School Context Statement

Glenmore Park High School is a large, co-educational, comprehensive community school in Western Sydney located in a community experiencing significant growth. The school provides excellent opportunities for individual student success and celebrates outstanding student achievement across a comprehensive range of fields. The enrolment for 2014 was 812 students, with 31 of these students in 4 Support Classes. 16% of the students enrolled in 2014 were from non-English speaking backgrounds. There are a significant number of Aboriginal and Torres Strait Islander (ATSI) students (over 7%) and the school is committed to promoting its cultural diversity. The school has extremely strong connections with our wider community, including our partner primary schools: 7 in total; the University of Western Sydney (UWS), our local Aboriginal Education Group, Penrith High Schools (PEA) and local businesses. Through these connections we are able to provide holistic, innovative, supported educational opportunities for all our students. We challenge our students to take responsibility for their learning, to become lifelong learners and confident, caring citizens. We achieve this through quality teaching and inspirational, unique learning experiences. Our school is inclusive, catering for high academic achievers as well as students with special support needs.

P&C Message

Glenmore Park High School Parents & Citizens Association is an active group which supports the school by providing ideas and input at our monthly meetings. These meetings are also attended by the School Principal or Deputies and are an ideal forum for parents to keep informed about school activities and learning initiatives.

Our committee always takes a positive and constructive approach to support the staff and students of GPHS, while at the same time expressing any concerns we have. Our members will act as representatives of the broader parent body and will provide feedback on issues when they are brought to our attention.

In 2014, the P&C was involved in a number of projects which led to positive outcomes for the school. The school video, which is now up on the website, was designed and produced as a collaborative project between staff, students and the P&C committee.

The P&C initiated the Year 7/8 Dance Party in Term 1, providing a small canteen on the night as a fundraiser. In Term 4 we had a significant role in organising the school talent showcase, ‘The Riff’, which was a great success. ‘The Riff’ will now become an annual event, moved forward to Term 2 to enable the participation of Year 12 performers.

Term 4 also saw the retirement of our long-term Principal, Natalie Brookton. To commemorate Ms Brookton’s outstanding service to the School and the Glenmore Park community, the P&C arranged for an art space to be permanently dedicated to Ms Brookton in the Administration area. In this space the most outstanding student artworks will be displayed, and an “Artwork of the Month” will form part of the exhibition.

The P&C has also been active in planning for the formation of a Glenmore Park High School Alumni Association, which will be established in 2015. This will give an opportunity for former students to be active in supporting the school, by networking in the local community and acting as guest speakers and role models to current students.

The annual ‘Big Day In’ event, which has in the past been our major fundraising event, was not run in 2014. Consequently, our fundraising activities will require a renewed push in 2015, and the establishment of a fundraising sub-committee will help greatly in this area.

In 2014 the P&C was also represented on merit selection panels for teaching positions, and presented School Citizen Awards at both the Year 12 Graduation Night and the end of year School Presentation Night.

Finally, special thanks must be given to our previous P&C President, Carrie Long, who stood down from the role due to work commitments at the beginning of 2014. Carrie bestowed upon our school outstanding leadership and service over a lengthy period of time and we would like to thank her for her drive and commitment to the school. Looking ahead, the P&C aims to play a positive role in the school community in 2015 and beyond.

Mark Geerin
P&C President
Student Representatives' Message

2014 was a year of many successes for our Senior Leadership Team.

In early 2014, we held various fundraisers for important causes, such as the “World’s Greatest Shave”, a commitment we uphold every year. We hosted numerous BBQs to raise money for our school’s sponsored child through World Vision, and assisted students in their endeavours outside of school. Of course, typical fundraising events still occurred, and continue to make recurring appearances throughout the years, including the Mother’s Day Stall and Easter Raffles.

Unfortunately, our school suffered a major loss last year. One highly valued member of our support unit staff, Sharon White, passed away from cancer during the year. In support of her grieving family, our school came together in unity. It was a moment of intense pride; our school community provided support and care to all grieving staff and students in the time they needed it most.

The School Captains of last year, Patricia Henson and Jordan Murray, represented the school in a variety of circumstances. Both were fortunate to meet our Prime Minister, Tony Abbott, and Jordan was able to walk the Kokoda Track. Other members of the team were sent to various leadership conferences, like the Grip Leadership Conference, to better prepare our members for leadership.

In finality, 2014 must be highlighted as one of solidarity, community feeling, and selflessness. Glenmore Park High has managed to weave charity into its very core, and for that it must be commended. We have no doubts that in 2015 we will follow the same path.

Ben Tunnell & Alaina Scutts
School Captains

Student Information

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

Student Enrolment Profile

<table>
<thead>
<tr>
<th>Gender</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>317</td>
<td>307</td>
<td>334</td>
<td>375</td>
<td>386</td>
<td>398</td>
<td>423</td>
</tr>
<tr>
<td>Female</td>
<td>345</td>
<td>366</td>
<td>358</td>
<td>369</td>
<td>386</td>
<td>392</td>
<td>385</td>
</tr>
</tbody>
</table>

Management of Non-Attendance

Monitoring of student attendance is a well established procedure. Students were interviewed on a regular basis and personal plans were established. The school reviewed rolls to identify regular non-attendance by students and implemented the Glenmore Park High School Attendance Action Plan. Key areas for improvement included lateness, truancy and school refusers. Strategies were developed to alert parents, train staff and communicate expectations to parents and students. In
In conjunction with this, support and rewards systems, as well as engagement programs, were designed to promote attendance.

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

Post-School Destinations

<table>
<thead>
<tr>
<th>Post-school Destinations</th>
<th>Year 10</th>
<th>Year 11</th>
<th>Year 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Seeking Employment</td>
<td>0</td>
<td>0</td>
<td>4</td>
</tr>
<tr>
<td>Employment</td>
<td>14</td>
<td>11</td>
<td>23</td>
</tr>
<tr>
<td>TAFE Entry</td>
<td>0</td>
<td>4</td>
<td>18</td>
</tr>
<tr>
<td>University Entry</td>
<td>0</td>
<td>0</td>
<td>29</td>
</tr>
<tr>
<td>Other</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Unknown</td>
<td>0</td>
<td>0</td>
<td>26</td>
</tr>
</tbody>
</table>

In 2014, students were offered university places with the majority accepting offers from the University of Western Sydney and smaller numbers at Wollongong University, ACPE, Charles Sturt University, Australian Catholic University or TAFE. We saw an increase of students accepting places at private colleges.

