In 2020 24.4% of students engaged in the school's transition program had successfully obtained a full-time apprenticeship or traineeship. The transition program in 2020 focussed on the job readiness of students who had identified as wanting to transition from school to full-time work before the completion of Year 12 studies. In 2020 94 students were provided with 1:1 assistance, 44 Work Experience placements were organised, 42 students participated in Construction Induction (White Card) courses and 23 students had acquired full-time apprenticeships or traineeships.</p> <p>In 2020 ABCN were limited by COVID restrictions and offered fewer opportunities/programs for staff and students to engage in. Those that were offered were completed in on-line delivery platforms.</p> <p>The GPHS Communication strategies were reviewed and refined further throughout 2020 to assist in increasing engagement with our community further and highlighting 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. This was particularly useful in 2020 as maintaining strong communication with our community to keep them informed and updated was imperative to the successful move to on-line learning and supporting our staff, students, parents and community navigating this space.</p> <p>Skoobag was set up again for the 2020 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.</p> <p>The school website was reviewed to communicate more effectively with</p>	<p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>• Socio-economic background (\$65630.00)</li> <li>• Socio-economic background (\$26577.00)</li> </ul>

## Progress towards achieving improvement measures

parents. Assessment information and excursion permission notes were to be shared throughout the year via the website.

An Elevate Information session for parents was provided through on-line platforms.

Data for 2020 continues to show an increase in followers to our school's Facebook, Website and Skoolbag.

Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	<b>Funding Sources:</b> <ul style="list-style-type: none"> <li>• Aboriginal background loading (\$110 195.00)</li> </ul>	<p>Additional, targeted 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>NASCA Young Indigenous Pathways Program and Young Mob programs continued connections with students and staff where possible. Programs were adjusted if able, to the on-line platforms. Aurora Scholarship programs continued to connect with students and families to assist with resourcing on-line learning platforms.</p> <p>Student PLP's have been developed/revised. Students have been supported with a mentor who consulted with students and families to develop targeted outcomes to support student achievement of goals. In 2020 NAPLAN did not run but in the previous year, Year 9 NAPLAN data showed that our Aboriginal students are above state and SSG schools in Numeracy, Reading, Writing, Spelling and Grammar. During the COVID, On-Line Learning period, staff/mentors connected with families to support access to all teaching and learning programs.</p>
<b>English language proficiency</b>	<b>Funding Sources:</b> <ul style="list-style-type: none"> <li>• English language proficiency (\$9 768.00)</li> </ul>	<p>In 2020 the school employed additional staff as tutors to assist students learning through 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 and to support staff in assessment adjustments when required. This included 1:1 and small group instruction. This also informed additional teacher professional learning in this area.</p>
<b>Low level adjustment for disability</b>	<b>Funding Sources:</b> <ul style="list-style-type: none"> <li>• Low level adjustment for disability (\$350 886.00)</li> </ul>	<p>Employment of 2 fulltime, permanent Learning and Support Teachers and also School Learning and Support Officers provides further support for students with disability in mainstream classes and also in our support/remediation programs including Multi-Lit and Quicksmart.</p> <p>The Learning and Support Team implement PAT testing for students and triangulate data to revise and developed Personalised Learning Profiles and Individual Education Plans for identified students. They also support and mentor staff through differentiating teaching resources to cater to the needs of all students. This includes delivering a range of Professional Learning to support staff understanding of appropriate</p>



<p><b>Low level adjustment for disability</b></p>	<p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>• Low level adjustment for disability (\$350 886.00)</li> </ul>	<p>adjustments.</p> <p>The Learning and Support Team also support staff in the collection and recording of NCCD data.</p> <p>In 2020 the Learning and Support teachers, led by the Head Teacher Teaching and Learning, continued developing class profiles to support staff further. They also maintained strong contact with families during the On-Line Learning period, completing daily COVID check-ins to see all students could access their learning and families could access support, when required, with this.</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>The Learning and Support Team also reviewed the Disability Provisions to align with NESA standards and provided feedback to staff on this.</p> <p>Resources to assist implementation of supports were also purchased.</p>
<p><b>Socio-economic background</b></p>	<p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>• Socio-economic background (\$443 371.00)</li> </ul>	<p>Engagement of above establishment staff to support 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> <p>Quick Smart was continued, although delayed through the On-Line learning period, with a team of staff from Learning and Support continuing to support implementation. The Quick Smart Hub continued to support implementation of both Quicksmart and Multi-Lit.</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. In 2020 these partnerships moved to an On-Line delivery.</p> <p>Increased whole school professional learning on Visible Learning, research and data also a focus on On-Line teaching and learning platforms to support learning from home.</p>

