

Pennant Hills High School

Annual Report



2016



8438

Introduction

The Annual Report for **2016** is provided to the community of **Pennant Hills High School** as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

Ross Warren

Principal

School contact details

Pennant Hills High School

Laurence St

Pennant Hills, 2120

www.pennanthil-h.schools.nsw.edu.au

pennanthil-h.School@det.nsw.edu.au

9473 5000

School background

School vision statement

We are a vibrant and innovative learning community, that is committed to the pursuit of excellence within a rich and diverse learning environment.

Every student has the opportunity to achieve their personal best through engaged, active learning in a safe, respectful and supportive school.

Our aim is to promote and nurture a community of engaged and positive learners, who are supported to achieve success.

Every student in our care will be actively engaged in meaningful, challenging and future-focused learning experiences, to achieve and thrive as learners, leaders and responsible, productive citizens.

School context

Pennant Hills High School, with an enrolment of 1040, is a large, coeducational, comprehensive high school, which holds a key position in its local community. The school is held in high regard by both the local and wider community for achieving academic excellence, providing a broad, deep range of curriculum enrichment opportunities and producing high quality educational outcomes in all areas.

There is a proud tradition of high involvement and achievement in sport and cultural pursuits, and the broad curriculum choices across all stages ensure high levels of student engagement.

The school prides itself on its strong culture of positive relationships between staff, students and an active parent body, which works cohesively to maintain a stimulating and rich learning environment in which all students are supported and encouraged to achieve their personal best.

Excellent structures exist which support student wellbeing, including a merit scheme to recognise and promote student achievement. A Positive Behaviour Engaging Learners (PBEL) program, based on the established core values of responsibility, integrity and achievement has been implemented. There is a particularly strong focus on developing student leadership capacity through an active prefect body and SRC.

The school fosters and develops the capacities of all students, including the provision of a Gifted and Talented education program. Flexible learning is fostered through a learning hub facility which integrates flexible learning spaces to facilitate project learning. Students are taught in a technology rich environment by enthusiastic, experienced and committed staff, who continue to be enhanced through focused teacher professional learning.

A Special Education Unit caters for students with mild or moderate intellectual and physical disabilities. There is a strong culture of inclusivity of students with a disability within the school. A community of schools initiative ensures strong links with local partner primary schools

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

This section of the Annual Report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self-assessment using the School Excellence Framework. The framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

The school executive closely examined the School Excellence Framework and its implications for informing, monitoring and validating our journey of excellence. Over the year, staff have experienced a wide variety of professional learning opportunities that have focused on teacher development and school-wide evaluation processes.

In 2016, executive staff participated in a beginning and end of year Executive Conference that provided a platform for professional conversations surrounding **The School Excellence Framework (SEF), Student Assessment Data,**

BYOD, Flexible Learning and ALARM implementation. Importantly, professional discourse around the elements of the School Excellence Framework were addressed. The framework was examined and our progress over 2016 was discussed and critically reflected upon to determine the level of progress. This process provided the executive team with an agreed vision, and has ensured that our improvements align with the level of expectations as identified by the School Excellence Framework.

In the domain of learning, our focus has primarily been on **Learning Culture, Wellbeing and Assessment and Reporting**. Pennant Hills High consistently demonstrates a commitment to strengthen and deliver school learning priorities. Our learning community is committed to delivering high quality teaching through a dynamic educational environment that focuses on best practice. The schools' strong emphasis on student wellbeing and by ensuring that our core values of responsibility, integrity and achievement are celebrated, contributes to the positive learning outcomes that are experienced by all students at Pennant Hills High School. The on-going implementation of Positive Behaviour For Learning (PBL) has greatly contributed to the outstanding student wellbeing programs and approaches that feature at Pennant Hills High School.

Pennant Hills High School was successful in securing a NSW Department of Education (DoE) **Think-Space grant**, under the DoE reform area of **Innovative Education, Successful Students**. The launch of this project resulted in the refurbishment of our flexible space, **The Learning Hub**, where students engage in project learning and demonstrate a distinct learning culture. The project has also been successful in sustaining and growing a whole-school approach to the **Bring Your Own Device (BYOD)** program.

The implementation of **Sentral** in 2016, particularly the development of the **Analysis** module, has seen all staff with increased access to student Literacy and Numeracy data. This has promoted an increased awareness of the use of data and has provided school leaders with the ability to greater influence programming and assessment and ensure the successful differentiation of teaching and learning programs.

Our major focus in the domain of teaching has been on **Effective Classroom Practice, Data Skills and Use, Collaborative Practice and Professional Standards**. With a school-wide focus on Literacy development, a successful TPL program has resulted in all KLAs implementing ALARM into their teaching and learning programs. Our established culture of peer coaching to support and improve teaching and leadership practice has continued, with staff using the model to assist in the implementation of the Performance and Development Framework (PDF), in particular, staff Performance and Development Plans (PDPs).

Pennant Hills High School also has a strong emphasis on the **Australian Professional Standards for Teachers** and supports teachers at varying career stages. A comprehensive **Teacher Induction program** is available for staff seeking accreditation at proficient and at present, we have in place adequate support structures for staff seeking accreditation at the higher levels.

In the domain of leading, the school has aimed to strengthen **School Planning, Implementation and Reporting, Management Practices and Processes**, as well as develop **school resources**. In the element of School Planning, Management Practices and Processes, staff at Pennant Hills High School are committed to strengthening each strategic direction in the school plan and to implementing school-wide projects such as **PBL, Project Innovate, ALARM and GATE-way to Success**. Throughout 2016, a series of TPL and planning sessions took place, allowing staff to work on these projects, measure achievement and document impact. Importantly, these sessions highlighted directions that the school will move towards in 2017.

Our self-assessment process will assist the school to refine the strategic priorities in our School Plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

<http://www.dec.nsw.gov.au/about-the-department/our-reforms/school-excellence-framework>

Strategic Direction 1

Great Teaching

Purpose

We are committed to delivering high quality teaching through a dynamic educational environment that focuses on best practice. This ensures staff collaborate to excel by identifying, understanding and implementing the most effective teaching and learning methods.

Overall summary of progress

The development of 'Great Teaching' at Pennant Hills High School has continued in 2016 with the continuation of *GROWTH Through Coaching*. The PDP process has enabled the *GROWTH* model to be further implemented, with coaches working collaboratively with staff in setting goals and monitoring progress. The implementation of SENTRAL, has seen a new and improved E-Learning platform available for students via Moodle. This has contributed to the vast number of staff using online learning as a part of their day-to-day teaching. A focus on Literacy development has resulted in a whole school focus on ALARM, with all KLAS adopting the model and using it as a part of their teaching and learning programs. Furthermore, SENTRAL's Analysis module has enabled staff to work closely with NAPLAN data, providing them with increased ease of access and analysis, resulting in student learning programs to be better suited to the needs of individual students and with a greater opportunity for differentiation.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
20% increase in teacher confidence, competence and utilisation of ICT to maximise 21st Century learning opportunities for students.	<p>One Hundred percent of teaching staff have received a wide range of ICT TPL opportunities, through school-based TPL, building upon learning received in 2015. Our staff have received further training in using Google Apps and Moodle resulting in all KLAS regularly implementing and using ICT in day to day teaching. Additionally, the availability of the 'Analysis' module via Sentral has provided all staff with the opportunity to use ICT to better analyse NAPLAN data to inform program development and differentiation.</p> <p>The refurbishment of 'The Learning Hub' has resulted in forty-five percent of KLAS receiving training in using flexible learning spaces as a tool to maximise 21C learning opportunities. This includes the installation of six 'Learning Pods', equipped with wifi access, HDMI cables and flat screen tv's to support Project-Based Learning and BYOD.</p>	<p>Project Innovate – \$12744</p> <p>ICT TPL –\$8,608</p>
30% increase of teachers collaborating through the GROWTH Through Coaching platform to improve professional and student learning outcomes.	<p>Throughout 2016, staff continued to experienced the benefit of coaching conversations through participation in the GROWTH Through Coaching program.</p> <p>In 2016, the GROWTH Through Coaching program continued to support twenty percent of staff through the Performance and Development Plan process (PDP).</p> <p>The development of the <i>Professional Learning Lounge</i> has seen an increase of staff using the space for coaching conversations and professional learning activities.</p>	<p>Professional learning lounge \$2650</p> <p>GROWTH Through Coaching – \$0</p>