Although a significant proportion entered fulltime employment, half of the students chose to continue on to tertiary 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 2014, 40% of Year 12 students undertook a VET Course.

Year 12 students attaining HSC or equivalent Vocational Educational qualification
All Year 12 students (100%) who sat for the HSC attained this qualification.

Workforce 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 composition balanced with early career teachers. Staff retention is high.

Workforce Composition

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Deputy Principal(s)</td>
<td>2</td>
</tr>
<tr>
<td>Assistant Principal(s)</td>
<td>9</td>
</tr>
<tr>
<td>Head Teachers</td>
<td>1</td>
</tr>
<tr>
<td>Classroom Teacher(s)</td>
<td>45.5</td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
<td>1.8</td>
</tr>
<tr>
<td>Learning and Support Teacher(s)</td>
<td>1</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>1</td>
</tr>
<tr>
<td>Teacher of ESL</td>
<td>1</td>
</tr>
<tr>
<td>School Counsellor</td>
<td>0.6</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>15</td>
</tr>
<tr>
<td>Total</td>
<td>75.9</td>
</tr>
</tbody>
</table>

The Australian Education Regulation, 2014 requires schools to report on Aboriginal composition of their workforce.

In 2014 there were no staff with Aboriginal background.

Teacher Qualifications
All teaching staff met 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>
</tr>
<tr>
<td>Postgraduate</td>
<td>20</td>
</tr>
</tbody>
</table>

Professional Learning, Teacher Accreditation and Beginning Teachers

Supporting and nurturing Beginning and Early Career Teachers: mentoring and individualised professional learning experiences were offered to all beginning and mentoring teachers to support them with their understanding of whole school processes and the demands of starting out in teaching.
Financial Summary

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

<table>
<thead>
<tr>
<th>Date of financial summary</th>
<th>30/11/2014</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Income</strong></td>
<td></td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>422160.89</td>
</tr>
<tr>
<td>Global funds</td>
<td>430505.53</td>
</tr>
<tr>
<td>Tied funds</td>
<td>601713.82</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>284292.78</td>
</tr>
<tr>
<td>Interest</td>
<td>15383.16</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>23263.69</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Total income</td>
<td>1777319.87</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Expenditure</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching &amp; learning</td>
<td></td>
</tr>
<tr>
<td>Key learning areas</td>
<td>93234.19</td>
</tr>
<tr>
<td>Excursions</td>
<td>75520.14</td>
</tr>
<tr>
<td>Extracurricular dissections</td>
<td>43943.67</td>
</tr>
<tr>
<td>Library</td>
<td>10014.90</td>
</tr>
<tr>
<td>Training &amp; development</td>
<td>53177.54</td>
</tr>
<tr>
<td>Tied funds</td>
<td>476919.91</td>
</tr>
<tr>
<td>Casual relief teachers</td>
<td>134616.21</td>
</tr>
<tr>
<td>Administration &amp; office</td>
<td>159864.95</td>
</tr>
<tr>
<td>School-operated canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Utilities</td>
<td>114184.22</td>
</tr>
<tr>
<td>Maintenance</td>
<td>60003.08</td>
</tr>
<tr>
<td>Trust accounts</td>
<td>34033.01</td>
</tr>
<tr>
<td>Capital programs</td>
<td>10127.04</td>
</tr>
<tr>
<td>Total expenditure</td>
<td>1265638.86</td>
</tr>
</tbody>
</table>

Balance carried forward 511681.01

A full copy of the school’s 2014 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 2014

Arts

Students participated in a wide range of activities in 2014.

Glenmore Park High School launched an annual concert in 2014 titled “The Riff” which focuses on bringing the community into the school. The matinee was performed to an audience of students from our partner primary schools and featured students from Years 7–12 representing the Creative and Performing Arts disciplines of Art, Music, Drama and Dance.

Glenmore Park High School was represented in the Regional Big Band, and Dance Group, and we also had two guitar soloists perform at the Penrith Valley Festival.

Musicians, singers, light and sound students were part of the Western Sydney Region concert, PULSE.

Soloists performed as part of the GPHS and partner primary schools commemorations at Anzac ceremonies.

Years 9, 10 and 11 Music Elective students presented an evening concert to parents to showcase their talents and achievements.

Student leaders from the Performing Arts Faculty conducted mini lessons at the Year 6 Orientation Day as part of the Year 6 Transition Program.

An authentic learning project was developed that integrated music and art in a Performance and Art Exhibition Evening.

Our School Dance groups were selected to perform at the McDonalds Challenge, Blue Mountains Dance Festival, Hawkesbury Eisteddfod, Penrith Valley Festival and the Sydney West Dance Festival. All Dance groups that competed in the Penrith, Hawkesbury and Sydney Eisteddfods were awarded a Highly Commended.

Dance students attended performances at the Sydney Dance Company and had the opportunity to audition and dance with the Bangarra Dance Company.

A very successful HSC Dance Evening was held that showcased student achievement. Community support of this concert and for the students performing was very encouraging.

The talent of our Performing Arts Students was showcased at “The Reclaim the Night” concert for promoting awareness of domestic violence within the Western Sydney community. Our students set up the sound and lighting and also provided a thoughtful and sincere set of performances to the wider community.

Students also created and performed a concert for Seniors Week in the local community.

Students competed in the Flannofest Drama event and were awarded top honours in the Performance Category.

A successful Year 10 Drama showcase was held called the “Laramie Project” as well as a Senior...
Drama evening to showcase students’ HSC performances.

Drama students attended a number of workshops and performances at the Sydney Theatre Company and Wesley Institute as well as attending an ATYP workshop.

Students participated in Operation Art and Art Express workshops where they worked in an alternative learning environment in a professional studio.

