Annual School Report 2010
Glenmore Park High School

“Real Values - Real Opportunities”

NSW Public Schools – Leading the way
Our school at a glance

Glenmore Park High School is situated in the heart of Glenmore Park with grounds that are well maintained. Students have extensive grassed areas for sport and exercise.

The school’s motto ‘Learning for Life’ has a powerful message for every student. The school’s purpose statement is widely displayed and there is an expectation of students to be:

- Safe
- Respectful
- Learners

The school encourages critical thinking and personal excellence, and celebrates outstanding student achievement across a comprehensive range of fields. We promote real values and real opportunities for all our students.

This year the school received the Regional Directors Award for Excellence in School Achievement recognising the work in building the Glenmore Park/Mulgoa Learning Community with our partner primary schools.

Students

Student enrolments have grown in the last year with the current figure at 740. There is a strong focus on student leadership and technology in learning. As a public comprehensive high school we cater for the full range of students, including very capable students and those in need of learning support.

Staff

In 2010 Glenmore Park had 56.6 teaching positions. This comprised 11 executives, including the principal and deputy principal, 42.3 teaching staff, including a teacher librarian and careers adviser, and 13 administrative staff.

Teaching experience ranged from young teachers in their early years to teachers with many years experience. There is a relatively low turnover of staff at our school each year. Two beginning teachers completed accreditation with the NSW Institute of Teachers in 2010.

All teaching staff meet the professional requirements for teaching in NSW public schools.

Significant programs and initiatives

The school offered a number of programs to support and enrich our students throughout 2010:

- Year 6 Transition Program
- Years 11/12 Mentoring Program
- School to Work Programs
- Integration Support Programs
- Senior Learning Conferences
- Playing for Success Program
- Student leadership opportunities

Messages

Principal's message

This annual report celebrates the achievements of Glenmore Park High School in 2010 and I wish to congratulate all students, staff and members of the school community for their commitment.

The school provides opportunities for students to achieve personally within the academic, cultural and sporting fields. In 2010, Ebony Toth was Dux of the school. There were also successes in sport, the creative and performing arts, debating and public speaking as well as many individual and team events. This demonstrates the broad scope of achievement of our students who excel, not only individually but where teamwork and collaboration with peers is critical.

Our school values its relationships with the community and has established an annual scholarship for students studying science, sponsored by Mr Binh Luu our local pharmacist. The recipient of $1000 in 2010 was Ben Robinson of year 11.

The Penrith Valley McDonald Scholarship supports 3 students, Analiese Langer, Callum Langer and Tre Jackson in year 7, and Emma Dixon in year 10, to the value of $1,000.

Penrith Panthers Community Foundation also sponsors the Performing Arts Faculty by donating $1,000 towards student programs.

I certify that information in this report is the result of a rigorous school self-evaluation process and is a balanced and genuine account of the school’s achievements and areas for development.

Natalie Brookton
Principal
P&C and/or School Council message

GPHS Parents & Citizens Association is an active group who supports the school by taking part in discussions, by keeping informed about activities and helping set the direction of the school. The P&C Committee meets on the third Monday of each month, providing a valuable forum for parent opinion and discussion.

The school’s P & C has consistently raised funds for the provision of air conditioning. Parents are represented on merit selection panels and make valuable contributions to school policy development.

A very successful working party provided support for the year 7 parent BBQ in February. This was a very warm welcome to the new students and their families. A junior dance party was very well received by the students and their parents.

Our community event ‘The Big Day In’ was a financial success for the P & C. A lot of preparation, participation and enthusiasm ensured a very successful day.

A consistent core of active parents continues to support the school by providing a working bee, painting and cleaning around the school.

Parent/Teacher/Student evenings have a high attendance and promote positive communication regarding student progress. School events, such as the following are all supported by parents.

- Year 6/7 transition evening
- Graduation and presentation events
- Drama, dance and music events
- Sports carnivals

Alicia Simpson
President P & C

Student Representative Council

2010 was a very productive year for both senior and junior leadership teams. The Senior Leadership Team were involved in fundraising for a variety of charities through events such as Jeans for Genes and the Toy’s n Tucker Anglicare Christmas Drive. They also organised an election day BBQ that raised funds for the Gym Club and new furniture for the Library.

Members of the team represented GPHS in regional Leadership Days which included attending meetings with other students throughout the region to explore youth issues and participating in a Student Summit at Penrith High School.

The Junior Leadership Team organised many fundraising events including Red Nose Day raising student awareness of SIDS, and selling poppies to commemorate Remembrance Day and supporting the Returned Servicemen’s League.

Both the Senior and Junior student leaders have responsibilities as ambassadors and represent GPHS at Council Meetings, Parent evenings and Open Nights. Assemblies were chaired by student leaders. They also hosted special assemblies for Harmony Day, International Women’s Day, ANZAC Day and NAIDOC Week. School captains attended the Governors’ Secondary Schools Leadership Program and gained an insight into the roles and responsibilities of Leaders.