Next Steps

- Continue to provide professional learning for all staff in ICT implementation across all Key Learning Areas.
- Continue to collect, track and analyse data on teacher utilisation of BYOD program across all Key Learning Areas.
- Implementation and evaluation of KLA specific ICT and Project Learning programs as a part of *Project Innovate*.
- Exploration of the e5 model as a part of *Project Innovate* and program design.
- Continued development of the *GROWTH Through Coaching* program with evaluations to take place regarding their impact on the PDP process.

Strategic Direction 2

Inspired Learning

Purpose

We provide diverse learning opportunities that empower students to be lifelong, 21st century learners and achieve their aspirations. This ensures that learning is future focused and flexible so as to raise expectations and enhance the quality of student learning.

Overall summary of progress

2016 has seen Pennant Hills High School move towards a greater focus on *Inspired Learning*. A clear focus on encouraging students to be lifelong, 21C learners has been consolidated with a variety of initiatives commencing and continuing. *Project Innovate* has led the re-design of 'The Learning Hub' as the schools flexible space enabling Project Learning and ICT integration. The *GATE-way* project, a GATS initiative, has resulted in a student-led focus in regards to GATS education and the re-imagining of GATS education at Pennant Hills High School. The amalgamation of the Student Representative Council and Prefect Body into the Student Leadership Council has supported a vast number of students from 7–12 involved in leading and designing programs across the school. A whole school approach to 'A Learning and Responding Matrix' (ALARM) has commenced with faculty-wide implementation of specific ALARM strategies, including PEEL.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
10% increase of students achieving at proficient or above expected growth in external testing. 10% increase of students who are designing, facilitating or leading programs.	<p>Pennant Hills High School is continuing to work towards improved student data in regards to external testing. SMART data is widely utilised by staff for the effective differentiation and adjustment of teaching programs, this includes data available to all staff via Sentral.</p> <p>A school-wide focus on ALARM has also resulted in all KLAs using the model to develop student writing. This has included staff attending a range of TPL sessions and the formation of the ALARM committee.</p> <p>The <i>GATE-way</i> project was delivered in 2016 addressing engagement and achievement for GATS in the middle school. By setting challenging learning goals and designing a cross-curricular, project-based learning unit, students demonstrated increased engagement and efficacy in 21C skills such as collaboration and communication. The continuation of <i>GATE-way</i> into 2017 is aimed to develop students' ability to perform beyond previous expectations, this applies to school based assessment and external data.</p>	<p>ALARM TPL – \$3,800</p> <p>GATS– \$7650</p>
10% increase of students who are designing, facilitating or leading programs.	<p>In 2016, the PHHS Student Leadership Council had 62 members. Of these 62, 12 students act as program coordinators across the school.</p> <p>The student Environment Committee again focused on improving the grounds of the school and encouraging students to act in a sustainable manner by increasing access to rubbish and recycling facilities around the school. The Environment Committee worked closely with the Penno Environment Club to assess the ways that the school could implement more sustainable</p>	Nil

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
10% increase of students who are designing, facilitating or leading programs.	<p>practices. The Committee began the process of designing and costing climbing gardens with the view to implement in 2017.</p> <p>Furthermore, the Wellbeing Committee continued to support various charities and community initiatives with a focus on new and engaging ways to fundraise. A number of fundraisers such as cake stalls and barbeques were conducted to support campaigns and organisations such as World's Greatest Shave.</p> <p>The values of the school were epitomised with the assistance of the SRC in Spirit Week during Term 3 which promoted pride in the school and encouraged students to participate in a number of activities such as Multicultural Day and Short Film Festival.</p>	

Next Steps

- Ongoing professional learning to assist staff with the adjustment and differentiation of teaching and learning programs.
- Ongoing development of ALARM and school-wide approaches to Literacy improvement, supported by visible improvement in NAPLAN and HSC results.
- Further exploration into the *GATE*-way project with HAST classes receiving explicit differentiation and adjusted curriculum delivery.
- Continued development of students in the SLC, with all students involved participating in the creation and delivery of student-centred programs.

Strategic Direction 3

Productive Partnerships

Purpose

We successfully foster collaboration with key stakeholders to promote and generate significant learning opportunities and innovation so that students actively contribute to the school, community and the society in which they live.

Overall summary of progress

Positive Behaviour for Learning (PBL) has continued at Pennant Hills High School in 2016, demonstrating on-going support and reinforcement of our core values of **Responsibility, Achievement and Integrity (RIA)**. The PBL team has gone through a process of transformation, with new members joining the team and re-establishing a whole school focus on the operational aspects of PBL across the school. Professional discourse regarding PBL has proven to be successful with all faculties supporting PBL initiatives. The introduction of Parent Portal has proven to be extremely valuable with communication between all stakeholders increasing. Parents have ease of access to attendance data, daily notices, newsletters and permission notes. Furthermore, the Sentral's modules managing parent-teacher evening bookings and parent-teacher communication has been warmly embraced. The implementation of Learning 2 Learn has been a success, with classroom teachers now explicitly delivering the program through a series of mini-lessons at the beginning of selected timetabled classes. This has increased staff awareness of the program and consistency, with each student receiving direct instruction regarding the program across all subject areas.

The Pennant Hills High School Band program consists of four ensembles: Concert Band 1, Concert Band 2, Big Band and Junior Band. The Band Program is heavily supported by our P&C and the local community. Pennant Hills High School Band's also combine with local primary school bands for an evening of fine entertainment with Big Band and Junior Stage Band putting in more performances at their end-of-year concert. Our Sport program is highly successful and is widely supported by our students, parents and staff. Our students participate in a wide range of CHS Knockout competitions and carnivals, with individual students achieving success at State and National level in a range of sports.