Years 7-10 students were given the opportunity to participate in a weekly Art Club which offered extension activities, and Senior art students participated in a workshop each Tuesday afternoon to assist them in developing their “Body Of Work”.

Students also exhibited their work in the Penrith Show, with many students receiving the highest awards for their outstanding artworks.

The CAPA Faculty has implemented the A.L.A.R.M system into both programs and assessment tasks, along with the Super 6 Literacy strategies to extend the school focus on Literacy Improvement.

HSC results in Music, Dance, Visual Arts and Drama were solid and represent the top results of the students’ studies. In 90% of the students who studied CAPA subjects for the HSC, the CAPA results were their highest marks.

In Visual Arts 90% of the students who completed the course received a Band 4 or higher. In Music 80% of the students who completed the course received a Band 4 or higher. In Dance and Drama 70% of the students who completed the course received a Band 4 or higher.

**Technological and Applied Studies (TAS)**

In 2014 the members of the TAS Faculty continued reviewing and redesigning teaching programs and units for implementation in Year 7 and Year 8. The programs emphasise the importance of focusing upon strategies to increase student engagement in the classroom. They also address 21C learning skills. New staff member Chris Liauw, specialising in Timber and Computing skills, is also committed to looking after the school computer network.

- In 2014, TAS staff have been responsible for many whole school focus areas including; Year Advising (Year 8), VET Co-ordinator, VET Subjects including Hospitality and Metals & Engineering, Work Placements and Industry visits, School Reports, School Network Maintenance and Upgrades, The Duke of Edinburgh Program, The Hotel Management Institute Challenge and vaccinations. TAS staff are also represented on the Technology committee and have led students in catering for a range of school events including International Women’s Day.

- The faculty continued to review programs in all technology courses, ensuring they had explicit literacy strategies embedded to assist students to improve literacy levels in all technology courses. This supported the whole school emphasis upon implementation of Super 6 literacy strategies.

**Future Directions for Staff**

- Programs and assessment strategies will continue to be revised to cater for individual student needs. This will include the refinement of homework and assessment tasks, and will include developing strategies to increase effective feedback, enabling students to target areas for future improvement. The faculty will also implement whole school strategies around increased communication with parents regarding student progress in learning.

- Ongoing professional learning opportunities for staff will target student engagement and 21C learners.

**Student Experiences**

- Industrial Technology Automotive offered to Year 11 for the first time, as no VET course available due to changing RTO.


- Change in Hospitality Certificate II, Food and Beverage Course introduced.

- Introduction of 3D printing to Year 8 programs.

- Excursions focus on Automotive Industry, Industry Studies, Food Technology and student participation in Cooking competitions.
Future Development

- Students to re-open GPHS cafe.
- Introduction of Robotics in Electronics
- Revision of junior Textiles programs across Years 9 & 10 to support the reimplemention of the Stage 6 course in Textiles.
- Development of 3D printing units to enhance both Years 9 & 10 Graphics courses, as well as Stage 6 Design and Technology course.
- Results in Industrial Technology Timber Course during 2014, reflect the need to review programs and implementation of these. Focus area will be the Major Project and portfolio.

2014- HSC VET

Metals & Engineering Year 12 – 15 students Certificate II course;
Hospitality Certificate II Year 12 – 12 students;

Sport

2014 has seen our students once again achieve outstanding results in all areas of sport. Out of a population of 820 students we have had 738 representations for the School, 131 representations for the Nepean Zone, and 50 for the Sydney West Area. Some of the highlights from 2014 are as follows:

Abbi Williams has represented the school in 5 sports; these sports include Athletics, Cross-Country, Swimming, Basketball and Triathlon. She made the Nepean Zone Basketball team that competed at the Sydney West level. She has attended the Nepean Zone carnivals in Athletics, Swimming and Cross-country. She was School Age Champion in the School Swimming and Cross Country Carnivals. Her true passion and success has been in her Swimming where she dominated and competed at School, Zone, Regional and CHS State levels. Abbi also competed in the CHS team Triathlon at Penrith in the Swimming leg, doing her team proud.

Caleb Pawlutschenko has represented the school in 7 different sporting teams including Athletics, Cross-Country, Swimming, Softball, Futsal, Soccer and Tennis. Caleb has been an all-rounder and has made it through to State level in Cross Country, Tennis and also was a part of the School’s Softball team that competed in the Final 16 series in Newcastle. On the sports field Caleb has been a great leader and brings positive insights and an intelligent game sense; Caleb is a talented and competitive young sports man who has done himself and his school proud.

Analiese Langer’s achievements this year include representing the school at 10 different sports at School, Zone, Regional, and CHS levels in the sports of Athletics, Cross-Country, Swimming, Softball, Hockey, Triathlon, Volleyball, Cricket, Basketball, and Netball. Analiese was also this year’s school Athletics, Cross-Country, Swimming Age Champion. She was a member of this year’s Team of the Year which qualified into the final 16 teams in NSW for Hockey. Analiese was selected in the Nepean Zone Softball Team that played in the Sydney West Championships. She has helped with School Netball and Softball acting as an Official. On top of all this Analiese has been a role model seeing success on the sporting field as well as academically in the classroom. She truly has done the school and herself proud.

Mitchell Dixon has represented the school this year in 15 different teams across 10 sports including Softball, Baseball, Futsal, Volleyball, Rugby League, Athletics, Basketball, Cross Country, Hockey, and Touch Football. He has been selected in the Zone Rugby League Team. He also was a part of the School Softball team who travelled to Newcastle for the CHS final 16 series. Mitchell has displayed a strong transfer of skill across a large range of sports and has helped lead many of the schools teams to success. Well done Mitchell.

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. This year’s winner was Jack Noble. In Jack’s six years at Glenmore Park High School he has represented the school 48 times in an average of 8 different teams each year. He first began in Year 7 as a fairly quiet achiever only playing in the AFL, Rugby League and the Cross Country teams. As the years went on Jack’s confidence grew and with that so did the level of achievement across sports like Cross Country, Athletics, AFL, Rugby League, Softball, Baseball, and Cricket. In his senior year Jack was selected
to play Softball at Zone, Regional, and even State levels. During School Softball and the Sydney West Knockouts other students were quite often scared to be a catcher on the receiving end of one of Jack’s pitches. Over the years Jack has had the opportunity to lead the School Softball Team to the qualification into the CHS final 16 series on more than one occasion. Jack has been an extremely talented sports person and has been able to develop his skills across these sports to help him and many of the school teams see success. 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 sport.