School context

Student information

It is a requirement that the reporting of information for all students must be consistent with privacy and personal information policies.

Student enrolment profile

Student enrolments were higher in 2010 than 2009. Leavers included families relocating, students choosing to transfer and students gaining employment. New enrolments came from transfers from other schools and families moving into Glenmore Park.

<table>
<thead>
<tr>
<th></th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
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<tbody>
<tr>
<td>Male</td>
<td>369</td>
<td>322</td>
<td>317</td>
<td>307</td>
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<tr>
<td>Female</td>
<td>408</td>
<td>371</td>
<td>345</td>
<td>366</td>
<td>358</td>
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</table>
School attendance profile

<table>
<thead>
<tr>
<th>Year</th>
<th>School</th>
<th>SEG</th>
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<td>7</td>
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<td>60.9</td>
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<td>2008</td>
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<td>60.3</td>
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<tr>
<td>2009</td>
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</tr>
<tr>
<td>2010</td>
<td>11</td>
<td>62.7</td>
<td>62.7</td>
</tr>
</tbody>
</table>

Management of non-attendance

Monitoring of student attendance was a focus in 2010. Students were interviewed on a regular basis and personal plans were established. The school reviewed rolls to identify regular non-attendance by students.

“Message You” Program

The Message You program is a fast and efficient way of monitoring student attendance at the school. This year, parents received text messages regarding the absence of their child from school and were able to respond to their student’s absence via return SMS. This ensured that parents and the school had immediate knowledge regarding individual student’s whereabouts.

In 2010, students were offered university places at NSW University, University of Western Sydney and full time at TAFE.

Although a significant proportion entered fulltime employment, the majority of students chose to continue their education.

Year 12 students undertaking vocational or trade training

Glenmore Park High has an extensive program of vocational education offered as part of the Penrith VET Network. Our students study a range of courses that include: construction, metal and engineering, hospitality, entertainment, business services, retail and information technology. In 2010 55% of year 12 students undertook a VET Course. Year 12 students attained HSC or equivalent vocational educational qualification. All year 12 students (100%) who sat for the HSC attained this qualification.
Staff information

It is a requirement that the reporting of information for all staff must be consistent with privacy and personal information policies.

The school has a very experienced staff balanced by the appointment of early career teachers. Two beginning teachers completed accreditation with the NSW Institute of Teachers. In 2010 a new Head Teacher Welfare was appointed.

Other changes in the staff included staff on maternity leave.

Staff establishment

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
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</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Deputy Principal</td>
<td>1</td>
</tr>
<tr>
<td>Assistant Principal(s)</td>
<td>0</td>
</tr>
<tr>
<td>Head Teachers</td>
<td>8</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>39</td>
</tr>
<tr>
<td>Teacher of Emotional Disabilities</td>
<td>2</td>
</tr>
<tr>
<td>Teacher of Mild Intellectual Disabilities</td>
<td>2</td>
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<tr>
<td>Teacher of Reading Recovery</td>
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</tr>
<tr>
<td>Support Teacher Learning Assistance</td>
<td>1</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>1</td>
</tr>
<tr>
<td>Teacher of ESL</td>
<td>0</td>
</tr>
<tr>
<td>Counsellor</td>
<td>1</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>13</td>
</tr>
<tr>
<td>Counsellor</td>
<td>0.6</td>
</tr>
<tr>
<td>Total</td>
<td>69.6</td>
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</tbody>
</table>

Teacher qualifications

All teaching staff meet the professional requirements for teaching in NSW public schools.

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree or Diploma</td>
<td>80</td>
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<tr>
<td>Postgraduate</td>
<td>20</td>
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</table>

Financial summary

This summary covers funds for operating costs and does not involve expenditure areas such as permanent salaries, building and major maintenance.

Date of financial summary: 30/11/2010

Income

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<tbody>
<tr>
<td>Balance brought forward</td>
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<tr>
<td>Global funds</td>
<td>386 665.34</td>
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<tr>
<td>Tied funds</td>
<td>247 552.49</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>278 511.76</td>
</tr>
<tr>
<td>Interest</td>
<td>13 527.94</td>
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<tr>
<td>Trust receipts</td>
<td>22 244.56</td>
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<tr>
<td>Canteen</td>
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</tr>
<tr>
<td>Total income</td>
<td>1 210 541.42</td>
</tr>
</tbody>
</table>

Expenditure

- Teaching & learning
  - Key learning areas: 128 292.41
  - Excursions: 80 870.53
  - Extracurricular dissections: 48 881.53
- Library: 11 794.06
- Training & development: 36 274.59
- Tied funds: 199 768.87
- Casual relief teachers: 94 875.89
- Administration & office: 143 727.68
- School-operated canteen: 0.00
- Utilities: 102 468.65
- Maintenance: 87 085.18
- Trust accounts: 21 955.29
- Capital programs: 11 514.36

Total expenditure: 967 509.04

Balance carried forward: 243 032.38

A full copy of the school's 2010 financial statement is tabled at the annual general meetings of the School Council and/or the parent body. Further details concerning the statement can be obtained by contacting the school.
School performance 2010

Achievements – Arts

The GPHS Flannofest team performed at the Flannofest Drama Festival at the Joan Sutherland Performing Arts Centre. The team won the entire competition within a group of 8 other local schools. They received outstanding feedback from industry professionals.