The success of our Sporting Program is not possible without the high levels of support given from by parents, staff and students.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
10% increase of students showing positive behaviours for effective learning.	Through the coordination of both the HSLO Attendance 'Case Management Team' (CMT) and the Learning and Support Team (LST), there has been a significant reduction in students requiring targeted interventions. In the domain of student attendance, the HSLO CMT has reduced attendance referrals by 53%. .	Nil
10% increase of parent feedback on the school's strategic directions and processes in relation to the delivery of quality learning experiences.	<p>PHHS P&C meetings are highly successful with a large, core group of parents participating in monthly meetings. P&C attendees are informed on a regular basis regarding developments and are frequently consulted regarding whole school curricular and extra-curricular initiatives.</p> <p>The P&C provide feedback to executive staff regarding funding proposals aligned with the school plan and seek clarification and often recommendations regarding funding sought. This process contributes to the collaborative nature of school planning and allows parents to have input into the types of key resources utilised in teaching and learning programs.</p>	\$0

Next Steps

- Continued operation of HSLO Case Management Team (CMT) and Learning and Support Team (LST) in regarding to their coordinated approach to the management of student attendance.
- Continued support of our P&C, with the likelihood of increased opportunities for collaboration with school leaders regarding school planning.
- PBL team to continue working towards the implementation of strategies to support students identified as requiring targeted interventions.

Key Initiatives	Impact achieved this year	Resources (annual)
Aboriginal background loading	<p>Aboriginal Mentoring Year 11 and 12 Students</p> <p>Employment of a casual LaST teacher to provide one on one support in the classroom resulted in an increase in student self-confidence and classroom engagement. The extra support was further utilised to assist with adjustment of written tasks and support for students in joining in extracurricular school activities.</p>	<p>RAM Equity Loading for Aboriginal Background 2016</p> <p>\$2673</p>
English language proficiency	<p>Funding was allocated to identifying English as an additional language or dialect (EAL/D) students, pre-testing to establish language and Literacy target areas, implementation of the program to specifically teach skills to develop language skills, and then to formally assess the English language skills of the targeted students.</p> <p>Identified students in 2016 were assessed in early 2017 and followed the program which involved withdrawal from class in small groups.</p> <p>The funding was allocated towards program differentiation, allowing staff to develop language proficiency of EAL/D and refugee students. This funding will be extended to additional students where possible.</p>	<p>\$22442.72</p>
Low level adjustment for disability	<p>The Learning and Support Team focused on <i>Great Teaching</i> for low level adjustment for disability by increasing the capacity of teachers to assist all students requiring adjustments. Funding was provided to faculties to develop programming, resources, assessment or reporting procedures to support students with disability across all curriculum areas.</p> <p>A culture that promotes a core focus on quality teaching for all students and facilitates implementation of appropriate adjustments for students with disability to allow these students the same opportunities for a high quality education as students without disability was fostered. Staff members effectively differentiated between reasonable adjustments and differentiation of the curriculum. An increase in communication within and across faculties to facilitate discussion of individual student needs and creation of successful adjustments was noted.</p> <p>An overview of faculty use of funding to support curriculum adjustments is highlighted below;</p>	<p>RAM equity loading for low level adjustment for disability</p> <p>\$46208.00</p>

<p>Low level adjustment for disability</p>	<p>The Visual Arts Faculty targeted six key programs in Year 7. The programs were rewritten to include explicit instructions which include specific details that can be written up for students who require this as part of their PLaSP. Visual examples were added to many of our Stage 4 and Stage 5 programs to assist both teaching and learning. Year 9 and 10 programs were reviewed and resources created for Life Skills adjustments so that these can be accessed and further adjusted to suit specific students.</p> <p>Science Faculty programs moved from a list of student learning and skill outcomes to incorporate the levels of foundation, core and extension. This was aligned with the differentiated programming style being incorporated into a number of faculties. Consistency amongst faculties, discussion and collaboration within the Science Faculty to recognise the need for adjusted activities and assessment for students with disability in mainstream classes was achieved.</p> <p>Home Economics Faculty targeted adjustments to Year 7 & 8 Technology Mandatory (Food Technology). An online resource was created to provide adjustments to the curriculum for students with disabilities through, 'Flipping the Classroom'.</p> <p>Students have the ability to take part in the following sequence prior to entering the classroom:</p> <ol style="list-style-type: none"> 1. Watch a before class 'Mini Lecture', computer generated animations. 2. Complete 'Weekly Topic Readings' . 3. Take part in a KAHOOT that tests the knowledge gained from the online resources 'Lecture & Weekly Reading'. 4. Watch 'Practical Classroom Demonstrations' prior to undertaking their practical lessons. <p>Students with disabilities have the opportunity to access the above resources anytime and anywhere on either a computer or handheld device. This resource also allows students to re-visit course content in both an audio and visual manner, as well as providing re-enforcement to their learning.</p> <p>Personalised Learning and Support Plans for students requiring low level adjustments were developed in line with the National Consistent Collection of Data for students with a disability in consultation with parents. Strategies to support students were reviewed periodically throughout the year with updated details being reported to staff members. The PLaSP provided an effective form of communication for all staff members to support students' needs. An increase in evidence collected</p>	<p>RAM equity loading for low level adjustment for disability</p> <p>\$46208.00</p>
---	--	---

<p>Low level adjustment for disability</p>	<p>from staff to support adjustments for NCCD was achieved.</p> <p>Employment of a LaST enabled the development of an intensive reading program to support year 8 students in graded reading and comprehension activities. Pre and post testing of students indicated an improvement. NAPLAN results will be used to target students in 2017; the program will continue to be supported by a casual LaST and will be closely aligned to the English curriculum.</p>	<p>RAM equity loading for low level adjustment for disability</p> <p>\$46208.00</p>
<p>Socio-economic background</p>	<p>A staff member was allocated to monitor and provide coordinated support for students from low socio-economic background. Students learning, welfare and support needs were carefully assessed and Personalised Learning and Support Plans were developed as required. Confidentiality was maintained at all times to provide a positive and inclusive school culture.</p> <p>Students from low-socio economic backgrounds educational experiences were enhanced through students' access to a wider range of curriculum learning experiences through payment of school fees, incursions and excursions. Provision of uniforms, writing equipment and lunches were provided as needed. The planned support, communication with families and staff members assisted students from a low socio-economic background in participating and engaging in learning on the same level as their peers.</p> <p>Students with learning needs were supported through employment of an extra Learning and Support Teacher to provide individualised support for students as needed. Increased Student Learning and Support Officer's assistance was also provided to support the academic needs of targeted students. Raised academic expectations of students, in class support and monitoring of student progress resulted in increased student learning outcomes and classroom engagement.</p>	<p>\$22280.26</p> <ul style="list-style-type: none"> • Socio-economic background (\$1 500.00)
<p>Support for beginning teachers</p>	<p>Permanent teachers in their first year of teaching are provided with two hours per week release time and matched with a mentor. Mentors use the Introduction section of the DoE Strong Start, Great Teachers resource and materials from a coaching model to refine their skills in working with teachers requiring accreditation. The mentor is an experienced practitioner who regularly provides feedback and support to their mentee, sharing ideas, observing lessons and encouraging reflection, development and growth.</p> <p>This year we provided support to three</p>	<p>\$40133.67</p>

<p>Support for beginning teachers</p>	<p>permanent, and nine temporary and casual teachers, to develop their professional knowledge, classroom practice and engagement with their community and professional networks. This led to six of these teachers achieving accreditation at Proficient Teacher.</p> <p>An extensive <i>Teacher Induction Program</i> was also delivered, providing staff with a introduction to teaching and to their new school. The program delivered over three afternoons, explored domains such as WHS, accreditation, behaviour management, faculty responsibilities and assessment and reporting.</p> <p>A highly structured, <i>Teacher Accreditation program</i> was also offered, with staff receiving one-on-one support from executive and senior executive in regards to the successful completion of accreditation at the Proficient level. Two workshops were also offered to staff in regards to the completion of accreditation processes.</p>	<p>\$40133.67</p>
--	---	-------------------