Our Teams have also achieved outstanding results:

- Open Boys Softball - State CHS Final 16 Series
- Under 15’s Girls Basketball - Regional Champions
- Years 7 and 8 Girls Soccer - Regional Runners Up
- Under 16s Boys Rugby League - Mark Geyer Cup Champions
- Open Girls Hockey - Top 16 in State CHS Final 16 Series
- U16’s Girls Futsal - Regional Runners Up

English/History

The duration of 2014 was spent implementing the new NSW English and History Syllabuses for Years 7 and 9. New assessment tasks and units were considered and staff discussions ensured Quality Teaching was at the core of each. During the first stage of implementation the Faculty continued to develop the Scope and Sequence for the second stage of implementation for Years 8 and 10 English & History in 2015. Staff developed new authentic assessment tasks to provide students with an opportunity to develop their 21st century skills and continued to integrate the Super Six Comprehension Strategies in all programs in alignment with the Literacy focus of the School Management Plan. Further areas of interest for staff were providing differentiation in the classroom and embedding Eight Ways pedagogical practices in several programs aiming to provide equal learning opportunities for all.

In 2014 staff were engaged in a range of Professional Development opportunities. Training in Focus on Reading Phase 1 continued and staff were required to continue working with a core class. Several staff members were trained in Focus on Reading Phase 2 and English/History staff have indicated they would like to further their skills and understanding by undertaking the second phase of the program. The History Teachers’ Association and the English Teachers’ Association offered several courses providing training in Years 7-10 History Programming and innovating Stage 4 and 5 English. Three staff members attended the English Teachers’ Association’s Annual Conference which provided support for developing new NSW Syllabus resources and also gave the staff the opportunity to learn about the new English Continuum initiative.

Stage 6 Standard, Advanced and Extension 1 English has been a focus area with the introduction of a new Prescriptions list. Staff have been provided with opportunities to attend Professional Learning to expand their understanding of the new Area of Study and Modules.

The English/History Faculty provided many extra curricular opportunities for students in 2014. Students were entered into the Western Sydney Debating Competition, the Premier’s Debating Challenge, the Writer’s Festival and the Legacy and Plain Speaking Public Speaking Awards. Students in Years 7 and 8 visited the Jewish Museum and Year 11 students attended Nineteen Eighty Four on stage at the Joan Sutherland Centre. HSC students were given an opportunity to attend the ETA Extension 1 English Study Day, Aztecs Exhibition at Sydney Museum, and the HTA Modern History Study Day, which supported them with their studies. The English/History Faculty also launched the ‘Drabble’ competition where students submitted 100 word stories. Many entries were submitted and four winners were chosen to receive Dymocks Bookstore vouchers.

Mathematics

TOWN (Taking Off with Numeracy)

Two staff members completed the TOWN (taking Off with Numeracy) training throughout the year. The course allowed the staff and faculty to plot all Years 7 and 8 students against the numeracy continuum for their place value, multiplication
and division strategies. Based on the results many of our students in Years 7 and 8 were able to recall and solve questions using their basic multiplication and division facts, but were not able to apply these strategies in formal algorithms. It was also noted that while the students were able to read the question, they were unable to comprehend what processes were required to undertake in order to solve the problem. These areas to develop occurred in both year levels.

**New Curriculum**

The new syllabus for mathematics was implemented in Years 7 and 9 during 2014. Years 8 and 10 will be implemented throughout 2015. Staff undertook professional development to look at the changes and the impact of the new syllabus on their teaching programs. Time was also spent on rewriting units to incorporate the new syllabus outcomes.

**Technology**

Staff undertook training on using iPad’s in the classroom, to increase student engagement levels. Year 7 and 8 classes used iPad’s on a weekly basis to enhance their understanding of key concepts, skills and knowledge in Maths. New units based on the new NSW syllabus were written to incorporate and use technology in the classroom. Years 8 and 9 authentic tasks required students to use a variety of software and to access the internet to locate, read and interpreting information from websites.

**Science**

In 2014 the members of the Science Faculty continued with the development of teaching programs for the implementation of the new syllabus for Years 8 and 10 in line with the National Curriculum. Science teachers emphasised the importance of focussing upon strategies and programs to increase student engagement in the classroom as the new programs are developed.

In 2014, associated assessment tasks reflected the shift in learning programs towards being increasingly student centred. Emphasis was placed upon authenticity in all assessment tasks in which students gathered data from first hand procedures and secondary research, making investigation tasks more relevant to their lives.

The faculty continued to invest significant time and effort into improving effectiveness of reading and literacy levels in Science. As a part of the whole school emphasis on Super 6 reading strategies, the Science Faculty participated in a collegial approach of lesson observations and reflection and evaluation. Continued emphasis will be upon incorporating strategies identified as being most effective into normal teaching practice.

The main focus within the faculty has been upon developing student centred experiences and increasing engagement as new teaching programs have been developed and implemented. A fundamental component of this has been the consolidation of Super 6 literacy strategies explored as a whole school, within the faculty and applied to the teaching of Science.

Another focus was the increased use of technology within lessons. This included extended use of laptops for research, recording data and making presentations during lessons, and the use of data projectors in each class room.

In 2014 excursions were held for Years 11 and 12. Year 7 was involved in an ‘incursion’, notably a reptile workshop for Year 7 which has served to generate a “Reptile Interest Group” amongst the student population. There was increased emphasis upon extending the experiences of Self-Select classes from Years 7 and 8. This included additional field work and inclusion of extra practical experiences and experiments. Gabrielle Pankanin was awarded the Victor Chang Cardio Research Institute Award and as a result was invited to participate in a day’s work with Scientists at the Institute.