The Theatresports team competed in the first heat at Nepean Performing Arts High and won the first round. GPHS also entered Tournament of the Minds. The drama group performed at the National Women’s Day assembly and attended a number of workshops and performances at the Sydney Theatre Company.

The Vocal Group, Concert Band and Soloists performed as part of the school Anzac ceremony as well as the Penrith Valley Festival, year 10 & 12 Graduation ceremonies and Seniors Week concerts.

The GPHS Concert Band combined with Regentville Public, Glenmore Park Public and Surveyors Creek to form a Combined Schools Band. The band performed at the Penrith Valley Festival at the Joan Sutherland Centre.

Our school dance groups were selected to perform at the Blue Mountains Dance Festival, Penrith Valley Festival and the Sydney West Dance Festival. Dance students attended workshops and performances at the Bangarra Dance Theatre Company and at the Sydney Dance Company.

All dance groups competed in the Penrith and Hawkesbury Eisteddfods. Dance students were trained in Ballet and Contemporary Dance at the Australian Ballet workshops that were held at the Joan Sutherland Centre.

Year 9 Music Elective, year 12 HSC Music and year 12 HSC Dance students presented an evening concert to parents and teachers to showcase their talents and achievements. The talent of our Performing Arts Students was also showcased in a concert at the “Big Day In”. Student leaders from the Performing Arts Faculty conducted mini lessons at the year 6 Transition program.

20 students were involved in the Opera Australia project where they wrote the libretto, and the music, created characters and performed their own opera at the Parramatta Riverside Theatre. Students participated in the Regional music camp at Meroo Conference Centre.

Students participated in Operation Art where they worked in an alternative learning environment in a professional studio. Years 7-10 students were offered the opportunity to participate in a weekly Art Club which offered extension activities while senior art students participated in a workshop each Wednesday afternoon to assist them in developing their “Body of Work”.

Students exhibited their work in the Penrith Show. Many students received awards for their outstanding artworks. Many students attend the “Art Across the Middle Camp” at Winmalee Conference Centre and presented an exhibition to their teachers and parents at the conclusion of the camp. While at school our Art faculty presented an art exhibition called “True Colours”. An exciting new program was the establishment of an “Art Manga” club that was led by senior Visual Arts students, Estelle Vallet and Sara Fawcett.
Year 12 Achievement Awards

We look upon this award as our highest award as it is presented annually but only to a year 12 student who has consistently represented the school in numerous sports in each of the years they have been at Glenmore Park High School.

We present each nominee with a certificate. Nominees were: Kelsey Boot, Kym Checa, Chris Dooley, Paige Fleming, Rhys Hyslop, Cristen Makin, Josh Matheson, Dylan Nadzielski, David Nimmo, Brandon Samuela, Tayla Watson, and Jamie Williamson. This year’s winner was Joshua Matheson.

Joshua’s six years at Glenmore Park High School he has represented the school 48 times in an average of 4 - 5 different teams each year. His major achievements include his success in Athletics, going to compete at the State level of competition on 3 separate occasions. He has also shown his ability in team sports representing in Rugby League, Touch, Lawn Bowls, and Softball. His contribution to the life of the school and the sporting success of the school can be seen through his continued commitment as a coach and trainer for Rugby League and Touch Football. He has offered his help as a referee for countless school competitions, as well as made a great role model and mentor to junior school students through his Fitness Training and Gym program. All of this shows a long and outstanding history of sport representation at Glenmore Park High School as a competitor and as a true leader. In his final year we recognised his achievements and congratulated him.

Our teams also achieved outstanding results:

Open Boys Futsal (Invitational National Championship)
Support Unit Futsal (Regional Championship)
Open Girls Futsal (Regional Champions)
Open Boys Softball (7th in state out of 695 schools - CHS Competition)
Year 7 Rugby League 7 aside (4th in state out of 110 schools - Independent Competition)
Library

The library’s aim is to support teaching and learning across the school and the development of lifelong learning in our students. To this end, the library offered a range of programs in 2010. An integrated information literacy program was delivered to year 7 to improve their use and evaluation of information. This was enhanced by the installation of sixteen new, networked desktop computers.

The literature enrichment program continued with the Premier’s Reading Challenge offered through English classes in years 7 and 8, and was extended with the introduction of the Principal’s Reading Challenge. This new challenge met the needs of those students who prefer to have more freedom of choice in their selection of literature.

The weekly Reading Cafe continued to support reading for leisure and was enhanced by an excursion to the Sydney Writers’ Festival, which allowed students to hear a range of authors discuss their craft and sources of inspiration. Additionally, the library initiated a writers’ workshop held in collaboration with feeder primary schools. Tristan Bancks, a writer for young adults and children, worked on creative writing with approximately 90 students.