Student information

Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	648	632	657	653
Girls	420	396	395	423

Student attendance profile

School				
Year	2013	2014	2015	2016
7	95.9	95.9	95.8	95.6
8	94	94.7	93.7	94.1
9	92.3	93.7	93	92.4
10	92.3	92.3	93	92.9
11	93.8	93.7	93.6	92.6
12	92.6	91.5	93.3	93.7
All Years	93.5	93.6	93.7	93.5
State DoE				
Year	2013	2014	2015	2016
7	93.2	93.3	92.7	92.8
8	90.9	91.1	90.6	90.5
9	89.4	89.7	89.3	89.1
10	87.7	88.1	87.7	87.6
11	88.3	88.8	88.2	88.2
12	90.1	90.3	89.9	90.1
All Years	89.9	90.2	89.7	89.7

Management of non-attendance

The Pennant Hills High School Student Attendance Case Management Team (CMT), comprising of the Home School Liaison Officer (HSLO), Senior Executive and a member of the School Administrative Support Staff (SASS) met fortnightly to review student attendance. Within meetings, school-based strategies are discussed regarding the management of student attendance and in particular strategies are implemented to address the attendance needs of students that are below 85%.

The Learning and Support Team also meet on a weekly basis and discuss attendance and implement school-based strategies that are aimed at improving and addressing individual student attendance

Post-school destinations

Proportion of students moving into post-school education, training or employment	Year 10%	Year 11%	Year 12%
Seeking Employment	0	0	1.8
Employment	2	2.6	12.5
TAFE entry	1.5	0	17.5
University Entry	0	0	59
Other	3.2	0	4.2
Unknown	3	1	6

The 2016 Pennant Hills High School Year 12 cohort have chosen a variety of pathways to pursue upon completing their secondary studies. Of the 171 students who were enrolled in Year 12 last year, 101 students received an offer to study at University, with a further 4 students receiving an offer to a private college through UAC. While the net number of applications has grown this year, as a percentage of the cohort this is slightly down on last year. This is attributed to the sharp rise of TAFE being a preferred option for many students who wish to continue this education. This can be understood when considering that this is the first cohort of students to graduate from Pennant Hills High School having studied Careers as a subject in Year 10, giving them a greater understanding and ability to access information to help them find a course that is allied to their interests. Of those students to receive a University offer, four have deferred their studies to pursue work/travel interests for periods ranging from three to twelve months, whilst the other 97 have accepted their offers. 30 students enrolled in a TAFE qualification, with 12 of those students completing an apprenticeship simultaneously. Nine students have elected to enter full time work, with four students currently searching for a job. One student completed their HSC via the Pathways program in 2016, and one more will conclude their studies in 2017.

Year 12 students undertaking vocational or trade training

Year 12 Students undertaking Vocational or Trade Training 10 students took part in TAFE-delivered Vocational Education and Training (VET) courses, with all students completing their courses. PHHS also had one School-delivered VET Construction class of seven students, and one School-delivered VET Hospitality class of nine students complete their respective courses, with three students in the VET Hospitality class achieving a Band 5 result. Seven of the students

that completed a TAFE course have continued their pathway through an apprenticeship and a full-time TAFE course, with the other students spread between a traineeship, full-time work and a different full-time TAFE course. Five students also completed a VET Retail Traineeship course delivered through their part-time job at McDonalds and KFC, including one accelerated student in Year 11.

Year 12 students attaining HSC or equivalent vocational education qualification

Of the 171 students who were part of the 2016 Year 12 cohort, including six students from the special education unit, all 171 students completed their HSC. Participation in Private-Provider Delivered Vocational Training As part of the school's School-To-Work Project, a number of students from various grades participated in courses delivered by private providers in order to give them extra skills to enhance their employability in the job market. This was highlighted by the Year 10 Skills Day as part of their Crossroads program which, as part of the school's School to Work Initiative, ran several courses to give students access to qualifications at a subsidised rate. As part of this program, 28 students participated in the Provide First Aid Course delivered by Paramedic Norm Spalding for Medixcare, with a further 25 students participating in a Barista and Coffee Art course at The Coffee School at Haymarket. In addition, on two separate occasions, students from Years 8-12 also participated in the Barista course at The Coffee School, with 53 students in total completing this course in 2016.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	2
Head Teacher(s)	12
Classroom Teacher(s)	55
Learning and Support Teacher(s)	0.8
Teacher Librarian	1
Teacher of ESL	1.2
School Counsellor	1
School Administration & Support Staff	17.17
Other Positions	4.2

*Full Time Equivalent

There is currently one staff member who identifies as Aboriginal and/or Torres Strait Islander.

Teacher qualifications

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

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	7.2

Professional learning and teacher accreditation

A highly structured, Teacher Accreditation program operates at Pennant Hills High School. Staff receive one-on-one support from the senior executive in regards to the successful completion of accreditation at Proficient. Two annual workshops are offered for all staff seeking accreditation at Proficient. Staff are provided with online accreditation resources to assist in their collection of evidence and development of annotations.

Executive staff are supported extensively in their management of staff seeking proficiency and undergoing professional maintenance. Furthermore, pre-service teachers are also given extensive support regarding the accreditation process whilst undertaking their practicum at Pennant Hills High School.

Currently two staff members are seeking accreditation at LEAD.

Professional Learning at Pennant Hills High School in 2016 provided staff with a diverse range of learning opportunities. 50% of staff accessed PLA funds for external courses such as;

- Technology
- Professional Networks
- Quality Assessment and Syllabus Implementation
- Accreditation
- Wellbeing and Learning Support
- Gifted and Talented

School-based Professional learning activities focused on:

- Positive Behaviour For Learning (PBL)
- Literacy Strategies such as ALARM
- Student Engagement- the new normal-millennials
- Growth Coaching and Goals (developing faculty goals for PDPs)
- School Excellence Framework and Teaching Standards
- Technology workshops
- Data Analysis and student performance and survey data
- Mandatory training
- Flexible Learning Spaces

Financial information (for schools using OASIS for the whole year)

Financial information

This summary financial information covers funds for operating costs to 2016 and does not involve expenditure areas such as permanent salaries, building and major maintenance.

Income	\$
Balance brought forward	516 555.13
Global funds	825 693.49
Tied funds	492 991.06
School & community sources	928 820.21
Interest	20 310.33
Trust receipts	77 853.19
Canteen	0.00
Total income	2 862 223.41
Expenditure	
Teaching & learning	
Key learning areas	234 355.78
Excursions	154 170.11
Extracurricular dissections	228 217.14
Library	5 945.60
Training & development	0.00
Tied funds	380 469.65
Short term relief	215 623.70
Administration & office	360 055.81
School-operated canteen	0.00
Utilities	163 930.10
Maintenance	82 819.74
Trust accounts	79 910.29
Capital programs	54 057.73
Total expenditure	1 959 555.65
Balance carried forward	902 667.76

A full copy of the school’s financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

School performance

NAPLAN

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

Year 7 Grammar and Punctuation: 20% of students achieved a Band 9, indicating the highest level of achievement for Year 7 NAPLAN. A further 24% of students achieved a Band 8.

In Year 7 Reading: 19% of students achieved a Band 9, which is a slight improvement on the average for 2014 – 2016. A further 28% of students achieved a Band 8.

Year 7 Spelling: 16% of students achieved a Band 9, and a further 31% of students achieved a Band 8. These results indicate a rise in students’ levels of achievement compared to the school average for 2014–2016.

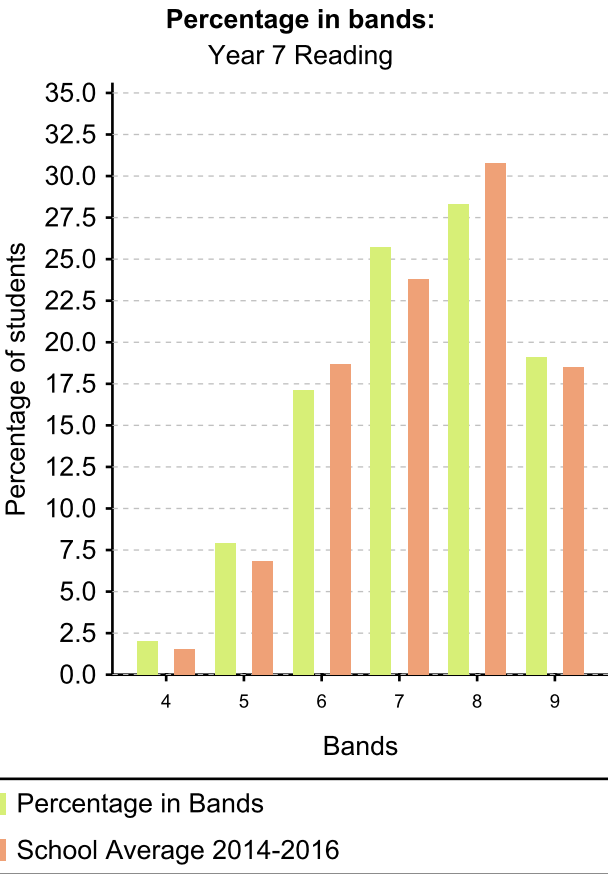
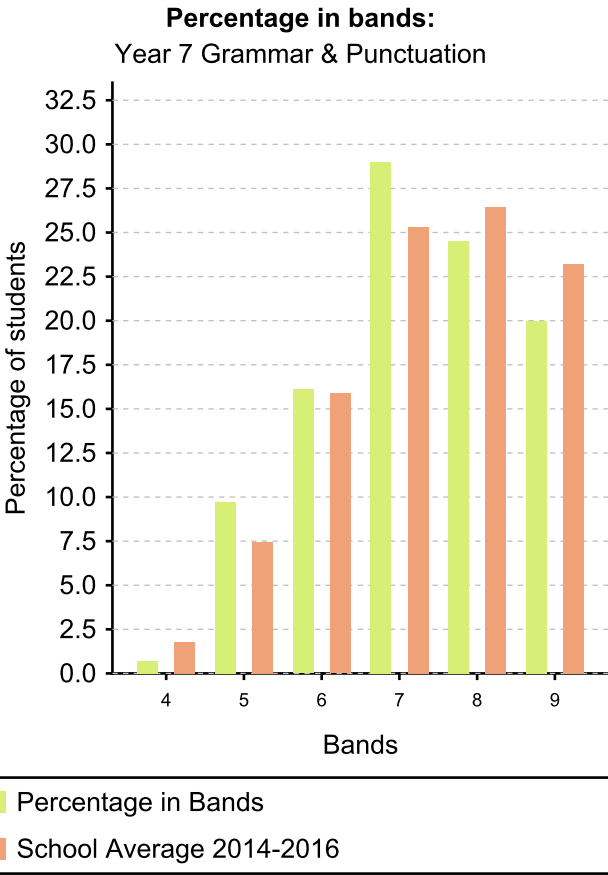
Year 7 Writing: 6% of students achieved a result in Band 9 for the writing section, and a further 16% of students achieved a Band 8. These results indicate a rise in students’ levels of achievement compared to the school average for 2014 – 2016.

Year 9 Reading: 13%of students achieved a result in Band 10, indicating the highest level of achievement in Year 9 NAPLAN. A further 23% achieved a result in Band 9. These results are broadly similar to the school average for 2014 – 2016.

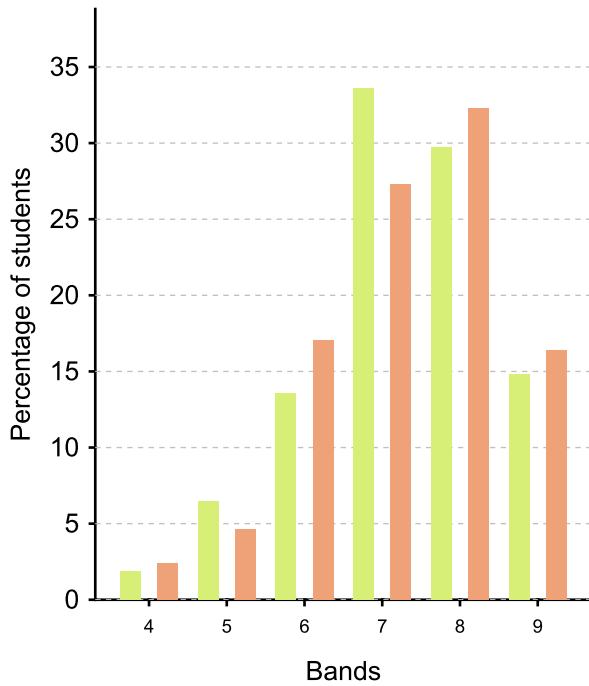
Year 9 Grammar and Punctuation: 15%of students achieved a result in Band 10, which is a significant improvement compared with the school average for 2014 – 2016. A further 17% of students achieved a result in Band 9.

Year 9 Spelling: 7% of students achieved a result in Band 10 in the spelling section of the 2016NAPLAN tests, and a further 25 % of students achieved a result in Band 9.

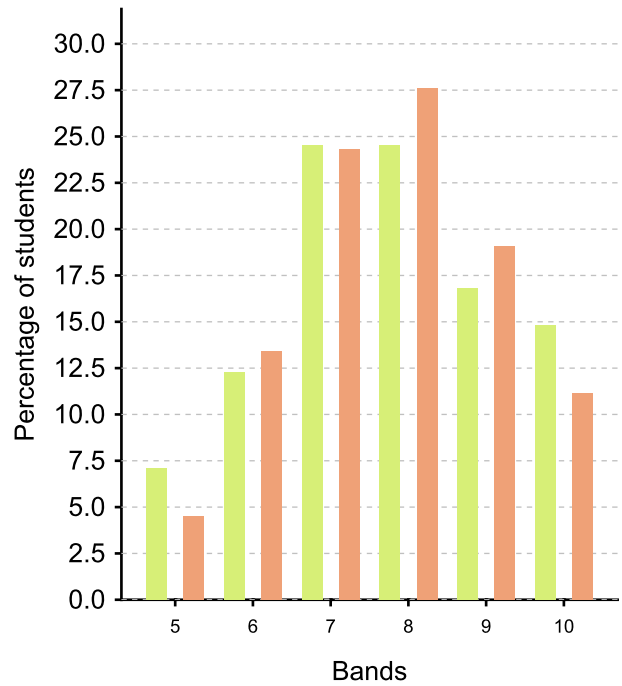
Year 9 Writing: 4% of students achieved a result in Band 10 in the writing section of the 2016NAPLAN tests, and a further 7% of students achieved a result in Band 9.