In 2014, 30 8L Science students were trained to conduct workshops in practical scientific investigations for local Year 5 primary school students. This has been consolidated as a component of leadership development for self-select students of Year 8.

In 2014 the first yearly Year 11 Science Achievement Awards were held. Gabrielle Pankanin, Andrew Minors, Connor Merrison and Mikayla Weise were recipients.

**HSIE**

We had a sensational year adopting our new teaching and learning programs. Students have reported higher levels of engagement as predicted during our 2014 planning sessions.
Student assessment submission rates increased as a result of engaging assessment experiences and class and lunch time support.

After careful review we have decided that in 2015, we will reduce our assessment tasks from four to two worth 40% each and incorporate a class participation mark of 20% to recognise the talents and skills being demonstrated verbally through class discussions and class work.

In 2014 our focus of collaborative planning and mentoring worked well and we are continuing to research and adopt 21st century learning experiences. We extended our excursion program to increase student engagement as well.

Languages
In 2014 we introduced Italian for Year 8 students to study for their 100 hours of Languages. The students enjoyed the highly engaging teaching and learning experiences they were exposed to. Students worked directly with our Language teacher for three lessons per fortnight and two periods with their History/Geography teacher to develop their understanding of Italian culture, history and geography.

The students really flourished throughout the year and have achieved a basic fluency in speaking, reading, writing and interpreting Italian.

As a testament to the success of the course, we have been able to offer a Year 9/10 Italian Elective course in 2015, with a full class of students. Our goal in 2015 is to have students elect to study Italian in Stage 6 for their Preliminary and HSC.

Academic achievements

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.

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)

The My School website provides detailed information and data for national literacy and numeracy testing (NAPLAN).

Click on the link http://www.myschool.edu.au and enter the school name in the Find a school and select GO to access the school data.

Results:

NAPLAN Year 7 - Literacy (including Reading, Writing, Spelling and Grammar and Punctuation)

In Year 7: 149 students presented for NAPLAN.

75% of students achieved a Band 6 or higher in the Reading component of NAPLAN.

57.5% of students achieved a Band 6 or higher in the Writing component of NAPLAN.

78% of students achieved a Band 6 or higher in the Spelling component of NAPLAN.

76.7% of students achieved a Band 6 or higher in the Grammar and Punctuation component of NAPLAN.

NAPLAN Year 7 - Numeracy

In 2014, 97% of all year 7 students sat the NAPLAN exams.

Overall Results

The results for 2014 have shown a slight decrease in the number of students either at or below the national minimum benchmarks in overall results in numeracy. There has been a 12% increase in the number of students who achieved a band 7. 70% of all year 7 students achieved a band 6 or higher, exceeding our 2014 target of 60% of students achieving a band 6 or higher.

Data and Measurement: 38% of students achieved a Band 7 or higher

Number, Algebra and Patterns: 41% of students achieved a Band 7 or higher

NAPLAN Year 9 - Literacy (including Reading, Writing, Spelling and Grammar and Punctuation)

In Year 9: 144 student presented for NAPLAN.

56.9% of students achieved a Band 7 or higher in the reading component of NAPLAN.
40.3% of students achieved a Band 7 or higher in the writing component of NAPLAN.
70.1% of students achieved a Band 7 or higher in the Spelling component of NAPLAN.
50% of students achieved a Band 7 or higher in the Grammar and Punctuation component of NAPLAN.

In terms of literacy, the results obtained through NAPLAN give the school an opportunity to target and assist students with specific literacy needs. Additionally, an overview of the results provided to both the Partner Primary Schools and GPHS allows staff to develop more effective transition programs between primary and high school. The strategies implemented through the National Partnerships Initiative continue to be implemented to support student literacy.

**NAPLAN Year 9 - Numeracy**

In 2014, 89% of students sat the NAPLAN exams.

**Overall Results**
The results for 2014 showed an overall increase in the numeracy performance of our Year 9 students. The number of students who had obtained a Band 7 or higher increased from 47% to 59%. The number of students who were below the national minimum benchmark has significantly decreased from 20% to 7%.

Data and Measurement: 56% of students achieved a Band 7 or higher

Number, Algebra and Patterns: 62% of students achieved a Band 7 or higher

**Higher School Certificate (HSC)**

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

<table>
<thead>
<tr>
<th>Performance Band from NAPLAN Year 9 (Cohort Progress)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Performance Band</td>
</tr>
<tr>
<td>------------------</td>
</tr>
<tr>
<td>School 2014</td>
</tr>
<tr>
<td>SSG Average 2014</td>
</tr>
</tbody>
</table>

Note: By definition, the State average relative performance is zero
Students are engaged in the Years 7–10 Mandatory History and Years 9–10 Elective History courses offered at GPHS and many continue their studies of History by choosing one or both Stage 6 Modern and Ancient History.

Mathematics

Glenmore Park High School continues to offer all Mathematics courses in Years 11 and 12. The variety of Maths courses on offer as well as the increased leaving age of students has led to a greater number of students choosing to undertake a Mathematics course as part of their HSC study. 39 students undertook the Mathematics General 2 course; 10 students undertook the Mathematics General 1 course, while 6 students undertook the Mathematics 2 unit course.

Science

Students performed less favourably in Senior Science when compared to the State cohort and also less favourably when compared to previous years. 28% of GPHS students achieved Band 4 results compared to the State where 67% achieved Band 4 or higher. It needs to be stated that a larger than usual number of students with a history of very poor literacy levels were a part of this cohort. In Biology and Chemistry students were over represented in lower bands when compared to the State and with previous GPHS cohorts.

**PD/H/PE**

In Stage 6 PDHPE the following classes have been conducted in Year 11 Preliminary courses: 1 Sport, Lifestyle and Recreation, 2 PDHPE, and 2 Community and Family Studies classes.

All students in the HSC content endorsed courses of Exploring Early Childhood, and Sport, Lifestyle and Recreation meet the mandatory requirements and received accreditation. Our HSC PDHPE students achieved 7 x band 4’s, 6 x band 3’s and 5 x band 2’s. PDHPE School vs State variation was 7.96-. In HSC CAFS students achieved 2 x band 5’s, 3 x band 4’s, and 6 x band 3’s. CAFS School vs State variation was 4.73-.