Physical improvements have also been made to enhance access to the collection. The Senior Study and Careers Resource Room have been painted and supplied with new chairs; the fiction section has also benefited from the addition of 2 lounges and an ottoman to provide comfortable seating for recreational reading.

Overall, the year was a successful one, laying the foundations for an extension of the Information Literacy program to year 8 in 2011 and the continuation of the literature enrichment program.

Career Programs

Glenmore Park High supported students from year 10 to 12 to investigate and prepare a detailed career pathway plan. The school also offered a variety of career activities to assist students. Career and transition planning activities commenced in year 9. Development days for year 9 and 12 were held and career lessons followed to reinforce these days. A variety of career excursions, guest speakers and access to tertiary courses and job opportunities while attending school were offered to prepare students for leaving school.

Year 12 were involved in career workshops once a week and years 9 and 10 were taught via career lessons. Every child from year 10 to 12 was interviewed and their career plans were recorded. Senior students had access to a variety of TAFE vocational courses and school based apprenticeships and traineeship opportunities while at school. 20 senior students and 10 year 10 students obtained dual accreditation.

Year 10 were involved in a new senior preparation program known as Planning My Future. The program aimed to increase retention rates into the senior school by assisting students to make well informed decisions and provide them with skills required to be successful in the senior school. Intensive career lessons were followed by detailed career interviews; parents were also invited to attend open night and the final career interview. School laptops were used to prepare year 10 students for senior study. Students also worked in teams to experience life after leaving school in a simulated career program known as the Real Game. A small group of students used this time after the school certificate to participate in work experience and complete a year 11 TAFE course.

In 2010 the school increased Community Networks through a variety of programs including Youth Connection Program, which allowed students to meet regularly with a mentor. A small group of year 11 were supported by Links to Learning program, which focused on helping students with their transition into senior school as well as focusing on career exploration and community service projects. The school worked closely with Wise Employment and APM, local disability employment services to achieve excellent outcomes for students looking for full time work if they were in year 12 or part–time work and school based traineeships for year 10.

The enterprise learning activity known as Koorikrew allowed indigenous students to set up a small badge making and jewellery business. Student’s utilised skills learned in the workshops to participate in a Japanese cultural exchange program and to run a stall at the school community fete.

Students were able to access a variety of industry, educational and trade expos, career excursions, listen to guest speakers, as well as participate in work experiences from year 9 onwards. All aimed to assist them in preparing detailed school to work plans.
Technology and Applied Studies

The TAS faculty experienced significant change in relation to available resources for students. In 2010 we saw the completion of our Metals Trade Centre and a refurbished junior technology workshop incorporating a variety of metal fabrication machinery and tools. This enabled students greater access to curriculum choices such as Automotive and Metals and Engineering courses.

Powerhouse Museum

Design and Technology Nomination

In 2010 Jamie Williamson became our first student to be nominated by the Board of Studies to display his Major Design Project at the Powerhouse Museum. Jamie designed and made a safety hazard blanket for the rear of his car. The fluorescent material and flashing LED’s were incorporated to alert motorists of a vehicle breakdown.

Vocational Education and Training

Vocational education and training (VET) provides students with the skills and knowledge that will improve their job prospects and prepare them for entry to the world of work and employment. GPHS has an extensive program available to year 11 and 12 and subjects are studied as part of the HSC.

The VET courses offered on-site to students include Metals and Engineering, Information and Technology, Hospitality (Café Skills) and Business Services. The VET courses offered to students off-site include retail, construction, primary industries, entertainment and nursing.

All the Vocational Education Courses are dual accredited. This means that students achieved credit towards their HSC as well as a vocational qualification.

At the conclusion of a VET course students will receive a Certificate or a Statement of Attainment which listed all the Units of Competency achieved.

In 2010, 55% of year 12 students undertook a VET course.

Academic

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 the assessments.

Year 7: from Band 4 (lowest) to Band 9 (highest for year 7)
Year 9: from Band 5 (lowest) to Band 10 (highest for year 9)

In the School Certificate the performance of students is reported in performance bands ranging from Performance Band 1 (lowest) to Performance Band 6 (highest).

Literacy Year 7 - NAPLAN

![Graph of Percentage of students in bands: Year 7 reading](chart1)

![Graph of Percentage of students in bands: Year 7 writing](chart2)
In terms of literacy, the results obtained allow the school to specifically target and assist students with specific areas of literacy needs. Additionally, results are shared between the Secondary and Primary schools to allow specific and explicit literacy teaching strategies to be developed and implemented to address these identified needs.

In year 7, 82% of students achieved a Band 6 or higher on the Overall literacy scale, compared to the state figure of 84%. Bands 4 and 5 accounted for 18% of students, which compares to the state figure of 15%.