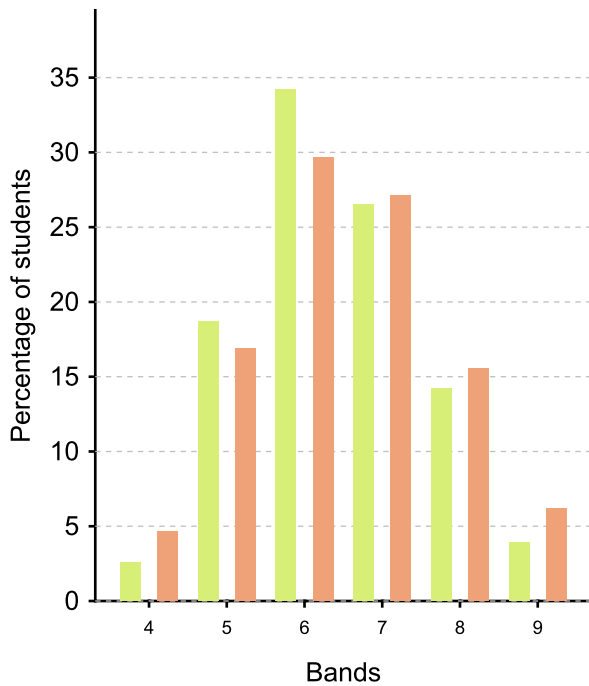
Percentage in bands:
Year 7 Spelling



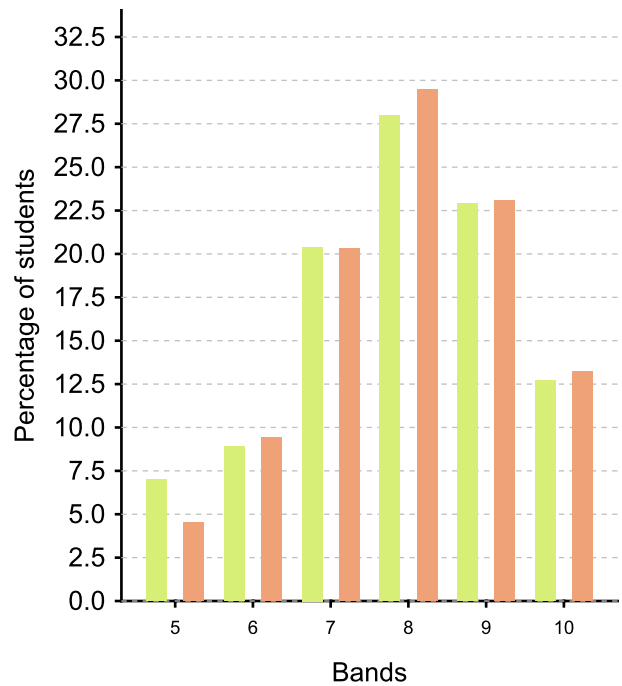
Percentage in bands:
Year 9 Grammar & Punctuation



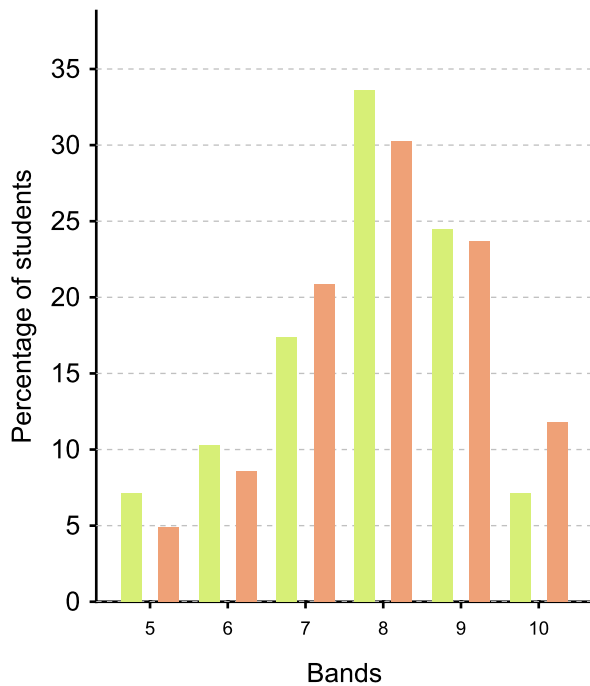
Percentage in bands:
Year 7 Writing



Percentage in bands:
Year 9 Reading

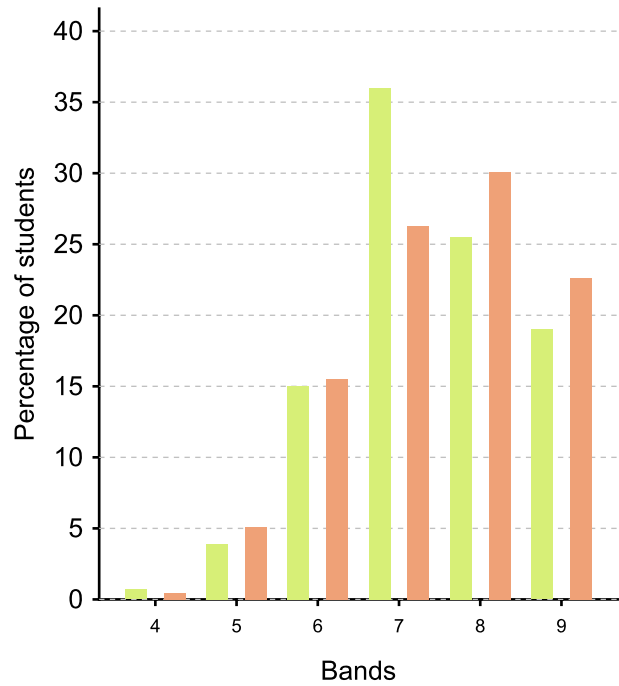


Percentage in bands:
Year 9 Spelling



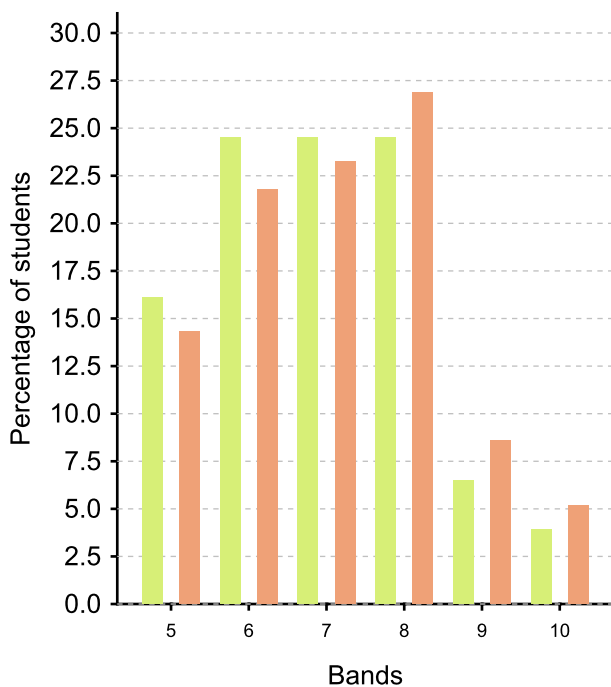
Percentage in Bands
School Average 2014-2016