**Art**

HSC results in Music, Dance, Visual Arts and Drama were solid and represent the top results of the students’ studies. In 90% of the students who studied the CAPA subject for their HSC the CAPA results were their highest marks.
In Visual Arts 90% of the students who completed the course received a Band 4 or Higher.

In Music 80% of the students who completed the course received a Band 4 or Higher.

In Dance and Drama 70% of the students who completed the course received a Band 4 or Higher.

**Other achievements**

See National Partnerships Literacy Project (P14).

**Significant programs and initiatives – policy**

**Aboriginal Education**

Glenmore Park High School has seen a significant increase in the enrolment of Aboriginal and Torres Strait Islander students from 2.5% in 2012 to 7% by the close of 2014. In order to fulfil the Aboriginal Education Policy and effectively cater to this increasing demographic, the Aboriginal Education Group was established to spearhead Indigenous initiatives. Members of the AEG have represented Glenmore Park High School in the wider community at Aboriginal Education Consultative Group meetings throughout the year.

Indigenous students have been given opportunities for leadership and positive cultural recognition by being invited to open all school formal occasions such as Graduation and Presentation Day, as well as weekly assemblies, with Acknowledgement of Country, acknowledging the traditional owners of the land – The Darug People. The Gamarada Buddy Program was also established, targeting Years 8-10 students as role models and support for younger Indigenous students.

Parents and community members were welcomed into the school for a meet and greet to complete personalised learning plans. The school developed personalised learning plans for every Indigenous student in order to best address the students’ needs.

A designated Aboriginal resource room, as dictated by the Aboriginal Education Policy, was proposed and established. The Jumbunna room, officially opened during Year 6 Open Day, is a designated space for meetings with parents, carers and community members. It also acts as a tutoring and study room as well as a place for celebration of the culture and achievements of our Aboriginal and Torres Strait Islander students.

Students attended Indigenous camps at the University of Western Sydney, including the “Walking Tall” Camp in order to introduce them to pathways to university. Several students from years 10 and 11 participated in mentoring through the NRL program, designed to establish career goals and pathways. Senior Indigenous students attended work-based training and were training to gain employment through the Aboriginal Employment Strategy.

Members of the AEG attended the Sydney Aboriginal Education Conference as well as completing training in the Eight Ways Aboriginal Pedagogy. This program will be delivered to the entire staff in 2015 in order to embed an Indigenous focus into all classroom teaching programs.

The school celebrated numerous important Aboriginal events including Reconciliation Week, the Wall of Hands, Close the Gap Day, Harmony Day and the anniversary of the National Apology to the Stolen Generation. Many of these events were accompanied by an associated Positive Behaviour for Learning lesson, completed by all students.

**Multicultural Education and Anti-Racism**

Staff and students from Glenmore Park High School are from diverse cultural backgrounds. The major language groups represented in the school are English, Samoan, Maori and Hindi. The school welcomes and celebrates the diversity of our staff and students.

Glenmore Park High School had a small number of students receiving support through this program. Students are supported by a number of teachers and tutors who support our EALD and Learning and Support students. This support includes individually mentoring and tutoring in order to support them in achieving their learning outcomes. Assistance is provided in improving our student’s literacy. Harmony Day, NAIDOC Week, International Women’s Day and Reconciliation Week are celebrated as whole school events encouraging tolerance, understanding and respect for all. Multicultural aspects are embedded into the curriculum in a number of subject areas as well as through the PBL program reinforcing values of respect.
Significant programs and initiatives – equity funding

Aboriginal background

Students were mentored to achieve their literacy and numeracy goals using staff employed under the Norta Norta program. A male tutor was also employed under this program to target Years 9 and 10 boys, acting as a positive male role model. These students were involved in a Project Based Learning initiative which gave them opportunities to research information about their culture and their elders. Students celebrated their success by presenting their finding to their parents and community members during an Open Day.

The Aboriginal Dance Group was established and students performed at the Blue Mountains Dance Festival, the Penrith Valley and Sydney West Dance Festivals, as well as competing in the Hawkesbury Eisteddford. Indigenous dancers attended a Bangarra Dance workshop at the Sydney Dance Company and auditioned for the Performing Arts Unit Indigenous Dance Ensemble. The Aboriginal Dance Group successfully auditioned for, and subsequently performed as part of the Indigenous item in the 2014 Schools Spectacular.

Artist Shae Tobin was employed through the Norta Norta program to mentor students in Indigenous Art.

An Indigenous garden area, the Three ‘R’ Garden, was established together in conjunction with Hawkesbury TAFE and The Secret Garden Nursery, allowing a number of students to achieve a Certificate II in Horticulture.

Socio-Economic Background

"Boys RITES" – A Program for Boys

The Boy’s RITES Program is offered to groups of Years 7, 8 and 9 boys. This program is designed to help young males to develop positive self-esteem and build on their skills in relating with others. Themes explored include Respect, Integrity, Truth, Expression and Safety. The program encourages young males to critically examine the role society plays in shaping their views of themselves in order to empower them to take charge of their own identities and goals.

University Mentors

The school has a strong partnership with the University of Western Sydney. Aspiring teachers undertaking training at the university work collaboratively with our staff to mentor, extend and enrich the academic progress of students across all years. UWS students include this program in their academic transcripts as part of their course accreditation. This opportunity provides the university students with authentic teaching experience supporting and extending students.

Special Education

Glenmore Park High School takes great pride in the successful integration of students with disabilities. Students in our support classes also, when appropriate, access mainstream classes. Resources are allocated to support their particular needs. Life Skills Courses in Stages 5 & 6 are taught. Preparation for transition to work programs included a Horticulture course run by Richmond TAFE at Glenmore Park High School. Special Education students are involved in Transition to Work Programs. They are also involved in a variety of sporting competitions representing the school at all levels including State.

Performing Arts

The comprehensive Performing Arts program includes the Rock Band, Choir, Drama and Dance Ensembles. Students perform within and beyond the school at community festivals and local primary schools. The drama classes are a training ground for leadership skills. Students have participated with great success in “Flannofest” and a range of other local festivals including School Spectacular and PULSE. Students have enrolled in the National Arts School and entered the Penrith Show. Students regularly participate in workshops and education programs at the Sydney Dance Company.

English Language Proficiency

Glenmore Park High School had a small number of students receiving support through this program. Students were supported by a number of teachers and tutors who support our EALD and Learning and Support students. Students are mentored and tutored individually in order to support them in achieving their learning outcomes. Assistance is provided in improving our student’s literacy.
Learning and Support

Our Learning and Support Team supported our students through a range of processes and programs including:

- Naplan or HSC Disability Provisions in 2014 were provided to 20 Year 7 students, 18 Year 9 students and 10 Year 12 students.
- STEP Program – School To Employment Program for 10 senior students.
- Study Skills Training for Senior Students.
- Extensive Disabilities Transition for 27 Year 6 students with transition from Year 6 to Year 7.
- Developed Individual Education Plans for student with additional needs.
- Developed Transition/Exit Plans for senior students who require post school support.
- Supported targeted students with reading fluency and confidence in English classes.
- Coordinate the timely support of students in classes by SLSO’s.
- Facilitated ADHC assessments for students with high needs.
- Supported the transition of students from the Support Unit to Mainstream classes.

Staff were supported though a number of professional development sessions in relation to:

- Year 6 to Year 7 Transition Processes, including support for Year 7 Camp.
- Disability and Student Information for students who require additional support.
- Overview of Disabilities and how they impact on learning.
- Reading Accommodations as part of the Focus on Reading Training.
- Introduction to Inclusion Online Disability Training.
- Development of school systems for NCCD Process and induction process for staff.
- Support for Wider School Community

- Conducting school visits to feeder Primary Schools for Year 6 to Year 7 Transition.
- Showcasing our schools 6 to 7 Transition Process at District Level.
- Training sessions for “Getting to Know MultiLit” and “York Assessment Reading Comprehension”
- Inclusion Online Training Autism Spectrum Disorders
- Participation in the Positive Partnerships Program.

Other significant programs and initiatives

Careers Programs 2014

Glenmore Park High offered a multitude of programs to assist students to prepare detailed career and transition plans. Careers exploration opportunities included a variety of career excursions, guest speakers and access to tertiary courses and job opportunities; these were offered to all students from Years 7 to 12.

Year 12 students were involved in career workshops once a week and Years 10 and 11 were informed and advised through a mix of individual career counselling, updates sent via emails, face book, excursions and workshops. Senior students had access to a variety of TAFE vocational courses, school based apprenticeships and traineeship opportunities while at school. 28 Senior Students and 10 Year 9 students obtained dual accreditation and employability skills.

The number of Career days, industry visit and Career workshops also increased, allowing students to explore careers in more detail than was possible in the traditional work experience program. Year 10 students interested in hospitality careers were involved in a new initiative with Panthers known as “Hospitality Work Wise”. Years 7 to 12 attended the Try a Skill Day. Senior students attended Open Days, Careers Markets and Expos outside school to further assist them to make informed career decisions.

In 2014 the school was again involved a in Community Partnership with the Panthers on the Prowl Project; students involved were able to
visit local businesses, universities and TAFE as well as compete in a Chefs Challenge and the Women in Business program. Students with special needs were able to access the services of Wise and Nova employment. At the end of the year we were able to offer a Landscaping and Horticulture taster course which allowed us to open a community garden on school premises which is now accessible to all students and community members to learn from each other.

Year 10 Aboriginal students were signed up to the NRL School to Work Program and Year 11 were signed up to the Learn Earn Legends Mentor and Careers Program.

National Partnerships and Significant Commonwealth Initiatives

2014 was an exciting year for our Improving Literacy and Numeracy National Partnership project. Glenmore Park High School was selected to be a case study school due to the three-pronged approach adopted under the Literacy Project. Students from Years 7-9 continued to receive either targeted individual support, small group or whole class support in developing their literacy needs. The CARS and STARS program, MULTILit and explicit whole class instruction utilising the Super Six from the New Phase 1 Focus on Reading continued.

Staff continued their professional learning on New Phase 1 Focus on Reading K-6 program, which continued to develop their capacity to explicitly teach literacy to their students. 95% of the current staff completed this training. In 2015, the remaining staff who joined the faculty after we completed the course will undertake this training.

Two literacy leaders were trained in New Phase 2 Focus on Reading K-6 and staff will be trained early in 2015 to extend their knowledge and understanding of explicit literacy instruction. This training also aligns with our work with our partner primary schools, which are also in the process of completing this training. Through these partnerships Glenmore Park High School has maintained the continuity of literacy metalanguage as student’s transition from primary school into high school and staff are reporting Year 7 students are well versed in this language.

From the 85 Year 9 students (Control Group 1) tested for Reading Accuracy in May 2013 (Year 8) and then again in June 2014, the average words read accurately per minute moved from 134 words/min to 173.4 words/min, representing an average increase of 22.7% in accuracy. In the target group the average improvement was 17.7%

From the 31 target Year 9 students we have retained in the project from May 2013-June 2014, 29 were below expectation and 2 were well below expectation for Cluster 13 for Year 8 in May 2013. In June 2014, 17 students have achieved Cluster 13 and are working towards Cluster 14, 10 students are working at Cluster 14, 3 are working at Cluster 15 and 1 is working above expectation at Cluster 15.

From June 2014-October 2014 22 of the 27 remaining students have moved up to either AT or ABOVE expectation for Cluster 15 as result of the three tiered approach to literacy.

School planning and evaluation 2012—2014

School evaluation processes

NSW Public Schools conduct evaluations to support the effective implementation of the school plan. The processes used include:

- Student and parent surveys and interviews
- Face to Face meetings with parents
- Feedback from teachers through the TARS and EARS process.
- Interviews and evaluations with teachers across primary and secondary learning alliances.

School Planning 2012-2014

School Priority 1

Literacy and Numeracy

Outcomes from 2012–2014

To raising Literacy and Numeracy standards of all students to all state level and above.

Evidence of Achievement of Outcomes in 2014:

- Increased use of literacy strategies
- Successful implementation of Australian Curriculum.
- Super Six strategies embedded in programs across curriculum
Success of National Partnerships Literacy Program.

**Strategies to Achieve these Outcomes in 2014:**
- Implementation of Focus on Reading
- Participation in the Glenmore Park Learning Alliance with Focus on Literacy
- TPL for staff in Super Six.

**School Priority 2**

*Curriculum and Assessment*

**Outcomes from 2012–2014**
To improve student learning outcomes by developing a relevant, challenging and engaging curriculum.

**Evidence of Achievement of Outcomes in 2014:**
- Successful introduction of Australian Curriculum
- Assessment booklet reviewed and refined.
- 11% of students have PLPs.

**Strategies to Achieve these Outcomes in 2014:**
- Provide staff with TPL opportunities to support Australian Curriculum implementation
- Staff analysed SMART, NAPLAN and welfare data to identify student learning needs.
- TPL provided around differentiation and adjustments for students.

**School Priority 3**

*Student Engagement and Attainment*

**Outcomes from 2012–2014**
To provide opportunities for every student to engage in learning through differentiated authentic teaching and learning practices.

**Evidence of Achievement of Outcomes in 2014:**
- 11% of students have PLPs.
- The number of students applying to Senior High schools significantly decreased.
- Staff work with LaSTs on differentiation and adjustments for the individual student needs.
- Greater curriculum offered through PEA.

**Strategies to Achieve these Outcomes in 2014:**
- Student assessment, data and interviews conducted to identify areas of focus.
- LaSTs work intensively with faculties on programming.
- ‘L’ evate program introduced.
- Penrith Education Alliance established increased curriculum offerings for all schools, assisting in retention of students into Year 11.

**School Priority 4**

*Aboriginal Education and Training*

**Outcomes from 2012–2014**
To improve Aboriginal and Torres Strait Islander student achievements

- PLPs for all ATSI students.
- Tutors employed through funding provided.
- Retention into Year 11 increased.

**Strategies to achieve these outcomes in 2014:**
- Parent, Teacher and Student meetings to complete PLPs.
- Tutoring program established to support success in assessments.
- Increased support, increased mentoring, increased curriculum and TAFE options

**School Priority 5**

*Leadership and Management*

**Outcomes from 2012–2014**
To strengthen the Leadership and Management capacity.

**Evidence of Achievement of Outcomes**
- 100% of teacher completed professional development plans.
- Further development of the learning community.
- Lesson Study approach developed for all staff in literacy implementation.

**Strategies to Achieve these Outcomes in 2014:**
- All Executive participated in the Team Leadership for School Improvement.
- Beginning Teacher mentoring programs.
- Professional Learning opportunities in program development on building teacher capacity to enhance engagement and attainment.
Professional Learning

Professional Learning is guided by the school’s professional learning plan. Priority areas in 2014 included:

Explicit Literacy instruction: Staff were provided with a Literacy Leader, who worked collaboratively with staff members to enhance and refine their skills in programming and implementing explicit literacy instruction. The Literacy Leader either worked one on one with the teachers in the pre-lesson delivery phase or completed lesson study analysis where they reflected on the literacy instruction in the classroom. Teachers were also exposed to bi-weekly explicit literacy strategies that were applicable to all KLAs. A team of 18 staff were trained in ALARM: A Learning and Response Matrix to develop their capacity to lead explicit literacy instruction in the area of writing. This team will train the remainder of the staff in 2015. The Head Teacher English/History and Head Teacher Teaching and Learning were selected as NSW Literacy Leaders and have been working collaboratively with leaders from all over the state to develop explicit literacy instruction in our schools.

PLAN Software: A team of teachers were trained in PLAN software - Plotting student Literacy and Numeracy Continuum results in the PLAN database. Staff worked closely with our partner primary schools to develop and refine their understanding in assessing, plotting and tracking student performance along the Literacy and Numeracy continuums. A mini numeracy project was formed where the team created assessment tools, analysed student data and began tracking student’s numeracy performance.

Inclusion Online and Positive Partnerships Autism Spectrum Disorders: a team of three staff members were trained in how to design, monitor and implement effective explicit teaching and learning strategies for students with an Autism Spectrum Disorder. As a result of this training, reforms were made in Learning and Support Practices within whole school structures. All staff received some further training on Autism Spectrum Disorder. Over 24 staff members have completed the Inclusion Online Autism Spectrum course as well. One of the Learning and Support Teacher’s is a certified Inclusion Online Leader and has been instrumental in developing the professional learning of staff in the Penrith Valley Region. The work from this team drove our work with the Nationally Consistent Collection of Data processes with the team leading workshops on how working with students with disabilities.

Parent/caregiver, student, and teacher satisfaction

In 2014, the school sought the opinions of parents, students and teachers about the school.

Parents of Glenmore Park High School were very satisfied with the school and its programs. Student numbers continued to rise and demand for out of area placement continues to increase. Parents felt that GPHS offered a wide variety of extra-curricular programs that catered for their child’s interests. Parents believed that a high quality of programs were offered and that students were well supported.

Future Directions

2015-2017 School Plan

NSW DEC is implementing a new school planning process for 2015-17. The new plan will be published on the school’s website from the beginning of Term 2 2015.

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.

L Gorick (Principal)
K Bryant (HT English)
H Caws (Relieving Deputy Principal)
A Cornish (Careers Advisor)
J Dengate (Teacher Librarian)
S Harvie (Deputy Principal)
B Mackie (HT PD/H/PE)
K McCormick (HT Teaching & Learning)
P Perrett (Relieving HT Maths)
K Radley (HT Science)
S Simpson (Relieving HT CAPA)
School Contact Information
Glenmore Park High School
Glenmore Parkway
Glenmore Park NSW 2745
Ph: 4733 0155
Fax: 4733 0984
Email: glenmorepk-h.school@det.nsw.edu.au
Web: www.glenmorepk-h.schools.nsw.edu.au
School Code: 8276
Parents can find more information about Annual School Reports, how to interpret information in the report and have the opportunity to provide feedback about the report at: