

2022 Annual Report

Glenmore Park High School



8276

Introduction

The Annual Report for 2022 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 Strategic Improvement 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

Glenmore Park High School

Glenmore Parkway

Glenmore Park, 2745

<https://glenmorepk-h.schools.nsw.gov.au>

glenmorepk-h.school@det.nsw.edu.au

4733 0155

School vision

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. Our holistic approach to achieving excellence for all will see every student and every teacher challenged to continue to learn and improve every year in an environment that supports innovation and collaboration.

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.

School context

Glenmore Park High School is a large, comprehensive, co-educational secondary school located on Dharug land in Sydney's Western area. Our Support Unit has 8 classes. The student population of 1080 has continued increasing over the previous four years. Our school's cultural diversity is celebrated and includes 9% of students identifying as having an Aboriginal background and 18% having a non-English speaking background, with 4% requiring some level of EAL/D (English and additional language or dialect) support.

The school provides excellent opportunities for individual student success and celebrates outstanding student achievement across a comprehensive range of areas. 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 aspirational, unique learning experiences. On completion of their education at Glenmore Park High School, students are well prepared for their highly successful transition to post-school destinations.

Through our extensive community partnerships, including Western Sydney University, CSIRO, Sydney Science Park, Australian Business Community Network (ABCN), Penrith City Council, National Aboriginal Sporting Chance Academy (NASCA), World Vision- Young Mob, Aurora Foundation, Sydney University and our local business community students are provided with a wide range of authentic learning experiences.

The school also has extremely strong connections with our 7 partner primary schools through the Glenmore Park Learning Alliance (GPLA) and local Penrith high schools, through the Penrith Education Alliance (PEA). Through our strategic work with these community connections we are able to provide holistic, innovative, supportive educational opportunities for all our students and our staff. These connections also provide students with a continuum in learning and expanded curriculum choices, including a variety of Vocational Education and Training (VET) courses, School Based Traineeships and iSTEM.

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, student leadership, debating and public speaking, Science Technology Engineering and Mathematics (STEM) and Virtual Reality programs.

Our partnerships with the National Aboriginal Sporting Chance Academy (NASCA), World Vision and Aurora Foundation provide Aboriginal students increased opportunities to connect with culture through the Young Indigenous Pathways Program (YIPP) and Young Mob program.

Glenmore Park High School's approach to student wellbeing is guided by the principles of Connect, Succeed and Thrive and is implemented throughout all areas of school life, including our Positive Behaviour for Learning program. Students are further supported by exceptional Wellbeing and Learning and Support Teams, providing wrap around support for students.

Our school facilities are outstanding and include a well equipped gym, a Movement (Dance) Studio, a STEM Hub, a purpose built Metals and Engineering building, a multi-purpose hall and a recently upgraded Hospitality Cafe. 2022 saw the enhancement of our facilities with the completion of our state of the art new Performing Arts and Learning Centre. These facilities provide students with industry standard technologies and opportunities, supporting further their authentic learning experiences.

Throughout Terms 3 and 4 of 2020 a comprehensive situational analysis has been conducted which informed the development of our 2021-2024 Strategic Improvement Plan, both involving genuine consultation with students, staff and parents. A range of data has been utilised in this process including Tell them for Me Survey data; parent, staff and student surveys and focus groups and People Matter Survey data. Through our situational analysis, we identified a need to use the majority of the school's equity funding to support a broad range of initiatives.

Glenmore Park High School is committed to continual improvement in evidence based highly effective classroom practices with staff collaboration and professional learning being the key to ensuring this. Our collective commitment will support us to ensure that both literacy and numeracy levels can be enhanced through improved processes in data analysis used to support individualised and differentiated learning.

The school will continue to implement Visible Learning processes and strategies and continue to develop staff capacity in actioning the associated mindframes in order to maximise their impact on student wellbeing, engagement and achievement. Wellbeing practices will be embedded in all areas of school life.

There will also be a focus on Higher School Certificate performance including staff professional learning around assessment and deeper analysis and use of data to inform development of both individual and group impact programs. Faculties will work collectively to develop ways of deepening the knowledge base of students.

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 Strategic Improvement Plan and annual report.

Our self-assessment process will assist the school to refine our Strategic Improvement 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>

Self-assessment using the School Excellence Framework

Elements	2022 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Working towards Delivering
TEACHING: Effective classroom practice	Sustaining and Growing
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: Student growth and attainment

Purpose

Through collective efficacy and evaluative practice our purpose is to ensure that students grow in their learning through explicit, consistent and research-informed teaching practices. Our teachers will evaluate their effectiveness and reflectively adapt their practice through whole school and individualised quality, targeted professional learning informed and evaluated through the use of student assessment, engagement and wellbeing data to inform high impact teaching and learning programs, ensuring we maintain our focus on maximising student learning outcomes.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Amplifying Professional Practice
- Data Driven Practice

Resources allocated to this strategic direction

Professional learning: \$53,714.36
Socio-economic background: \$227,872.00
English language proficiency: \$17,267.00
Aboriginal background: \$55,854.00
Low level adjustment for disability: \$386,043.00

Summary of progress

Whole school professional learning throughout 2022 focussed on improving literacy and numeracy instruction, and developing further staff's understanding and skills in the explicit teaching of literacy and numeracy. The Literacy and Numeracy Teams were reviewed and restructured to include representation from each faculty area to ensure that all staff were provided consistent, timely updates through faculty meetings on literacy and numeracy planning and implementation. Literacy and Numeracy Leaders participated in targeted professional learning, including working with Literacy and Numeracy Strategy Advisors from the Teaching Quality & Impact Directorate to develop whole school strategic implementation plans that included tracking student progress. The explicit professional learning delivered by the teams supported increased staff confidence through developing their pedagogy in identified focus areas of numeracy and literacy. Staff analysed class data and used this to develop a targeted literacy skill, delivering 'Think Alouds' to explicitly teach the skill. Staff participated in observations of each others practice in these and provided feedback. Staff also undertook professional learning in PLAN 2, addressing accessing data (Check In and Best Start) and identifying areas of focus for explicit teaching. Focus on this target has resulted in a significant uplift in average reading scores from 2021 to 2022. Additionally, there is a significant uplift from 2021 to 2022 in average writing scores and average grammar and punctuation scores, trending closer to SSSG figures. In Spelling, while State and SSSG had a downward trend from 2021 to 2022, Glenmore Park High School showed an upward trend.

The English staff underwent professional learning in Literacy Planet, an online literacy learning platform the school purchased a subscription with for all students Years 7-10. They have embedded this in their teaching and learning programs and students are encouraged to further access this through set homework challenges. Staff track student data throughout and increase challenges according to individual student achievement.

Stage 6 teachers engaged in HSC Strategy Professional Learning in the courses available throughout 2022. Through this high impact professional learning staff gained an understanding of the discriminating features of Band 5 and 6 in their courses. Throughout this professional learning staff engaged in the use of high leverage strategies that provided opportunities for growth in student learning. Staff collaborated in meetings where they shared teaching resources and strategies and engaged in cycles of action learning, reflecting on their own teaching practices. RAP and HSC analysis were completed early in 2022 identifying areas for growth. Whilst the school did not reach it's 2022 HSC target, there was an overall increase in students entering university studies with the majority of these through the early offer schemes.

Whole school professional learning informed by analysis of a range of data sources supporting improvements in our school targets will continue throughout 2023. Further professional learning supporting development of staff skills in explicit teaching of literacy and numeracy skills and embedding these in classroom practice will continue in 2023.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
Improvement of 2022 system-negotiated targets: Top 2 bands NAPLAN reading increase (uplift) of 5.9% or above from the system generate baseline.	NAPLAN data indicates 6.21% of students are in the top two skill bands for reading indicating the school continues to work toward achievement of the system negotiated target.
Top 2 bands NAPLAN numeracy increase (uplift) of 5.8% or above from the system generate baseline.	NAPLAN data indicates 4% of students are in the top two skill bands for numeracy indicating the school did not achieve the system negotiated target.
An increase in students achieving at or above expected growth in Year 9 NAPLAN reading toward the lower bound system negotiated target.	Data is unavailable for this progress measure in 2022 with an absence of comparison data from 2020 due to the cancellation of NAPLAN. However, focus on this target has enabled the delivery of high impact professional learning targeted to improving staff awareness and capability in the explicit teaching of reading and comprehension strategies.
An increase in the percentage of students achieving at or above expected growth in Year 9 NAPLAN numeracy toward the lower bound system negotiated target.	Data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 due to the cancellation of NAPLAN. However, focus on this target has enabled the delivery of high impact professional learning targeted to improving staff awareness and capability in the explicit teaching of numeracy.
Increase percentage of Aboriginal students achieving top 3 NAPLAN bands in reading from school baseline data.	NAPLAN reading data indicates an increase from 2021 NAPLAN by 10.4% of Aboriginal students achieving top 3 bands in reading.
Increase percentage of Aboriginal students achieving in the top 3 bands in NAPLAN numeracy from school baseline data.	NAPLAN numeracy data indicates a decrease from 2021 NAPLAN data by 3.2% of Aboriginal students achieving top 3 bands in numeracy.
Increase in the percentage of students achieving in the top 3 HSC bands HSC towards the lower bound system negotiated target. .	34.39% of students attained HSC results in the top three bands demonstrating progress yet to be seen toward the lower bound system negotiated target.
The number of students with 90% attendance at school meets or exceeds the annual lower bound trajectory target of 61.25%.	The number of students attending greater than 90% of the time or more has decreased by 23.97%, however this figure was significantly affected by the COVID-19 public health orders and flooding events in 2022.

Strategic Direction 2: Wellbeing, Resilience, Connection

Purpose

To create resilient, connected students who are prepared for lifelong learning and understand their own strengths and learning dispositions, exhibiting future aspirations through personalised pathways in a connected and supportive environment. Staff will evaluate student wellbeing data and adapt school-wide processes, supported by high impact professional learning to inform continual improvement inspiring all students and staff to achieve their potential. Planning for student wellbeing is developed with consideration to individual learning and wellbeing needs.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Student connectedness
- Resilience
- Individualised Pathways/ Leadership

Resources allocated to this strategic direction

Socio-economic background: \$117,593.00

Professional learning: \$40,000.00

Student support officer (SSO): \$96,058.00

Aboriginal background: \$20,000.00

Integration funding support: \$300,474.00

Summary of progress

Throughout 2022 a restructure of Wellbeing Meetings and Professional Learning has allowed for more relevant, targeted Professional Learning upskilling staff in the mentoring process with a focus on developing resilience and further supporting student mental health. The identification of students requiring support through weekly student support meetings has enabled more prompt connection to a mentor supporting students in the development of specific strategies to improve wellbeing. The Wellbeing Team was expanded to include an additional Assistant Year Advisor for each Year Group, a Deputy Principal Inclusion and Support, a Student Support Officer and a School Chaplain ensuring adequate support was available to our students following the difficulties faced throughout 2021 and the Learning from Home period. To further support student and staff wellbeing upgrades in technology and learning spaces created engaging, brighter areas, increasing student motivation and connection.

Positive student wellbeing is an essential element driving student success. Data was consistently utilised to develop and refine wellbeing processes. Positive Behaviour for Learning (PBL) continued to deliver explicit teaching around personal wellbeing skills and competencies with a particular focus on resilience and goal setting for students. The common language and vision taught through PBL developed a clear approach to expected behaviours across the school. A revised behaviour flow chart was implemented providing explicit processes for staff developing a consistent school-wide approach with clear expectation for students and staff across the school, allowing students to connect and engage. Professional learning was provided to beginning teachers on explicit classroom management processes ensuring that staff were equipped with a flexible range of strategies. Beginning teachers were supported through mentoring relationships throughout the year as well as an extensive beginning teacher induction program.

The whole school matrix was reviewed post-covid, using a range of data sources including student surveys and Tell Them From Me, in preparation for targeted wellbeing programs that were specific to particular Year Groups. Focus areas included Positive Mental Health, Driver Education, Anti Bullying, Cyber Safety and Leadership. An additional range of programs through Headspace and a programming targeting anxiety allowed the implementation of specific wellbeing programs to enhance student wellbeing and connection -and provided students with access to an external agency, encouraging students to engage with agencies outside the of school setting for further, ongoing support. Connection to school was enhanced through the relaunch of a wide range of extracurricular activities supporting and encouraging students to develop and celebrate their strengths, moving towards the achievement of their goals, through a range of sporting, creative arts, leadership and STEM opportunities, including a Mastering Maths program. Student success was celebrated through the awards system, awards assemblies and specific end of term celebrations. In the "Tell Them From Me" survey data the percentage of students who demonstrated positive wellbeing increased from 2021-2022 by 22 %. Year group programs were attended by entire Year groups aimed around resilience, mental health, drug and alcohol, high aspirations and cyber safety.

Through analysis of attendance data a whole school GPHS Attendance Plan underpinned by "Attendance Matters" was reviewed. The original plan had been impacted by Covid interruptions to face to face learning and a focus on returning all

students to optimal attendance, with support provided for targeted students sitting in the 85-90 percentile range to improve their attendance rates was a focus throughout 2022. Year advisors monitored and supported the selected sets of students. Data was monitored closely at whole school and individual level. Rewards were provided to students demonstrating improved attendance. Consistent and systemic processes through a partnership between home and school, including the implementation of the Parent Portal, strengthened the connection between home and school, ensuring transparency in student attendance. Whilst the school did not achieve the system negotiated target, the core focus was on ensuring we were reestablishing positive attendance patterns with our students. Covid restrictions/regulations continued to impact student and staff attendance throughout 2022, as did local flooding.

The GPHS AEG continued to provide excellent pathways for Aboriginal and Torres Strait Islander students supported through strong partnerships with external agencies such as Young Mob, NASCA, Aurora and NRL School To Work. Students continued strengthening of their connection to culture, supported by Aboriginal Mentors who monitored academic and wellbeing goals. This enabled our students to develop clear aspirational goals with mentoring through Pathways to Dreaming(WSU) and NRL School To Work, both providing well supported pathways through the strong connection to culture. The development of leadership skills was a focus in 2022 with students attending the Garma Festival in the Northern Territory as well as the NASCA Naidoc Youth Conference in Dubbo where our students expressed their student voice on a number of contemporary issues. Locally our Aboriginal students leadership skills were shared at the community NAIDOC Games and with students at Glenmore Park Public School through a leadership program. Continued strength in parent engagement and increased opportunities in leadership were identified as areas for continued focus in 2023.

A senior mentoring program was developed supporting senior students with regular check ins, with an identified staff member to support their individual academic goals and wellbeing. 2022 saw a particular emphasis in developing resilience, and supporting students to manage senior tasks and assessment post lockdown. Senior students were provided with the Elevate Study Skills Program and the Edrolo program supporting seniors further in time management, a range of specific study skills and access to subject content at school and home to embed concepts and extend students further. The Positive Behaviour for Learning (PBL) program was adapted with a Senior PBL focusing on study, NESA and Careers information sessions. Staff were provided with Professional Learning that included undertaking a TaFE accredited course to support staff in their professional development and understanding of effective mentoring.

The Transition Advisor and Learning and Support Team continue to develop Individualized Pathways for students through the development and implementation of IEP's and Transition Plans. Connecting students with support through external partnerships, for individual and specialist support, became a priority in 2022. The partnership with parents and external service providers have significantly increased our students successful transition pathways.

A restructure of the school day and the addition of our Special Programs in 2023 will further support senior students in connecting with an additional teacher on a weekly basis, identifying weekly assessment and study goals allowing them to become independent learners working towards more short term goals with closely supported mentoring.

A focus on the structure of study periods has also been identified as a targeted area for 2023 to guide students towards developing the attributes of independent learners. The provision of a teacher and SLSO based in the library provides intervention support, when required, for students across the whole school. Our partnership with WSU has also provided final year Social Work students who work in partnership with the wellbeing staff, supporting the individual needs of students-providing advice, support and assistance encouraging students to achieve their potential. This holistic wellbeing support, and close monitoring of student academic progress has increased student connection to school, and to student goals through a personalised pathway, creating an improved overall sense of belonging.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
An uplift 6.5% students attending school 90% or above based on the system generated baseline.	The number of students attending greater than 90% of the time or more has decreased by 23.97%, however this figure was significantly affected by the public health orders (stay at home if any Covid symptoms, and isolation periods for those with Covid and close contacts) and flooding events in 2022.
Achieve 2.7% uplift of students who demonstrate positive wellbeing and have high expectations for success as informed by data from the TTFM surveys, based on system generated baseline.	Tell Them From Me data indicates 52.70% of students report a positive sense of wellbeing. Expectations for success, advocacy, and sense of belonging at school) indicating progress yet to be seen toward the lower bound system negotiated target.

Roll call/PBL teachers identify where the students that they mentor sit on the ACARA personal and Social Capability Continuum and identify where support is required.	Delay in implementing this activity has required this work to be postponed to 2023.
Each PBL teacher is aware of the goals of the students that they support-referring students to the appropriate person for support in pursuit of student goals.	Internal school data collected through staff and student surveys indicates all Positive Behaviour for Learning teachers are aware of the learning goals for the students that they support, including referring students to the appropriate person for extra guidance to support achievement of their student learning goals.
GPBS Aboriginal Education Group (AEG) mentors review SCOUT and internal school data to identify which development or mentoring program/s would best benefit their students. Consultation with families informs which programs would best suit students.	<ul style="list-style-type: none"> • 100% of students aligned with AEG mentors - PLP's were completed • 2022 saw the slow return of face-to-face programs supporting Aboriginal and Torres Strait Islander students. These included NASCA, Young Mob YIPP, Aurora and NRL School to Work. • Consultation with families continued by phone throughout 2022 due to restrictions onsite. • In 2022, 76.54% of Aboriginal and/or Torres Strait Islander students were engaged in the NASCA YIP Program.

Purpose

Developing and sustaining systems that support the highest, quality educational opportunities is achieved through enhancing our school-wide culture of high expectations and our shared sense of responsibility and commitment, through expansion of our broad community partnerships, supporting students to maximise their potential. Through our connections and engagement with our wider community students are ensured extensive opportunities and pathways to engage authentically with the modern world and work place, fostering innovation whilst engaging in real-world learning opportunities ensuring a relevant and sustainable continuum of learning.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Continuum of Learning and Transition Pathways
- Innovation through Industry and Business Partnerships
- Community and Global Citizenship

Resources allocated to this strategic direction

Socio-economic background: \$139,500.00

Summary of progress

In 2022 all Year 12 students had a mentor teacher who would touch base with them on a regular basis to discuss their academic progress and provide further support for their wellbeing as required. Year 12 students reported great value in this mentoring program, acknowledging that after the disconnections arising from Covid-19 lockdowns and learning from home for extended periods of time, this program provided an extremely valuable support in re-connecting. Tell Them from Me data for Year 12 students in 2022 reported 82% of students felt High Advocacy, High Expectations from school and 68% felt High Belonging, High Expectations- these figures were significantly above State and Similar Schools data. Due to the positive feedback from this program, professional learning on mentoring students was delivered to all staff by an accredited TaFE teacher. Post school data on the number of Year 12 students continuing on to studies at University and/or TaFE is showing an increase. Year 10 and 11 data on students entering TaFe and Apprenticeships is also increasing due to the great success of our transition programs. Individual transition pathways are planned with our Careers Adviser and our Transition Adviser. Opportunities for students to engage in work experience and support programs to increase employment opportunities are extensive. Vocational Education and Training (VET) programs offered at the school provide students with the opportunity to attain a dual accreditation through HSC and TaFE in a range of subjects areas. In 2022, with the completion of our new Performing Arts and Learning Centre, the VET Entertainment subject saw a significant rise in enrolments with students accessing our onsite state of the art facility to engage in learning and gain the competencies required for this rigorous course. Connections with Universities are strong and students participated in the aspirational Fast Forward and Pathways to Dreaming Programs with connections to Western Sydney University and pathways planning starting in Year 9 and continuing beyond Year 12.

Our Performing Arts and Learning Centre further supported developing community connections through providing an excellent venue for activities including Nangamay Primary School Orientation Days, Debating and Public Speaking events and Celebration Events further showcasing our school and the opportunities/facilities provided to students and community at GPHS.

Business and Industry connections continued throughout 2022 although the majority still remained through online platforms. NASCA students attended Careerfit a high quality, interactive learning opportunity provided in partnership with industry leaders Cummins, Pinnacle & Firetrail, the focus was showcasing Aboriginal industry staff to inspire students. GPHS continued their strong relationship with ABCN undertaking the Focus program providing an opportunity for young female students to be mentored by senior women in business promoting successful leadership skills. Our commitment to the GENERATIONSTEM Program, a program delivered in partnership with Penrith City Council and CSIRO, provided GPHS staff professional learning on local issues such as water, energy and Mental Health ensuring staff could mentor the 30 participating students in exploring solutions in local area development issues. This is a 10 year program to support and upskill students for STEM careers, this included visiting the Western Sydney Airport site to engage in authentic discussions with Industry Partners future career opportunities. Our partnership with Sydney Science Park and Celestino were impacted significantly by Covid restrictions but planning has begun to relaunch this in 2023. In 2022 a partnership was begun with Zonta and the Inaugural GPHS Zonta STEM Scholarship was awarded to a Year 11 female student exploring and applying the principals of Design Thinking in STEM.

Our already extremely strong connections with the Aurora Foundation, NASCA, World Vision- Young Mob Program and

WSU Pathways to Dreaming Programs continued in an alternate format for the first half of 2022 but began to return to face-to-face delivery in the second half of 2022 supporting Aboriginal and/or Torres Strait Islander students greater support in maximising educational outcomes whilst increasing connections to culture. Further experiences included our Aboriginal students leading local NAIDOC Cup Games in Penrith. GPHS students also attended the Garma Festival in the Northern Territory, participating in the Youth Forum discussions held in Gulkula in North Eastern Arnhem land. Students also attended the Youth Conference and Traditional Indigenous Games (TIG) held in Dubbo.

To support students engaging further in future focussed technology, supporting them further for their preparation beyond their school life, a significant amount of funding was invested in purchasing industry standard equipment, supporting further our STEM focus. This included the further development of the "Maker Space" including the upgrade and integration of new technology.

In 2023 we will continue developing our relationships with our partners to increase opportunities and authentic learning experiences for our students. A strong focus will also be on strengthening our engagement with our parents to ensure our partnership maximises outcomes for our students.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
Increase in % of students successfully transitioning from school to work, TAFE, university or other destination and a decrease in % of students with unknown destination or still seeking employment.	Post school destination survey data and school transition to work data indicate a decrease in students transitioning into the workforce and an increase in students transitioning to TaFE and University by 5%. Data also indicates a decrease by 8% of students with unknown destination or still seeking employment.
Increased % of students participating in STEM and Mentoring programs with our business partners through the ABCN program, CSIRO and similar programs.	School student and staff participation data indicates a decreased % of students participating in STEM and mentoring programs with our business partners through the ABCN program, CSIRO and similar programs due to the continued Covid-19 restrictions. Term 4 started to see reconnections with these programs with the Generation STEM program in partnership with CSIRO and Penrith City Council seeing student completing and presenting their research projects at Kingswood TaFE Campus.
Increased % of staff participation in STEM initiatives and professional learning and increased implementation of STEM initiatives offered to students as a result of this.	School student and staff participation data indicates a decreased % of students participating in STEM and mentoring programs with our business partners through the ABCN program, CSIRO and similar programs due to the continued Covid-19 restrictions. Staff continued to liaise with our partners but this was restricted due to what programs could run. Term 4 started to see reconnections with these programs with the Generation STEM program in partnership with CSIRO and Penrith City Council seeing student with staff to completing and presenting their research projects at Kingswood TaFE Campus. Staff liaised with our STEM partners to begin planning for 2023 activities.
Increase parent and community engagement with the school community.	Parent engagement was impacted by COVID-19 restrictions. This activity was delayed in implementation and has been postponed to 2023. Although analysis of internal school data indicated engagement for students was enhanced through SLSO and teacher phone calls supporting students and offering further support to families.

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$300,474.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Glenmore Park High School in mainstream classes who require moderate to high levels of adjustment.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Individualised Pathways/ Leadership <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • additional staffing to assist students with additional learning needs • staffing release for individual case conferences and development of Personalised Learning and Support Plans (PLSPs) • staffing release for targeted professional learning around supporting students with additional learning/well-being needs. • implementation of targeted programs to differentiate teaching and learning programs • intensive learning and behaviour support for funded students • staffing release to build teacher capacity around behaviour intervention/ curriculum adjustments • release for classroom teachers to liaise with carers and stakeholders to develop and conduct regular reviews of students' personalised learning and support plans (PLSP) <p>The allocation of this funding has resulted in the following impact:</p> <p>Integration funding is acquired to provide extensive support students with significant needs across Year 7 -12. In 2022 this funding was used to intensive 1:1 support in and out of the classroom, resource generation and the generation of support programs to improve student learning and wellbeing outcomes.</p> <p>After evaluation, the next steps to support our students will be:</p> <p>As the funding is tied to the individual student, we will be providing programs and strategies in place to support their specific needs. At present we need to ensure staff on the LST and teachers have a detailed understanding of programs like MAPA, Rock and Water and trauma informed practice using the Berry Street Model. We will also be refining our programs for social skills, behaviour and emotional regulation by investigating evidence-based models of support.</p>
<p>Socio-economic background</p> <p>\$484,965.00</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Glenmore Park High School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Amplifying Professional Practice • Data Driven Practice • Student connectedness • Resilience • Continuum of Learning and Transition Pathways • Innovation through Industry and Business Partnerships • Community and Global Citizenship <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • Supplementation of extra-curricular activities • providing students without economic support for educational materials, uniform, equipment and other items • resourcing to increase equitability of resources and services • employment of additional staff to support NASCA, Young Mob, STEM, Student Leadership, Wellbeing, literacy and numeracy program

<p>Socio-economic background</p> <p>\$484,965.00</p>	<p>implementation.</p> <ul style="list-style-type: none"> • staff release to increase community engagement <p>The allocation of this funding has resulted in the following impact: Engagement of above establishment staff to support student access to learning and to implement identified programs supporting student growth with a strong focus on Literacy and Numeracy. Progress and Achievement Testing (PAT), used with Year 7-10 students, was used to assist in identifying students requiring further support and targeting individual areas for this support. The COVID ILNSP program replaced some of the previous intervention programs we had used. Extension of our STEM programs provided students with additional opportunities to connect with business and industry partners, including CSIRO, ABCN and Sydney Science Park. Whilst a number of programs continued with online delivery the Semester 2 started to see more of a return to face-to-face engagement. This included our Western Sydney University programs, Fast Forward and Pathways to Dreaming. The year began with a whole school focus for Professional Learning that targeted the areas of Numeracy and Literacy and Data Informed Practice. Resources, staff and student, were also purchased to support these areas. A large purchase of laptops was made to support faculties further with their online programs and also to support our 2023 introduction of the GPHS BYOD program. Online programs to further supplement Stage 6 students content knowledge and skills were purchased with an outstanding uptake from 2022 HSC students. Continued purchase of resources, technology and furniture, continued assisting in providing students with innovative and engaging learning spaces. Revised and improved communication strategies continued to be developed to ensure that the school could update our parents and community on student learning and school programs.</p> <p>After evaluation, the next steps to support our students will be: Continued focus on professional learning for staff on data driven practice, whole school Literacy and Numeracy strategies, Stage 6 writing strategy and supporting all students through analysis of individual student data. Continue to build technology throughout the school and upgrade teaching and learning spaces. Funding for staffing to provide release time to Literacy and Numeracy team members to ensure consistent implementation across the whole school. Develop further student connections, monitoring engagement in school (attendance) and class. Further support increased student attendance through implementation of the schools Attendance Action Plan. Build further the opportunities provided for students to engage with business and industry links, increasing their understanding of career pathways. Revise Glenmore Park Learning Alliance (GPLA) and Penrith Education Alliance (PEA) links and programs.</p>
<p>Aboriginal background</p> <p>\$75,854.00</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Glenmore Park High School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Data Driven Practice • Resilience <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional staff to deliver personalised support for Aboriginal students. Student PLP's have been developed with a mentor who consulted with students and families to develop targeted outcomes to support student achievement of goals. <p>staffing release to support development and implementation of Personalised Learning Plans.</p> <p>employment of specialist additional staff (SLSO) to support Aboriginal</p>

<p>Aboriginal background</p> <p>\$75,854.00</p>	<p>students. Young mob support students in Year 7 in achieving cultural understanding and connection through an increase in participation in Creative, Sporting, Leadership and Sporting Activities.</p> <p>employment of additional teacher to work as a full-time Literacy and Numeracy mentor with students performing below the expected stage level. Provision of staffing to support the Pathways To Dreaming program providing aspirations and University pathways for aboriginal students.</p> <p>The allocation of this funding has resulted in the following impact: Student have refined their academic goals and accessed support in the online platform to pursue the achievement of their academic outcomes. The Year 9 Naplan data demonstrates that our scores in numeracy compared to similar schools remain comparative however a decline in reading scores demonstrated the reliance on, and need for face to face tuition for our ATSI students.</p> <p>After evaluation, the next steps to support our students will be: Analysis of data will ensure that refined programs will support individual student need. ATSI students will be provided with workshops to support their development thought the Covid ILSP, and targeted numeracy and literacy programs. Students with a significant need will be identified and provided with an appropriate research informed intervention. A focus on the provision of leadership and mentoring opportunities will be the next step for the school's Aboriginal students.</p>
<p>English language proficiency</p> <p>\$17,267.00</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Glenmore Park High School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Data Driven Practice <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • withdrawal lessons for small group (developing) and individual (emerging) support • additional staffing intensive support for students identified in beginning and emerging phase <p>The allocation of this funding has resulted in the following impact: 67% of students were operating at the consolidating level of English acquisition. These students developed their skills in nominalisation, accessed texts of increasing language difficulty and deepened their awareness of Australian idioms and culturally acceptable concepts in their writing. 17% of students were operating at the developing level of English acquisition. Students were beginning to be exposed to texts with more domain specific vocabulary and longer texts. 16% of students were operating at the beginning level of English acquisition. Students were exposed to the Magic 100 words in English and drills were completed to support their fluency in recognising and speaking these words.</p> <p>After evaluation, the next steps to support our students will be: A continuation of the support provided as data indicates activities are having a positive impact as the targeted 15 students move through EAL/D proficiency and stages.</p>
<p>Low level adjustment for disability</p> <p>\$386,043.00</p>	<p>Low level adjustment for disability equity loading provides support for students at Glenmore Park High School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Data Driven Practice <p>Overview of activities partially or fully funded with this equity loading</p>

<p>Low level adjustment for disability</p> <p>\$386,043.00</p>	<p>include:</p> <ul style="list-style-type: none"> • Employment of SLSOs has provided further support for students with a disability in mainstream classes. The Learning and Support Team develop Individual Education Plans and Personalised Learning profiles for identified students. SLSOs and teaching staff attend Professional Learning and workshops to develop their skills to best understand and support their students. • Targeted students are supported with an evidence-based intervention to increase learning outcomes. • engaging specialist staff to collaborate with classroom teachers to build capability in meeting the literacy needs of identified students • engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting • providing support for targeted students within the classroom through the employment of School Learning and Support Officers <p>The allocation of this funding has resulted in the following impact: 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, although throughout 2022 the COVID ILNSP replaced some of these interventions. In 2022 the Learning and Support Team continued PAT testing for students and triangulated data to revise and develop Personalised Learning Profiles and Individual Education Plans for identified students. They also supported and mentored staff through differentiating teaching resources to cater to the needs of all students. This included delivering a range of Professional Learning to support staff understanding of appropriate adjustments. The Learning and Support Team also supported staff in the collection and recording of NCCD data.</p> <p>In 2022 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.</p> <p>Staff, teaching and SLSOs, attended professional learning workshops, delivered both face to face and virtually, to further develop their skills and understanding of how to further support 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. The Learning and Support Team 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>After evaluation, the next steps to support our students will be: To continue with the strategies in place, whilst increasing staff skills in individual student data analysis and strategies to support growth in identified areas.</p> <p>After evaluation, the next steps to support our students will be: To continue with the strategies in place, whilst increasing staff skills in individual student data analysis and strategies to support growth in identified areas.</p>
<p>Professional learning</p> <p>\$93,714.36</p>	<p>Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy at Glenmore Park High School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Amplifying Professional Practice • Data Driven Practice • Student connectedness <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • The Literacy and Numeracy Teams to include representation from all

<p>Professional learning</p> <p>\$93,714.36</p>	<p>faculties. They review data and programs, external and internal to establish focus areas for targets to meet system negotiated targets in reading and also internal targets in writing.</p> <ul style="list-style-type: none"> • Staff continued accessing Professional Learning on the Literacy and Numeracy Progressions and PLAN2. • Review of High Potential and Gifted Education Programs and alignment with policy. Review student identification processes, student extension programs (curricula and extra/co-curricula) and student data. • VET Staff Upgrades-Staff complete professional learning to upgrade VET teacher qualifications. • Targeted Professional Learning- A broad range of staff undertake Professional Learning through the HSC Strategy, Wellbeing initiatives, supporting students with special needs etc. • Mentoring Students- PBL is under revision following the release of the Student Behaviour Strategy. Staff will be provided with evidence based Professional learning around classroom management, positive behaviour for learning, training on de-escalating challenging behaviour and a multi-tiered continuum of behaviour support. <p>The allocation of this funding has resulted in the following impact: A continued focus on developing staff's skills in the explicit teaching of literacy and numeracy. Staff continued to undertake professional learning in individual student data analysis and using this to inform the teaching and learning cycle. High impact professional learning was undertaken by Stage 6 teachers to support HSC students maximise learning outcomes. Further targeted professional learning was undertaken by staff as identified in the Performance Development Plans.</p> <p>After evaluation, the next steps to support our students will be: The Literacy and Numeracy Teams to include representation from all faculties to strengthen a 'whole school' approach. Implementation of the Literacy and Numeracy strategies to continue in 2023. Further activities will be provided to assist staff in developing deeper knowledge and understanding of the progressions and PLAN2 and its implementation in assessing cohorts and individual students on where student's are and how they can progress. Continue review of High Potential and Gifted Education Programs and alignment with policy. Mentoring programs including the development of a pastoral PBL structure and supporting students to gain an awareness of their personal strengths and learning styles. Through Positive Behaviour for Learning mentoring, students reflect on data and personal successes to develop academic, personal and leadership goals that have been established following analysis of their own data and from personal reflection.</p>
<p>COVID ILSP</p> <p>\$173,993.00</p>	<p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2022.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • The Covid ILSP Literacy Program provided supplementary teaching and learning support for groups of 5 students at a time. Students were taught consistently and received instruction in three 25-30 minutes sessions per week for ten weeks. Students were selected to be a part of the program based on their results in the 2022 Progressive Achievement Test: Reading and by analysis Best Start 2022 data. The analysis showed a school wide focus in 'reflecting on texts' in Years 7 and 8 was required. Those students exhibiting mid-lower average results in Interpreting by making inferences and reflecting on texts were selected for inclusion in the program. Explicit and direct instruction using the CARS (Comprehensive assessment of reading strategies and STARs (Strategies to achieve reading success) program was the foundation of the group. Students received modeled,

guided and independent tasks. Formative assessments were structured into the program to ensure pre-testing, bench marking and post testing data was available for analysis. The program addressed the 12 aspects of reading comprehension: finding the main idea, facts and details, understanding sequence, cause and effect, compare and contrast, making predictions, word meaning in context, conclusions and drawing conclusions, fact and opinion, author's purpose, figurative language and summarising. This was supplemented with Shaun Tan's book *The Red Tree* as mentor texts focusing on figurative language. The short film *Spirit Stones* were also used to enable students to apply the more esoteric strategies of inferencing. The Covid ILSP Numeracy program provided small group tuition using supplementary teaching and learning support for groups of Stage 4 students. Selected students groups were taught consistently across three rounds for up to ten weeks each round. Students in each group were chosen from a mainstream class based on their common ability levels in numeracy. Results from the students' Check In, Progressive Achievement Tests and Best Start and NAPLAN testing was used to identify their areas of need. Each group participated in three 20-30 minute sessions a week. The sessions were designed to maximise on task behaviour and student participation through the use of videos, games, Kahoot, puzzles, the Numeracy Ninja program, Mental Maths Speed Sheets and problem solving worksheets, combined with explicit instruction. Students were given extensive opportunities to independently demonstrate their increasing mastery of the concepts being reviewed in each session. Students were encouraged to develop their automaticity of basic number operations across the strands of number and algebra, measurement and geometry and statistical probability. They also enhanced their ability to communicate mathematically using appropriate language, terminology, tables, diagrams, graphs, symbols, notation and conventions. Problem solving, reasoning, understanding and fluency skills were also developed.

- employment of teachers/educators to deliver small group tuition

The allocation of this funding has resulted in the following impact:

The data demonstrated that there was growth across all key reading comprehension domains. The percentage of students who experienced growth in each domain of comprehension: Finding the main idea: 43%, Facts and Details: 70%, Understanding sequence: 63%, Cause and effect: 60%, Compare and contrast: 60%, Making predictions: 63%, Word meaning in context: 40%, Conclusions and inferences: 47%, Fact and opinion: 50%, Author's purpose: 93%, Figurative language: 73%, Summarising: 60%. Finding the main idea proved to have weaker growth compared to the other domains. This is because students pre-test data was already high in retrieving information. Attendance rates for students participating ranged from 29% to 90%. The fidelity of testing was compromised as only 16% of students completed the full set of pre and post tests. Withdrawal from class proved challenging at times. Staff raised concerns about the disruption the project caused to lessons, student acquisition of knowledge and content and assessment performance due to the disruptions of the project. Student growth in skills was not transferred into the final PAT data for 2022. Students reported that they were hampered by examination fatigue due to large scale testing environment.

Student progress was monitored using student observations, teacher judgement and assessment results on using a Cognitive Aptitude Assessment system - tests and standardised testing measures, specifically the Progressive Achievement Tests in Mathematics. Students exhibited growth in their class, their attitudes to school, their attendance rates, and levels of academic confidence inside and outside the classroom. All students expressed their appreciation for the extra help and were happy to attend. Some students requested tuition support to continue into 2023. The Covid Intensive Learning Support Program Performance Progress Summary Analysis by strands: Percentage increase by outcomes: MA4-6NA Year 7: 55% Year 8: 62%, MA4-8NA Year 7: 42% Year 8: 60%, MA4-14MG Year 7: 60% Year 8: 68%, MA4-18MG Year 7: 75% Year 8: 82%, MA4-19SP Year 7: 63% Year 8: 73%, MA4-20SP Year 7: 52% Year 8: 70%

Academic Confidence Gains by Class: 7E: 50% 8E: 90%, 7N: 60% 8N: 85%, 7R: 80% 8R: 75%, 7L: 65% 8L: 90%, 8A: 55%, 7O: 75% 8O: 75%, 7P: 72%

<p>COVID ILSP</p> <p>\$173,993.00</p>	<p>To ensure the fidelity of the program and by the nature of our timetable structures for Year 7 and 8, restrictions were placed on the students eligible for the program . Students were removed from core classes only in English, Science, HISE and some PDHPE theory classes only. Students remained in their Mathematics classes to maximise their exposure to mathematical concepts. This withdraw program did become challenging when the students were not released from class to attend their sessions due to a variety of reasons, including incursions and assessments. Due to the structure students were leaving a class at the start or the middle of their lessons to attend their sessions and this resulted in gaps in their core class content acquisition and assessment preparation times that led to assessment completion rate issues for some students.</p> <p>Staff had to undergo training to use PLAN 2 and engaged regularly with the ongoing COVID Tutoring ILSP professional learning sessions.</p> <p>Difficulties in staffing the project continued throughout 2022.</p> <p>After evaluation, the next steps to support our students will be: Funding has been provided to continue the program in 2023. Due to it's success implementation will continue using the 2022 model.</p>
<p>Student support officer (SSO)</p> <p>\$96,058.00</p>	<p>These funds have been used to support improved outcomes and the achievements of staff and students at Glenmore Park High School</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Resilience <p>Overview of activities partially or fully funded with this Staffing - Other funding include:</p> <ul style="list-style-type: none"> • The Student Support Officer works to improve the wellbeing , resilience and positive behaviour of students by working in partnership with the Wellbeing and School Counselling Team through prioritising individual, small group and whole school intervention and support strategies. The Student Support Officer identifies and stengthens support of internal and external support networks for students. He facilitates and prioritises student referrals to the couselling team including additional support for students who are part of the caseload of the online counsellor. As part of the Wellbeing Team the SSO supports data collection, and reviewing data to inform future planning of Wellbeing Strategies. The SSO supports inplemetation of DET wellbeing priorities, whole school wellbeing strategies, improved student attendance rates and positive relationships across the school. <p>The allocation of this funding has resulted in the following impact: Improve the wellbeing, resilience and pro-social behaviours of students by working in partnership with the wellbeing team and the school counselling service to prioritise and deliver individual, small group and whole-school evidence-based programs and strategies.</p> <ul style="list-style-type: none"> • Enhance student learning and wellbeing outcomes by identifying and establishing support networks for students with staff, the school community, and locally-based government services and community agencies. • Support transition, between schools and post-school enrolments by working with transition coordinators and external providers. • Facilitate student referrals to external providers by establishing and maintaining referral pathways with appropriate local services. • Support data collection processes to evaluate and feedback on school-based wellbeing programs and strategies. • Support the implementation of departmental student wellbeing priorities, whole-school wellbeing programs and build positive community relationships. <p>After evaluation, the next steps to support our students will be: Targeted strategic small group interventions Data</p>

Student information

Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	474	515	505	521
Girls	435	457	477	491

Student attendance profile

School				
Year	2019	2020	2021	2022
7	90.1	92.5	90.1	85.5
8	87.4	90.4	86.7	82.3
9	86.0	88.4	83.9	80.6
10	79.9	88.5	83.0	76.8
11	81.8	82.2	80.2	77.1
12	89.3	87.5	83.3	81.4
All Years	85.9	88.7	85.0	80.9
State DoE				
Year	2019	2020	2021	2022
7	91.2	92.1	89.7	85.5
8	88.6	90.1	86.7	82.1
9	87.2	89.0	84.9	80.5
10	85.5	87.7	83.3	78.9
11	86.6	88.2	83.6	80.0
12	88.6	90.4	87.0	83.9
All Years	88.0	89.6	85.9	81.7

Attendance

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 2020. 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.

Attendance figures from 2021 were calculated differently to align with the third edition of ACARA's National Standards for Student Attendance Data and Reporting. Changes include treating partial absences over 120 minutes as a half day absence (instead of their actual value, calculated as a proportion of a nominal 6-hour day) and covers all weeks during Semester 1. Prior to 2021, the final week of Term 2 was excluded.

Furthermore, the department implemented an automated attendance feed (AAF) system in Semester 1 2021. AAF transfers data automatically from third-party attendance management systems to the department's centralised data warehouse every night. The AAF significantly improved data quality in 2021, which has affected data comparability with

previous years.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2021, COVID-19 continued to affect student attendance. Analysis of attendance codes showed a change in the structure of absence reasons in 2021.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2022, student attendance was impacted by a range of factors:

- Families evacuating and relocating due to NSW floods
- Sick students staying at home until a negative COVID-19 test was returned
- Household members testing positive to COVID-19
- The easing of COVID-19 border controls at the beginning of 2022 which allowed families to travel inter-state and overseas.

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	3
Employment	4	4	25
TAFE entry	2	2	17
University Entry	0	0	33
Other	5	5	9
Unknown	0	0	13

At the end of 2022 the number of Year 12 students who were offered a university placement was slightly higher than in 2021. Most students accepted offers to attend Western Sydney University. Others received offers from Macquarie University, Australian Catholic University, Wollongong University and to a variety of educational institutes. Students studying at TAFE doubled compared to previous years. There was a decrease in students entering the workforce full time directly after the HSC with most students choosing to move into tertiary education.

Year 12 students undertaking vocational or trade training

31.97% of Year 12 students at Glenmore Park High School undertook vocational education and training in 2022.

Year 12 students attaining HSC or equivalent vocational education qualification

98% of all Year 12 students at Glenmore Park High School expected to complete Year 12 in 2022 received a Higher School Certificate or equivalent vocational education and training qualification.

There was a small increase in the number of students participating in External Vocational Educational Training (EVET) courses in 2022 via Launchpad in stage 6 but there was a small decrease in stage 5. Five students completed a Stage 5 qualification in Hospitality. Ten Year 11 and 12 students commenced or completed courses such as Early Childcare, Electrotechnology and Human Service. School based apprenticeship numbers increased with traineeships in Retail, Business and Childcare. Five students enrolled in the NSW Health Course offered at Nepean Hospital and three

students studied the course at TAFE.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	2
Head Teacher(s)	11
Classroom Teacher(s)	60.8
Learning and Support Teacher(s)	2
Teacher Librarian	1
School Counsellor	2.6
School Administration and Support Staff	21.57
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 2022, 4.6% of the department's overall workforce identify as Aboriginal and/or Torres Strait Islander Peoples.

Aboriginal and Torres Strait Islander school workforce composition

Staff type	Benchmark ¹	2022 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.00%	4.10%
Teachers	3.00%	3.30%

Note 1: The NSW Public Sector Aboriginal Employment Strategy 2019-2025 takes a career pathway approach in that it sets an ambitious target of 3% Aboriginal employment at each non-executive grade of the public sector by 2025.

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 2022 to 31 December 2022. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with department policy requirements.

	2022 Actual (\$)
Opening Balance	1,465,428
Revenue	14,992,799
Appropriation	14,614,982
Sale of Goods and Services	61,507
Grants and contributions	308,961
Investment income	7,349
Expenses	-14,981,402
Employee related	-13,478,710
Operating expenses	-1,502,692
Surplus / deficit for the year	11,397
Closing Balance	1,476,825

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 summary - Equity loadings

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

	2022 SBAR Adjustments (\$)
Targeted Total	427,008
Equity Total	979,630
Equity - Aboriginal	75,629
Equity - Socio-economic	500,690
Equity - Language	17,267
Equity - Disability	386,043
Base Total	11,849,332
Base - Per Capita	257,450
Base - Location	0
Base - Other	11,591,882
Other Total	912,132
Grand Total	14,168,102

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.

School performance - NAPLAN

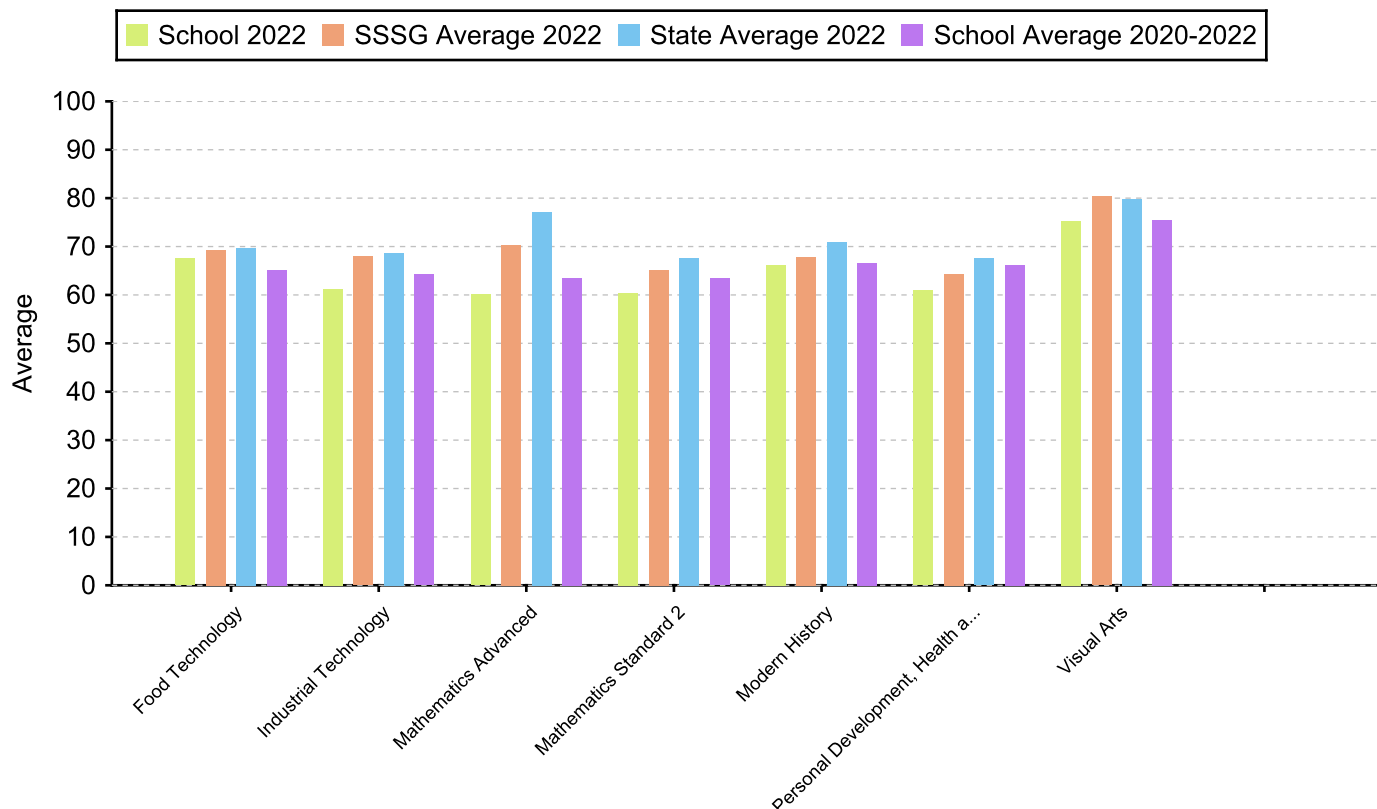
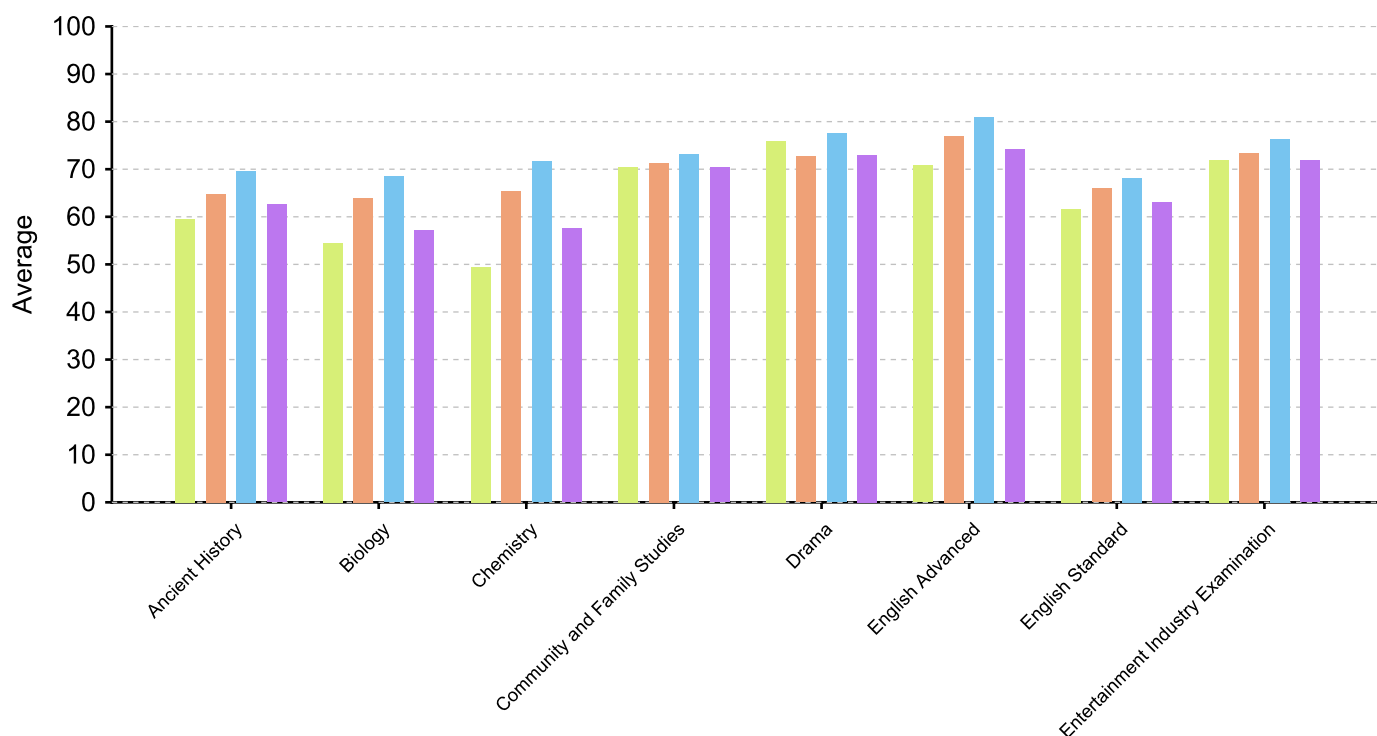
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

The My School website provides detailed information and data for national literacy and numeracy testing. Go to myschool.edu.au to access the school data.

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 2022	SSSG	State	School Average 2020-2022
Ancient History	59.6	64.8	69.6	62.5
Biology	54.5	64.0	68.5	57.2
Chemistry	49.5	65.4	71.7	57.5
Community and Family Studies	70.5	71.3	73.2	70.3
Drama	75.9	72.6	77.5	73.0
English Advanced	70.8	77.0	81.0	74.1
English Standard	61.6	66.0	68.1	63.1
Entertainment Industry Examination	71.9	73.4	76.4	71.8
Food Technology	67.5	69.3	69.7	65.2
Industrial Technology	61.2	68.0	68.6	64.2
Mathematics Advanced	60.1	70.4	77.1	63.5
Mathematics Standard 2	60.4	65.2	67.6	63.4
Modern History	66.2	67.8	70.9	66.6
Personal Development, Health and Physical Education	60.9	64.3	67.5	66.2
Visual Arts	75.3	80.4	79.8	75.5

Parent/caregiver, student, teacher satisfaction

In 2022 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 Tell Them from Me Surveys and Wellbeing surveys.

Surveys were conducted through Google Suite, online surveys and paper surveys. Surveys were carried out through PBL classes, staff meetings, online links, informal forums and interviews. In a range of areas in 'Tell Them From Me' data in Expectations for Success and Sense of Belonging students responses showed growth and exceeded similar schools and state data.

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. In all areas of the 'Tell Them From Me' Parent Survey, the survey data recorded growth from 2021 data. The P&C continued to meet with Senior Executive throughout 2022, at first through online platforms and later a return to face-to-face meetings occurred. The P&C continued to provide valuable feedback to school staff which assisted in informing future planning and directions in a range of areas across the school. Throughout 2022, consultation regarding the Performing Arts and Learning Centre design and build continued, with the construction continuing throughout 2022 with a delay in completion due to impacts of Covid-19. P&C were represented on the PRG throughout. This outstanding facility was handed over to the school late 2022 with the first formal event, the Year 12 Graduation Evening being held in the Centre in September 2022.

In 2022 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. In 2022 the school continued its increased period allocation allowance for Year Advisers and also continued the increase in the number of assistant Year Advisers from 1 to 2 for each Year Group, due to the large number of students in each Year Group. This has provided increased support for students from the schools Wellbeing Team.

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

Policy requirements

Aboriginal Education 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.

Anti-Racism Policy

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

Multicultural Education Policy

Teachers are responsible for addressing the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. The Principal is 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.