<b>Socio-economic background</b>	<b>Funding Sources:</b> <ul style="list-style-type: none"> <li>• Socio-economic background (\$443 371.00)</li> </ul>	<p>Increased 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 throughout the Learning from Home period and beyond.</p> <p>Implementation of flexible learning spaces continued throughout 2020, with a focus on the Library area and outdoor learning spaces.</p> <p>Purchase resources to support a broad range of student programs, including laptops to loan to students, enabling their engagement in On-Line Learning.</p> <p>Revise communication strategies to increase easy access to updated information for staff, parents and students. Staff release time to assist with this continued.</p>
<b>Support for beginning teachers</b>	<b>Funding Sources:</b> <ul style="list-style-type: none"> <li>• Support for beginning teachers (\$112 834.00)</li> </ul>	<p>AT GPHS Beginning and Early Career teachers have each been supported by our Mentor Teacher, Head Teacher PDHPE, and their own respective Head Teachers offering support and guidance across a range of areas. Examples of the support provided to these staff included:</p> <p>All beginning teachers being included in an Induction Program to GPHS and 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>In 2020 the Beginning Teacher Conference was delayed due to COVID restrictions but opportunities to engage in Professional Learning around Behaviour Management courses and other courses identified by beginning/early career teachers which relate to each KLA, or as identified by each beginning teacher/early career teacher or mentor teacher were provided, most through On-Line learning courses.</p> <p>The opportunity to have lessons observed and receive feedback by the mentor teacher or other staff members from their KLA whom they identified as a mentor teacher.</p> <p>Beginning teachers/early Career Teachers had the opportunity throughout the year to observe a range of staff members and were able to choose more experienced teachers who they identified to support their growth. This has 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><b>Support for beginning teachers</b></p>	<p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>• Support for beginning teachers (\$112 834.00)</li> </ul>	<p>An above-establishment 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-full load allocation 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/Professional Learning as required.</p> <p>in 2020, beginning teachers were supported further through Mentor Teachers, Head Teachers and targeted professional learning to assist in the move to, and monitoring of, the On-Line teaching and learning platforms.</p>
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# Student information

## Student enrolment profile

	Enrolments			
Students	2017	2018	2019	2020
Boys	430	444	474	515
Girls	407	397	435	457

## Student attendance profile

School				
Year	2017	2018	2019	2020
7	92.1	91.2	90.1	92.5
8	88.1	89.9	87.4	90.4
9	87.2	85.8	86	88.4
10	86.8	83.8	79.9	88.5
11	87.3	78.8	81.8	82.2
12	88.8	87	89.3	87.5
All Years	88.4	86.3	85.9	88.7
State DoE				
Year	2017	2018	2019	2020
7	92.7	91.8	91.2	92.1
8	90.5	89.3	88.6	90.1
9	89.1	87.7	87.2	89
10	87.3	86.1	85.5	87.7
11	88.2	86.6	86.6	88.2
12	90.1	89	88.6	90.4
All Years	89.6	88.4	88	89.6

NSW student attendance data in 2020 is not comparable to previous years due to the effects of the COVID-19 pandemic. The NSW Government encouraged students to learn from home, where possible, for a seven week period from 24 March to 22 May. During this period, schools monitored engagement with learning to determine whether students were marked present. This changed the attendance measure. There was also some evidence of varied marking practices as schools adjusted to the learning from home period, with some schools recording higher attendance rates while others recording markedly lower rates.

## 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	3	4
Employment	14	20	34
TAFE entry	1	2	12
University Entry	0	0	28
Other	1	10	2
Unknown	0	24	20

In 2020 the number of students offered a university placement was slightly less than in 2019. The majority of students accepted offers to attend Western Sydney. Others received offers from Macquarie University, University of Sydney, University of Newcastle, University of New South Wales, University of Technology 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

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43.69% of Year 12 students at Glenmore Park High School undertook vocational education and training in 2020.

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

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91.1% of all Year 12 students at Glenmore Park High School expected to complete Year 12 in 2020 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 2020. Four Year 10 students completed a Stage 5 qualification in Hospitality. Eight Year 10 students completed a Stage 6 Primary Industries (Landscaping and Horticulture) course. Thirty Year 11 and 12 students commenced or completed courses such as Tourism, Early Childcare and Fitness. School based apprenticeship numbers remained similar to past years with two students undertaking apprenticeships in Plumbing and Nursery Production and traineeships in Retail, Business and Construction. One student was enrolled in the NSW Health Course offered at Nepean Hospital.

# Workforce information

## Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	2
Head Teacher(s)	10
Classroom Teacher(s)	53.8
Learning and Support Teacher(s)	2
Teacher Librarian	1
School Counsellor	2
School Administration and Support Staff	16.77
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, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2020, 3.7% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

## Workforce ATSI

Staff type	Benchmark <sup>1</sup>	2020 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
School Support	3.30%	6.30%
Teachers	3.30%	2.80%

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.

In 2020, an additional School Development Day was included at the start of Term 2 to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

## Financial information

### Financial summary

The information provided in the financial summary includes reporting from 1 January 2020 to 31 December 2020. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2020 <b>Actual</b> (\$)
<b>Opening Balance</b>	1,589,446
<b>Revenue</b>	11,987,555
Appropriation	11,743,473
Sale of Goods and Services	46,844
Grants and contributions	190,638
Investment income	1,426
Other revenue	5,175
<b>Expenses</b>	-12,089,440
Employee related	-11,201,996
Operating expenses	-887,444
<b>Surplus / deficit for the year</b>	-101,884
<b>Closing Balance</b>	1,487,562

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 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 the Budget preparation and monitoring.

Funds in all areas will be expended by the end of the 2021 Financial Year in line with the School Plan 2021-2024.

## Financial summary - Equity loadings

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

	2020 <b>Approved SBA</b> (\$)
<b>Targeted Total</b>	131,359
<b>Equity Total</b>	878,904
Equity - Aboriginal	74,878
Equity - Socio-economic	443,371
Equity - Language	9,768
Equity - Disability	350,886
<b>Base Total</b>	9,991,070
Base - Per Capita	224,155
Base - Location	0
Base - Other	9,766,916
<b>Other Total</b>	573,894
<b>Grand Total</b>	11,575,227

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.

The My School website provides detailed information and data for national literacy and numeracy testing. Go to [myschool.edu.au](https://myschool.edu.au) to access the school data.

### 2020 NAPLAN

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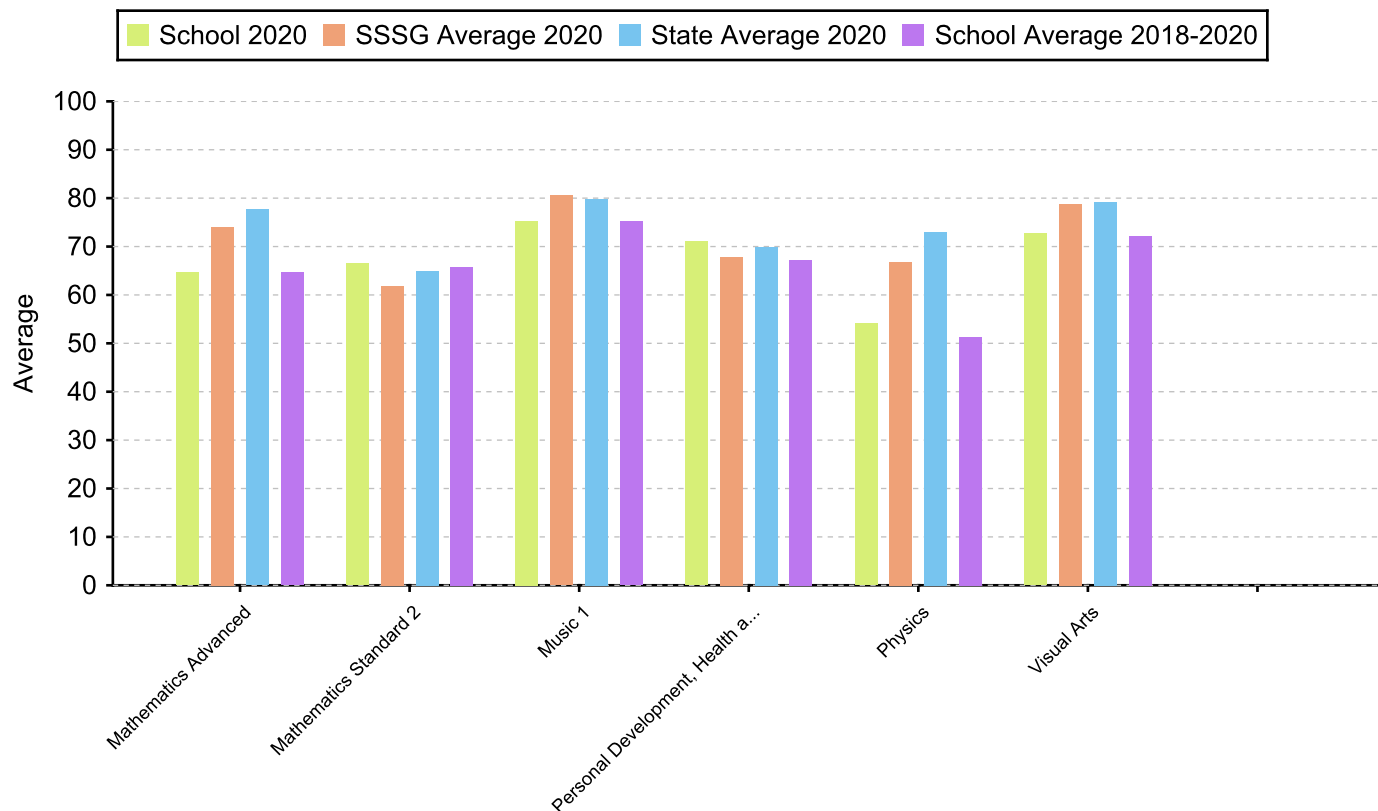
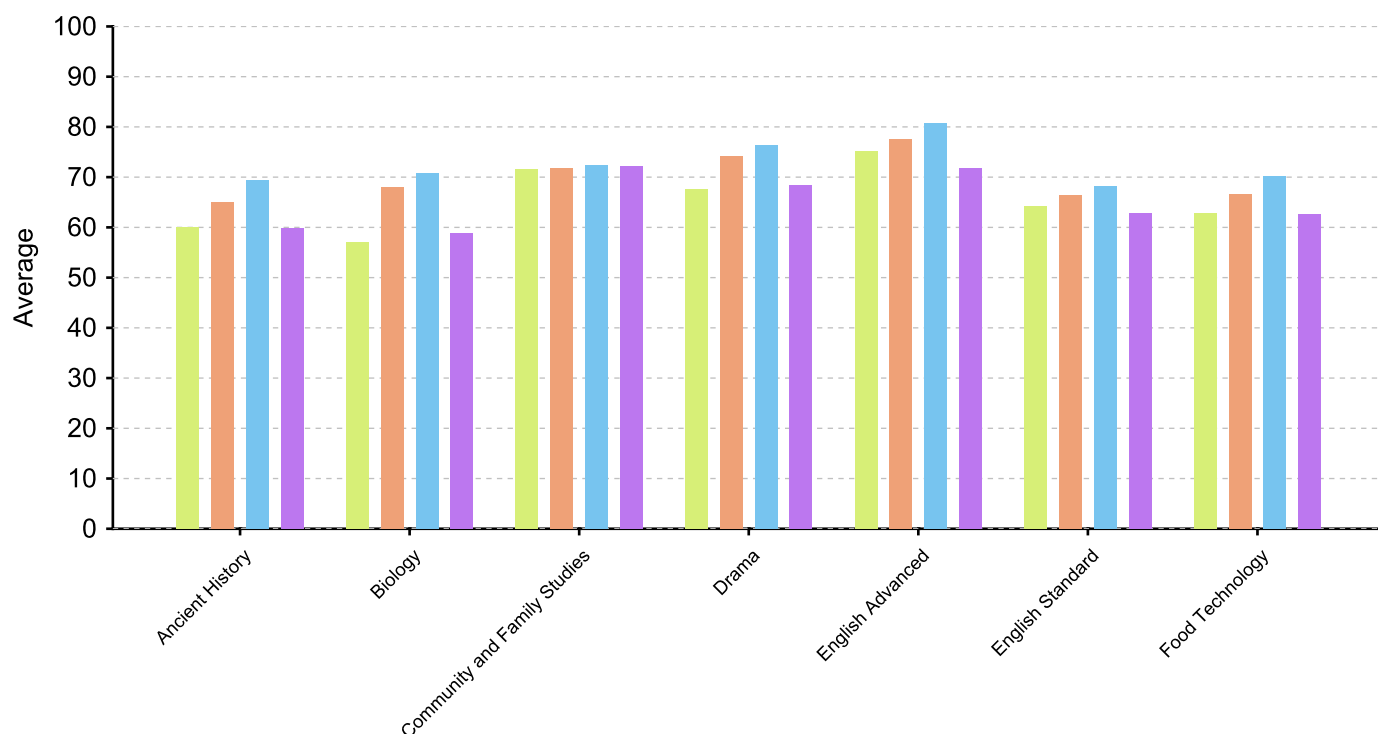
As agreed by the Education Council, the National Assessment Program (or NAPLAN) did not proceed in 2020 due to the COVID-19 pandemic. This was to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

The Education Council also agreed to defer the full transition to NAPLAN Online from 2021 to 2022 and the continuation of current NAPLAN governance arrangements through 2021.

## 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.





<b>Subject</b>	<b>School 2020</b>	<b>SSSG</b>	<b>State</b>	<b>School Average 2018-2020</b>
Ancient History	60.0	65.1	69.4	59.9
Biology	57.1	67.9	70.8	58.8
Community and Family Studies	71.6	71.7	72.4	72.2
Drama	67.6	74.1	76.4	68.4
English Advanced	75.2	77.5	80.8	71.7
English Standard	64.3	66.3	68.1	62.8
Food Technology	62.8	66.6	70.2	62.7
Mathematics Advanced	64.6	74.1	77.7	64.6
Mathematics Standard 2	66.5	61.8	64.9	65.8
Music 1	75.3	80.6	79.8	75.2
Personal Development, Health and Physical Education	71.0	67.8	69.9	67.2
Physics	54.1	66.9	73.0	51.3
Visual Arts	72.7	78.8	79.2	72.2

## Parent/caregiver, student, teacher satisfaction

In 2020 the school surveyed parents, staff and students on a number of areas regarding curriculum, assessment, professional learning, on-line learning and school satisfaction. Surveys included an On-Line Learning Readiness survey, PIVOT surveys and the People Matter 2020 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 at the beginning of 2020 but continuity of meetings became difficult due to COVID restrictions throughout 2020. Meetings did eventually move to an On-Line platform. The P&C continued to provide valuable feedback to school staff which assisted in informing future planning and direction in a range of areas across the school. In 2020, the upgrade of the School Cafe was completed, the upgrade having been made available due to successful P&C Grant applications.

Student meetings, focus groups and 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 have remained engaged in the consultation process for planning and development of our new Performing Arts and Learning Centre to be built on site, starting in 2021, adding to our outstanding facilities supporting enriched student educational opportunities and experiences.

# Policy requirements

## Aboriginal Education Policy

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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.

## Anti-Racism Policy

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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

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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.