Percentage in bands:
Year 7 Numeracy



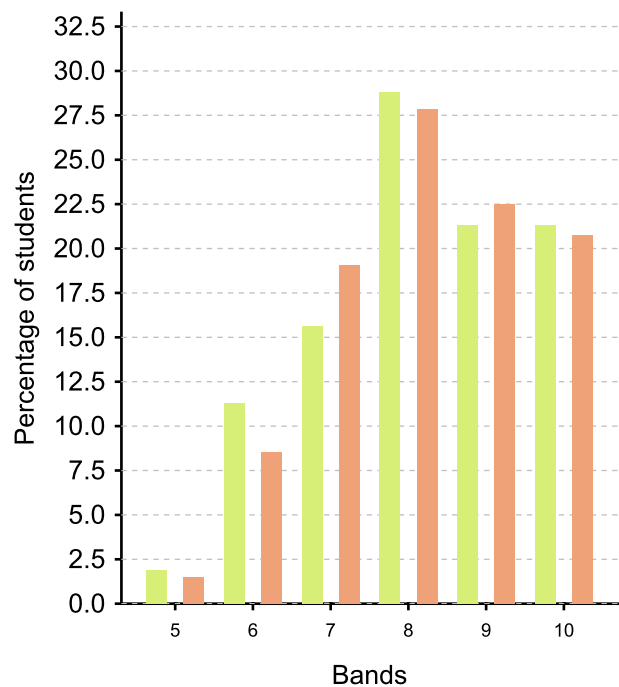
Percentage in Bands
School Average 2014-2016

Percentage in bands:
Year 9 Writing



Percentage in Bands
School Average 2014-2016

Percentage in bands:
Year 9 Numeracy



Percentage in Bands
School Average 2014-2016

Year 7 Numeracy: 19% of students achieved a result in Band 9, and a further 26% of students achieve a result in Band 8.

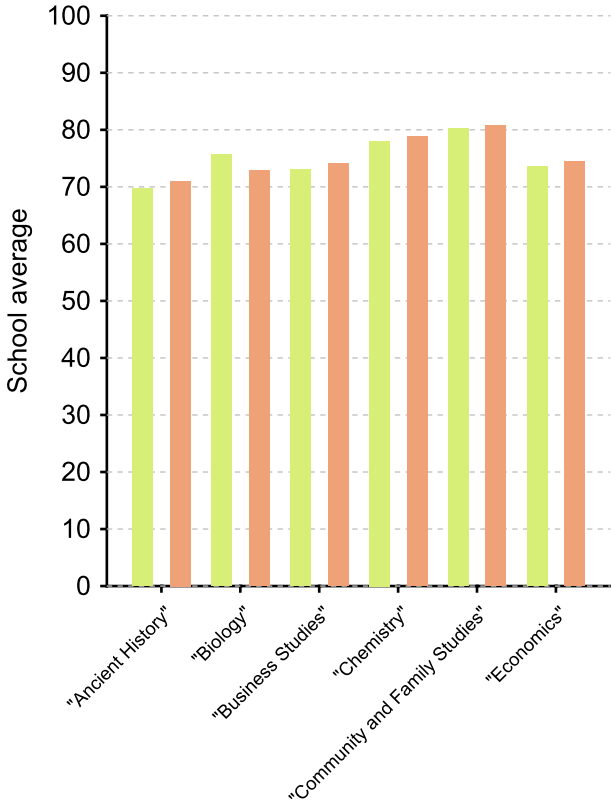
Year 9 Numeracy: 21% of students achieved a result in Band 10, and a further 21% of students achieved a result in Band 9.

The My School website provides detailed information and data for national literacy and numeracy testing. Click on the link <http://www.myschool.edu.au> and insert the school name in the Find a school and select GO to access the school data.

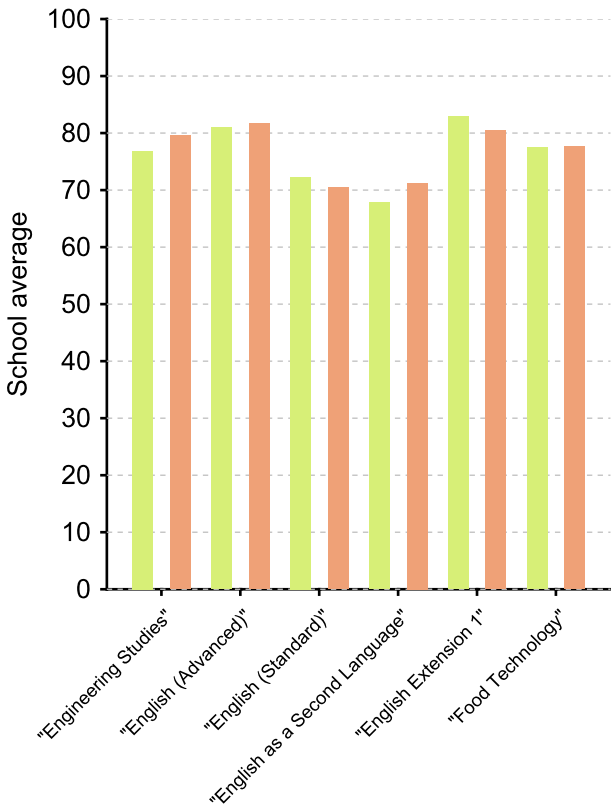
The number of students attaining the top two bands in NAPLAN has remained at a near constant of 43% with a range of 2% either way. There are three students that identified themselves as being Aboriginal / Torres Strait Islander. They all gained results placing them in the top two NAPLAN bands.

Higher School Certificate (HSC)

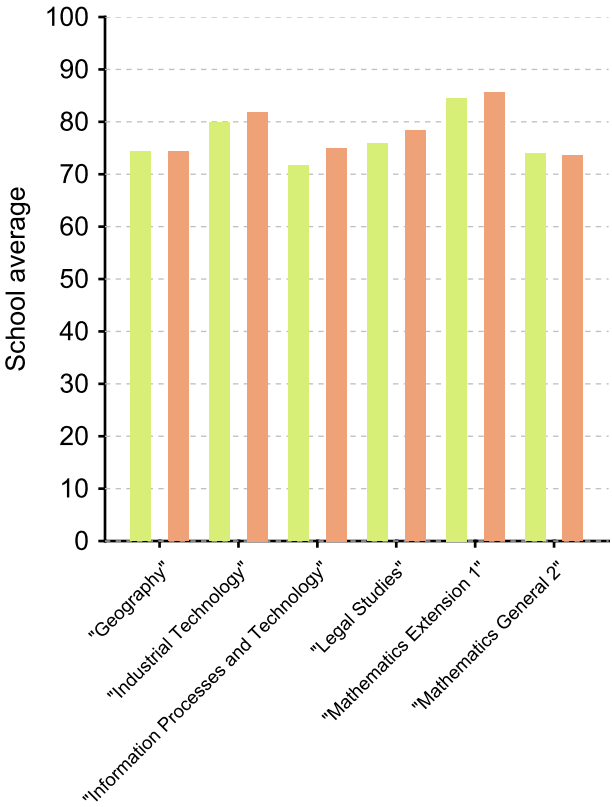
The performance of students in the HSC is reported in bands ranging from Band 1 (lowest) to Band 6 (highest). In Extension courses there are 4 bands, with E4 being the highest.



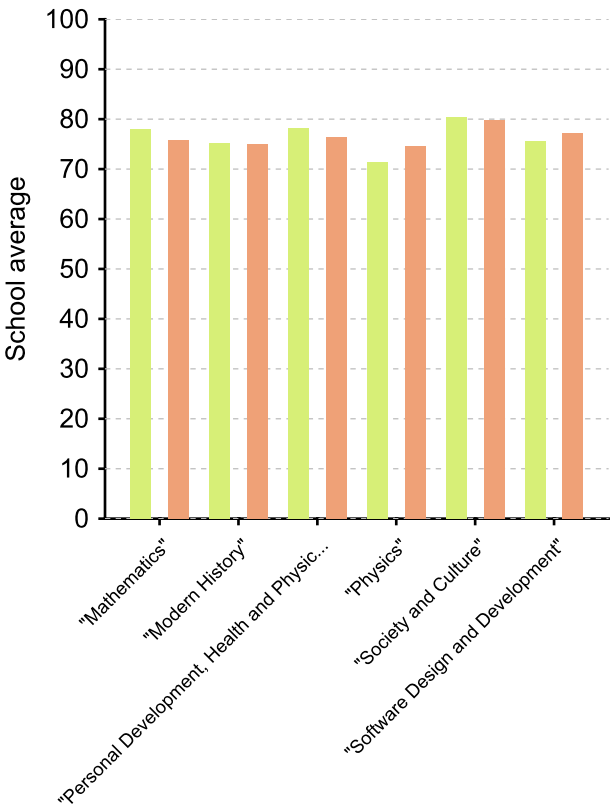
School 2016 School Average 2014-2016



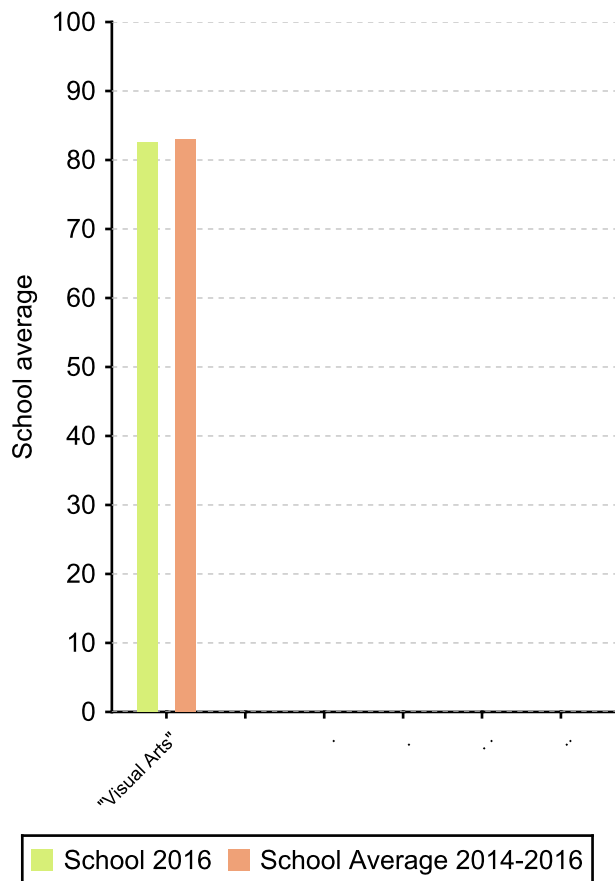
School 2016 School Average 2014-2016



School 2016 School Average 2014-2016



School 2016 School Average 2014-2016



2016 Tell Them From Me Student Survey

On all measures of social engagement, our students report levels above the NSW average. They have a strong sense of belonging, high levels of participation in sports and other school activities, along with positive friendships at school. Their attendance, positive behaviour at school and homework habits are all at consistently high levels.

Our students tell us that our school is also above the NSW norms for providing quality instruction, positive teacher student relations, learning climate and they have strong expectations for success.

Policy requirements

Aboriginal education

Pennant Hills High School is committed to Aboriginal Education, with all teaching and learning programs having Aboriginal Education perspectives. Our Aboriginal Education Committee regularly meets on a fortnightly basis to promote the wellbeing and educational opportunities for Aboriginal and Torres Strait Islander students. Partnerships with our Aboriginal families have continued to be fostered through regular meetings and discussions.

Our Learning and Support Team has continued to support Aboriginal Students through the employment of a casual LaST teacher to provide one on one support in the classroom resulting in an increased student self-confidence and classroom engagement. The extra support was further utilised to assist with adjustment of written tasks and support students in joining in extracurricular school activities.

In 2016, Year 7 students participated in the annual Muogamarra Nature Reserve site visit, linking their study of Identity to the Aboriginal heritage of the historic homelands of the Guringai and Darug tribes on whose country the school is situated. Sound links that were previously established with the families of Aboriginal students continue to support students of Aboriginal background. The second flagpole in the school quadrangle, continues to fly the Aboriginal flag. This highly visible presence of the flag throughout the school day is a positive symbol of respect and contributes invaluable to the welfare of Aboriginal students.

Aboriginal students visited Bundanon Estate on the Shoalhaven River to participate in a Land Care Australia restoration project. The team spirit and staff-student relationships fostered by the project exceeded expectations.

Multicultural and anti-racism education

Our school prioritises the recognition, understanding and appreciation of multiculturalism and cultural diversity. It provides opportunities for students of all cultural and linguistic backgrounds to contribute equally to society, promoting harmony and social justice. Students who are learning English as an Additional

Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek the opinions of parents, students and teachers about the school. Their responses are presented below.

Tell Them From Me is an evaluation system that includes student, teacher and parent surveys. It informs the school about student engagement and wellness, and aspects of classroom practice and school learning culture that impact on student success. Pennant Hills High School participates in all three surveys annually.

2016 Partners in Learning Parent Survey

The 'Partners in Learning' parent survey provided feedback to our school indicating that they feel welcome and that our school is a safe environment, which supports positive behaviour and learning. Parents in the senior years reported that they provide strong support for students learning at home.

2016 Focus on Learning Teacher Survey

Feedback collected from the 'Focus on Learning' teacher survey showed that teachers felt that they contributed to a positive learning environment in which opportunities for success were created for students of all abilities. In particular, they report that our teachers collaborate well on assessment, use data to inform practice, set high expectations and work well with parents to resolve learning issues for their students.

Language or Dialect are provided with support from the EAL/D teacher to develop their English language and literacy skills so that they are able to fully participate in schooling and achieve equitable educational outcomes. The EAL/D teacher provides targeted assistance to students from language backgrounds other than English (LBOTE), helping them to reach their academic potential through differentiated curriculum and specific teaching and learning programs. Within their study of French, Japanese and Chinese (Mandarin), students gained awareness of other cultures— their food, dress, language, sports and traditions— through immersion in programs developed by the LOTE faculty.

In order to promote community harmony, to counter racism and intolerance, and to develop intercultural understanding, students participated in Multicultural Day as a part of Spirit Week, with activities to highlight the challenges and opportunities relating to integration.

The anti-racism contact officer (ARCO) promotes strategies that facilitate inclusiveness, and assists students to understand differences in cultural beliefs and how they can contribute to understanding and accepting these differences. The ARCO also reminds the school about racism and its impact and continues to play a role in maintaining harmonious relations within the school community.