In year 9, 89% of students were placed in Band 6 or higher on the literacy scale, compared to the state figure of 93%. Band 5 had 13% of students being represented.
124 students presented for the English - Literacy course. 91% of students were placed in Band 3 or higher. This compares with the state figure of 95.86% The continuation of a determined focus on the explicit teaching of all text types across years 7-10 has seen on-going student preparedness for all types of writing demands with accompanying success. Students with low levels of performance have been given intensive individual support.

In 2010, 124 presented for the School Certificate. 6 students received results in Bands 5 and 6. The results in this year indicated that 25% of students achieved at Band 4 or higher. This has been addressed by changes in programming that allow for more revision of the Stage 4 and Stage 5.1 course during year 10. Further modification of programs and clearer assessment structures are being identified as issues for staff development.
The pleasing shift upwards in the 2008 and 2009 results for students achieving the higher bands of 4 and 5 was sustained. There was a slight increase in the number of students moving from band 2 to 3. This is seen as an area to concentrate efforts upon in 2011 and beyond.

**Computer Skills**

In 2010, 119 year 10 students sat for the mandatory Computer Skills examination. Our results were consistent with the state average with 49 students deemed to be Highly Competent and 70 students deemed Competent.

A total of 125 students presented for the Australian History School Certificate exam. One student received a band 6. Overall, 65% of students achieved a band 3 or higher. To address these issues improved homework schedules, programs and assessment procedures will be implemented.

**Geography**

125 students entered the School Certificate for Australian Geography. 65% of candidates achieved a Band 3 or higher. We experienced a growth in Bands 2, 3 and 4 results due to a greater time developing skills in readiness for the exam. In 2011 we will continue to refine study skills, time management skills under exam pressure to move Band 5 students into Band 6.
PD/H/PE

In 2010 all mandatory courses in years 7-10 PD/H/PE achieved pleasing results. The school had 125 year 10 students successfully complete and receive accreditation in PD/H/PE in the School Certificate.

The number of students who selected to study the elective courses in years 9-12 has also been encouraging.

Language

In 2010 year 8 completed their mandatory 100 hours of language study (French) towards their School Certificate. There was also a small combined years 9/10 class. The Interactive White Board and related software has been an exciting additional tool in the language classroom. Immediate access to cultural and language information via the internet, to illustrate a point, was invaluable.

Our years 9/10 class joined with the years 9/10 Textiles class and enjoyed an excursion to “Frockstars” at the Powerhouse Museum which took a look behind the scenes in the fashion industry. They were also involved in the Lighthouse Project which facilitated cooperation between teachers, year 9 and 10 students in the use of laptops in the classroom.

School Certificate relative performance comparison to Year 5 (value-adding)

Higher School Certificate relative performance comparison to School Certificate (value-adding)

Higher School Certificate

English

A total of 51 students presented for the English Standard examination with 67% of students achieving a band 3 or above.

In Advanced English, 15 students presented and 100% of students achieved a band 3 or above.

Extension 1 English had 2 students represented, achieving E2.
Mathematics

In 2010, 39 students sat for General Mathematics. The results shown for the Higher School Certificate in 2010 indicated improvement in the General Mathematics course particularly in band 3 and higher. In the General Mathematics 3% of students achieved a Band 5, whereas 87% of students achieved a Band 3 or higher. 2 students from the school attempted the Mathematics 2 unit course through Distance Education. Extra tuition was provided, and the computer based program introduced by Glenmore Park High School to seniors along with the regular revision of the course has continued to improve these results.

Science

Emphasis upon more appropriate subject selection resulted in a larger cohort of Senior Science candidates for the 2010 HSC. Results indicate the success of this move. In Senior Science 84.4% of Glenmore Park High School students achieved results in the higher bands of 4 and 5, compared to 67% of the State’s candidates. This can be further broken down to 34.5% of Glenmore Park students scoring a Band 5 (State 31.5%) and 50% scoring Band 4 (State 35.5%). 15% of Glenmore Park High School students achieved results in the lower bands of 2 and 3 for the HSC, compared to 67% of the State’s candidates. This pattern did not extend to Biology where students were overrepresented in the lower bands of 2 and 3 when compared to the State.

Future direction includes consolidating the promotion and implementation of Senior Science as a well resourced subject appropriate for the needs of a larger number of students. In addition the initiatives of the Careers Teacher in nurturing improved and more appropriate subject choices for senior subjects will enable increased emphasis upon improving student outcomes to be more effective in Biology, Physics and Chemistry for 2011.

Business Studies

16 students sat the HSC in Business Studies. 75% of candidates achieved Band 3 or higher. A reduction in Band 2 to 19%. This will be decreased in 2011 by offering greater remediation to students struggling with course concepts.

Legal Studies

9 students sat for the HSC in Legal Studies. 55% of candidates achieved Band 3 or higher. 44% of students achieved Bands 1 and 2 because they did not realise their potential under exam pressure based on in-school assessment results. In 2011 this will be redressed by assisting students to develop time management skills under exam conditions.

Ancient History

A total of 19 students presented for the Ancient History exam. Results were very positive and a significant improvement on 2009 results, with 84% of students achieving a Band 3 or higher.

Extension 1 History

One student sat the Extension 1 History exam, achieving a Band 2 out of four possible bands.

Technology and Applied Studies

In 2010 students completed HSC courses in Design and Technology, Food Technology, Textiles and Design and Hospitality. In Design and Technology with a candidature of 11 students, 3 students achieved a Band 5 (27%) which was above the state average. 11 students completed the Food Technology course with 47% of students achieving a Band 3 or above. In Textiles and Design, with a candidature of 9 students, 1 student achieved a Band 5 and 78% of students achieving a Band 3 or above. 17 students completed the VET Hospitality course and 14 attempted the Hospitality HSC. 2 students achieved a Band 5 and 72% achieved a Band 3 or above.
PD/H/PE

All students in the HSC content endorsed courses of Exploring Early Childhood, and Sport, Lifestyle and Recreation met the mandatory requirements and received accreditation. Our HSC PD/H/PE students achieved 1 band 5, 7 band 4s, 10 band 3s and 4 band 2s.

Creative and Performing Arts

The HSC results in the Creative and Performing Arts were very pleasing with 88% of Music students achieving band 4 or above and 68% of Visual Arts Students achieving band 4 or higher.

Minimum standards

NAPLAN Year 7

The Commonwealth Government sets minimum standards for reading, writing, grammar and punctuation, spelling and numeracy for years 3, 5, 7 and 9. The performance of the students in our school in the National Assessment Program – Literacy and Numeracy is compared to these minimum standards. The percentages of our students achieving at or above these standards are reported below.

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<thead>
<tr>
<th>Percentage of Year 7 students in our school achieving at or above the minimum standard in 2010.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
</tr>
<tr>
<td>Writing</td>
</tr>
<tr>
<td>Spelling</td>
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<td>Punctuation and grammar</td>
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<tr>
<td>84.8</td>
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<td>90.4</td>
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</table>

NAPLAN - YEAR 9

Percentage of Year 9 students in our school achieving at or above the minimum standard in 2010.

<table>
<thead>
<tr>
<th>Percentage of Year 9 students in our school achieving at or above the minimum standard in 2010.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
</tr>
<tr>
<td>Writing</td>
</tr>
<tr>
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<td>Punctuation and grammar</td>
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In terms of literacy, the results obtained allow the school to specifically target and assist students with specific areas of literacy needs. Additionally, results are shared between the Secondary and Primary schools to allow specific and explicit literacy teaching strategies to be developed and implemented to address these identified needs. The English faculty continued its evaluation of on the effectiveness of teaching and learning programs. The evaluation assisted in changing assessment strategies, pedagogical methods and program delivery to support improved student learning outcomes. This will continue into 2011 ensuring the development of new Teaching and Learning programs to accurately assess and extend English students in all stages of their learning.

In terms of numeracy the overall results for 2010 show improvement in topics such as Space and Data in year 7. Overall, in Numeracy, 40% of year 7 students achieved results in bands 7 to 9. This is an improvement on 2009. Topics that included Data, Space and Geometry provided better results in year 7 and also the topics of Data, Measurement, Space and Geometry topics gave better results in year 9. Students are moving from lower to middle bands in both years, so the Mathematics department will be focusing on Number, Patterns and Algebra in the middle and upper band school areas. This focus should see further improvements in the higher bands, particularly in year 9. The new computer based program will again be used to extend students in all levels of Mathematics.

Significant programs and initiatives

Aboriginal Education

During 2010 the Aboriginal and Torres Strait Islander students were offered a range of opportunities that were arranged to support their learning, enrich their cultural understanding and help them deal with any difficulties they may experience at school. The school provided tutoring sessions for individuals and small groups supported by Norta Norta funding. Students attended Careers Market for Indigenous students. Indigenous students also provided materials and expertise in activities for Japanese visits and became part of the student volunteer cake stall. 5 girls attended an indigenous dance camp for one week. Students ran lunchtime activities for reconciliation week, painted a mural of hands, made friendship bracelets and badges. Regular support group meetings were held to give the students a chance to get to know each other and share experiences.
Panthers on the Prowl

This intervention program targeted students who were at risk of not completing 13 years of schooling. This program used local football players as role models and for 2-3 hours per week, students engaged in mini lessons and practical activities to refocus and reflect on their school learning. Year 9 students took part in the program and it was an outstanding success. The school also won the National Australia Bank grant of $50,000 to support the continuation of the program in 2011.

Japanese Visit

In 2010 the school hosted 2 exchange visits from Japanese schools. Warm and positive relationships developed between the students and helped intercultural understandings.

Civics and Citizenship

Premiers Volunteering Program

Students and teachers from Coonamble High School came to the ‘big smoke’ to help their city cousins. The students and teachers from Coonamble, in NSW, travelled over 650 kms for a reciprocal visit to our school.

Year 9 and 10 students and teachers from Glenmore Park High, with the guidance of Mr J Humberstone and Ms K Green, Kellyville High and Coonamble High Schools joined forces to complete projects to add to their volunteer hours.

The projects were part of the Premier’s Students Volunteer Awards Program and included the construction of an Aboriginal Heritage Garden using the Nepean Valley as a theme, painting a mural entitled, ‘City Meets Country’ and creating activities for students in the Support Unit to help them develop their hand-eye co-ordination.

Students gained valuable experience and hours that they accrued were used in their resumes. Friendships were forged, and knowledge of how tough our country cousins were doing is an important understanding to top off a great school initiative.

Multicultural Education

Once again the highlight of celebrations was the talented, colourful and vibrant onstage performances from individuals and groups of students. The school is conscious of ensuring that appropriate strategies are put in place for students from a language background other than English. The school’s programs continued to promote cultural diversity, racial tolerance and understanding. Harmony Day and Big Day In promoted cultural diversity through music, drama and food.

Respect and Responsibility

The school encourages the values of respect and responsibility, care and co-operation in a variety of ways; through our welfare system, and programs such as year development days, and Positive Behaviour for Learning (PBL).

The Peer Support Program engenders a strong sense of community. In addition, senior students mentor junior students as part of the student leadership program.

Progress on 2010 targets

Target 1

Using Technology to enhance student learning.

Our achievements include:

- Professional training for all staff in One Note software application
- Teachers using interactive whiteboards on a regular basis
- Years 11 & 12 has access to assessment tasks through the school’s intranet
- Technology tasks embedded in school programs in Years 9 & 10.

Target 2

Developing professional learning networks across the secondary and partner primary schools.

Our achievements include:

- Regular school development days with our primary learning community schools
- Successful transition programs between partner schools
- Year 5 visits to the high school in performing arts, sport, science and technology
- Sharing of NAPLAN evaluation.
Key evaluations

Educational and Management Practice

Integration of laptops in Teaching and Learning

Background

In 2010 Glenmore Park High participated in an action research project to investigate best practice in Information and Communication Technologies (ICT). The focus was to examine the integration of a range of software packages into lessons. This was in the context of year 9 and year 10 working with laptops under the Digital Education Revolution.

The project was designed to create conditions whereby year 10 students who have had 1 year experience with laptops were empowered to act as teachers of their peers and enablers of their teacher’s professional learning. The key question was “How do laptops contribute to student and teacher learning and engagement?”.

Findings and conclusions

Students felt that they were being asked to undertake two roles: To work with teachers and to do some teaching with year 9.

They felt ready for the former but were not so prepared for the latter. They felt that their skill level did not take them into in-depth computing and they needed more assistance in coaching. The students indicated that they liked working with teachers and that they better understood lesson planning. Lack of time was particularly frustrating for students, however they did learn more about computer programs. More problematic was the technology itself. Laptops were slow and inclined to freeze. There was frustration in site access.

Future directions

The matter of sufficient time to undertake computer tasks is of considerable concern. Teachers perceived that students lacked confidence and requisite skills regarding programs. This will be addressed by providing significant teacher professional learning in basic programs and appreciations such as One-Note. Students will then be taught these programs so that it is a common mastery. This will be extended to audio and video notes.

Students will be supported in learning how to send work electronically.

The school will also provide training in Moodle to support integration of technology into classroom practice. Overall there is a need to encourage both staff and students to make regular use of laptop technology. To this end a laptop action learning team will be established to upskill teachers as well as to provide an avenue for sharing ideas.

Curriculum

Engagement of students in Science

Background

In 2010 the decision was made to maintain emphasis by the Science Faculty upon improving measurable student outcomes and upon increasing the level of student engagement in learning across all years.

Science teachers identified a need to address our students’ over-representation in the lower bands of external examination results of previous years. The process to address this issue began with reprogramming from 2008 to make science lessons more student focussed, more practical in nature and more engaging with the students. An identified improvement in student outcomes is discussed in more depth in this report.

Junior examinations were restructured so that outcomes were reported upon more objectively.

During 2010, Science teachers identified the need to restructure Major Projects for years 7 to 10. These experiences were more engaging, challenging and generated a sense of student discovery and ownership. The Science staff worked collaboratively to encourage a more appropriate choice of subjects by senior students. This resulted in an identified improvement in senior student outcomes.
Findings and conclusions

A significant improvement in examination outcomes was demonstrated for School Certificate candidates. In 2010 emphasis was upon expanding this improvement to include the HSC candidates and also year 8 students sitting for the Essential Secondary Science Assessment (ESSA).

ESSA - Results from the 2010 ESSA show a clear improvement in student achievements. There were no students in the lower levels and trend from levels 2 & 3 to the higher levels 4 & 5. It is pleasing to acknowledge student attitudes and responses from the 2009 cohort who were surveyed along with all year 8 students from NSW Government schools in 2009. They indicated that they enjoyed Science lessons and considered them a valuable learning experience.

Glenmore Park High School students responded that this was the case at levels far exceeding both the Region and the State. This is encouraging feedback for the Science Faculty in response to restructuring programs to increase student engagement. Similarly, the survey reported that Science was amongst the most favoured and valued subjects on offer at the school for year 8.

Future Directions

- The implementation of faculty policies to include mandatory homework schedules and bookmarking will be set up. It was also identified that a need existed to increase the worth of these components as perceived by students. As a result, from 2011 the assessment schedules have been reworked to include both bookmarks and additional homework assignments.

- Emphasis will be on building upon the range of student experiences that exist beyond the classroom. In 2010 excursions were held for years 7, 8, 11 and 12. Year 7 also participated in a reptile workshop. There was increased emphasis upon extending the experiences of Self-Select classes from year 7 and 8. This included additional field work and excursions, production of a student magazine and inclusion of extra practical experiences and experiments. These strategies will be a foundation for further expansion and development of experiences so to enrich students’ exposure to science.

- The garden and animal enclosure generated much interest amongst students and growing vegetables was included in the year 8 program. It was found that the area was too small to maintain the sheep. As a result plans were developed to use this space more efficiently and effectively. This included the establishment of a Horticulture Club.

- In 2010, 32 leading year 8 science students were trained to conduct workshops in practical scientific investigations for local year 5 primary school students. In all, more than 200 primary school students took part in highly successful workshops run by Glenmore Park High students. From 2011, the depth of content in these workshops will be increased so to extend the skills and knowledge of the group leaders chosen from self-select classes.

Parent, student, and teacher satisfaction

In 2010 the school sought the opinions of parents, students and teachers about the school.

Apart from the formal evaluation, our school regularly seeks feedback relating to programs, welfare and our learning environment from parents, students and teachers. Regular forums include Parent/Teacher/Student nights, P & C meetings, faculty and staff meetings and School Development Days.

The level of overall satisfaction with school programs remains high and we will continue to build and improve on these programs.

Staff satisfaction

The school sought the opinions of staff on the culture of the school.

The survey indicated that:

- 80% of staff believed that school leaders had a positive influence on the school culture
- 82% were proud of the school
- 71% believed that the school culture supports a sense of ownership of the school
- 84% thought that the school was continually finding ways to improve what it did
- 78% felt that the school encouraged everybody to be a continuing learner.
Professional Learning

Staff participated in a wide variety of professional learning activities. These included literacy and numeracy, technology, welfare, quality teaching and syllabus implementation. In particular staff focused on leadership, career development and beginning teachers. Additionally staff participated in mandatory training related to child protection and first aid in cases of anaphylaxis and emergency care.

SAS staff attended the regional conference on the school development day. SASS were also trained in the new Enrolment and Registration Number package (ERN), updated their Excel and Time Management skills

School development days were conducted at the beginning of Terms 1, 2, 3 and the end of Term 4. A total of $61,372.22 was spent on the professional development of staff.

A considerable amount of funds was spent on employing staff to allow permanent teachers to attend courses and training.

The average expenditure per teacher on professional learning was $881.80.

School development 2009 – 2011

The school believes that the learning outcomes should be improved for the full range of students. Our educational programs are expected to develop students to be confident learners, effective communicators and critical thinkers.

Major directions for the school are to:

- Improve literacy outcomes for all students and enhance literacy teaching skills
- Improve numeracy outcomes for all students and enhance numeracy teaching skills
- Improve student engagement across the whole school and have more years 11 and 12 complete high school.
- Improve the learning outcomes of our Aboriginal students
- Provide technology training for teachers.

Targets for 2011

Target 1
Enhancing Student Achievement

Strategies to achieve this target include:

- Raising awareness of practices of the STLA
- Regular self select class team meetings throughout the year
- Modelling appropriate strategies for ESL students
- Analysis of NAPLAN data and strategies for improvement
- Professional learning meetings to engage staff in innovative teaching practices
- Implementing, Prepare, Engage, Reflect model.

Our success will be measured by:

- Differentiated programs across all KLA’s
- Extension programs for self-select classes incorporating problem solving and thinking skills
- Students supported to make informed choices regards senior subjects
- Improvement in NAPLAN, School Certificate and Higher School Certificate data.

Target 2
Using Technology to Enhance Student Achievement

Strategies to achieve this target include:

- Professional learning focus on integrating technology in the classroom
- Training teachers in the use Moodle, blogs and yammer

Our success will be measured by:

- Teachers using electronic whiteboards and video conferencing facilities on a regular basis
- Embedding technology into curriculum for Years 9 & 10.
About this report

In preparing this report, the self-evaluation committee has gathered information from evaluations conducted during the year and analysed other information about the school's practices and student learning outcomes. The self-evaluation committee and school planning committee have determined targets for the school's future development.

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L Gorick (Deputy Principal)
D Tsirigos (H.T. English)
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A Cornish (Careers Advisor)
K Radley (H.T. Science)
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Parents can find out more information about Annual School Reports, how to interpret information in the reports and have the opportunity to provide feedback about these reports at: