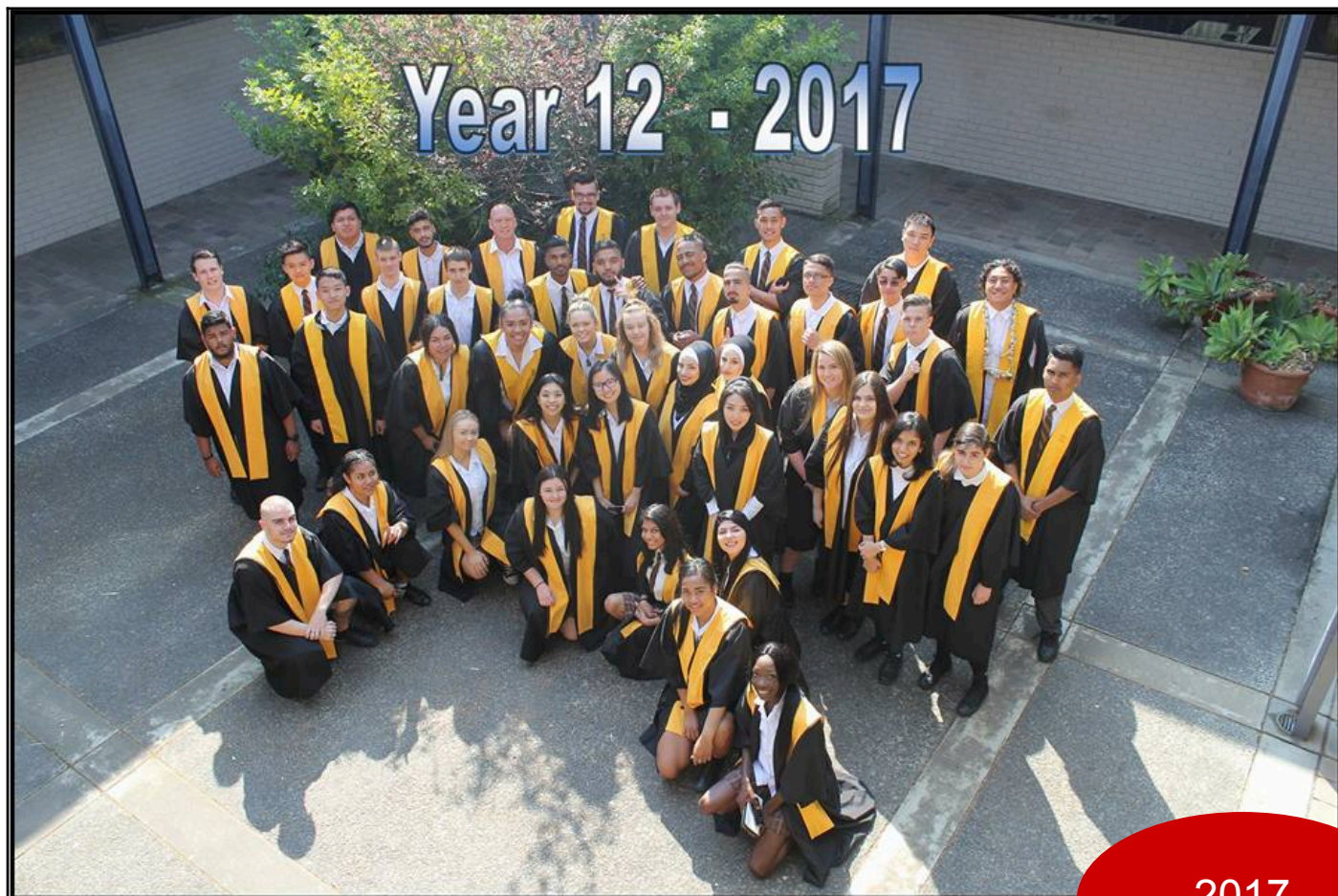


# Pendle Hill High School

## Annual Report



2017



8395

## Introduction

The annual report for 2017 is provided to the school community of Pendle Hill 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 each and every child as set out in the school plan. It outlines the findings from self-assessment that reflect on the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources including equity funding.

The annual report describes the school's high quality practices across the three domains of the School Excellence Framework of learning, teaching and leading. For more information about the School Excellence Framework please visit: <http://www.dec.nsw.gov.au/about-the-department/our-reforms/school-excellence-framework>.

J Sims

Principal

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## Message from the Principal

Pendle Hill High School is a proud public high school with strong links to the local community. Our school has a culture where excellence is not only valued but expected and where students are challenged in their learning. Our school is committed to promoting fairness, nurturing respectful relationships and developing personal responsibility. At Pendle Hill High School, we recognise and celebrate the partnership between students, parents and staff – a partnership essential to the successful improvement of student learning outcomes and to the personal growth of our students.

We have an experienced and dedicated staff who work together to provide an inclusive environment where all students are nurtured and encouraged to achieve their personal best in all that they do. Our students are passionate and motivated and are keen to learn and participate in the range of educational opportunities provided for them at our school.

Our school continues to enjoy excellent relationships with our partner primary and high schools and the broader community. Our goal is to send our students out into the community as resilient, independent and confident young people, ready to take up the challenges of work and further study.

Please take the opportunity to visit our school website at [www.pendlehillhighschool.org.au](http://www.pendlehillhighschool.org.au) and our Facebook page <https://www.facebook.com/PendleHHS/> and see why we are so proud of our students and staff, our programs and our school.

Mrs Judy Sims

## School background

### School vision statement

Pendle Hill High School is committed to the pursuit of excellence and the provision of high quality educational opportunities for each and every child.

We believe that, while students learn in different ways and at different rates, all students can and should experience success in their learning. We also believe that

- the quality of teaching makes a difference to the quality of student learning
- quality learning and teaching must be the main focus in every classroom
- high expectations are necessary for excellence to thrive
- good attendance at school is a vital part of student learning and achievement
- all students must have access to information and communication technology skills to meet their educational and vocational needs
- students, parents and teachers must work together to create a safe, caring and disciplined learning environment where improvement, commitment and excellence are recognised and rewarded
- a culture of continuous improvement and shared responsibility optimises student learning
- all students benefit from access to School to Work initiatives to support their transition from school to post-school education, training and/or employment.

### School context

Pendle Hill High School is a coeducational, comprehensive secondary school for students from Years 7 to 12. 62% of students are from a language background other than English, with a total of 49 different languages represented. Our focus is on the delivery of high quality learning in a safe, caring, supportive and well-disciplined environment. Our school serves the Wentworthville, Pendle Hill and Toongabbie communities and was opened in 1965.

Pendle Hill High School is a school with strong community involvement and experienced and dedicated teaching, support and administrative staff. Our school is an active member of the Toongabbie Learning Community, with a range of shared programs planned and implemented with our 8 partner primary schools.

We are a school where students, parents and teachers work together to ensure that learning is celebrated, excellence is expected, effort is rewarded and diversity is respected.

Our students benefit from wide curriculum choices, strong and active community links, structured workplace learning opportunities, expert teaching and individual attention. Priorities include literacy, numeracy, the use of technology, student engagement and retention and student leadership.

Individual learning needs are met through a mix of graded and mixed ability classes to better support all students in their learning.

Excellence, commitment, achievement, respect and responsibility and the development of positive attitudes to learning and concern for others are actively promoted and rewarded as part of our learning and wellbeing programs.

A comprehensive welfare program integrates our school's core values of respect and responsibility to support all students in their learning.

Our school uses our Resource Allocation funding to support a broad curriculum, personalised learning, literacy and numeracy, transition programs and equitable academic opportunities to meet the needs of individual students.

## 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.

A comprehensive process was undertaken across our school to review current practices, collect evidence and reflect on

the progress being made across our school based on the expectations identified in the Department of Education's School Excellence Framework. Our School Plan for 2015 to 2017 sets out 3 strategic directions designed to ensure that our improvement efforts focus on the key areas of learning, teaching and leading.

**Our self-assessment process indicates that in the School Excellence Framework domain of Learning our school is Sustaining and Growing overall.**

### **Learning Culture**

We believe evidence demonstrates a sustaining and growing learning culture where systematic policies, programs and processes identify, address and monitor student learning and build ongoing improvements in performance.

### **Wellbeing**

We believe evidence demonstrates a sustaining and growing strategic and planned approach which supports the cognitive, emotional, social, physical and spiritual wellbeing of students so that they connect, succeed and thrive.

### **Curriculum and Learning**

We believe evidence demonstrates a sustaining and growing integrated and responsive approach to quality teaching, curriculum planning, delivery and assessment so that the learning needs of all students are met.

### **Assessment and Reporting**

We believe evidence demonstrates a range of sustaining and growing practices where school performance data and other contextual information is collected, analysed and reported so that trends in student achievement are identified and monitored and teachers use their knowledge of students and how they learn to plan and implement effective teaching and learning strategies.

### **Student Performance Measures**

We believe evidence presented demonstrates that while we are achieving good value added results, we are currently delivering in this area. A whole school focus on student writing and an action learning approach to better support students to achieve at high levels of performance is being implemented.

**Our self-assessment process indicates that in the domain of Teaching our school is Sustaining and Growing overall.**

### **Effective Classroom Practice**

We believe evidence demonstrates that while teachers regularly review and revise teaching and learning programs and classrooms are well managed, we are currently delivering in this area. An action learning project approach has been implemented to better support teachers to regularly use performance data and other feedback to evaluate the effectiveness of their own teaching practices and implement the most effective teaching methods.

### **Data Skills and Use**

We believe evidence demonstrates a range of sustaining and growing practices whereby teachers incorporate data analysis into their planning for, and monitoring of, student learning progress and that our professional learning programs build teacher skills in the analysis, interpretation and use of data in classroom practice to build student achievement.

### **Collaborative Practice**

We believe evidence demonstrates a sustaining and growing school wide teaching culture where collaboration is encouraged and supported to improve teaching practice. Teachers are actively engaged in planning their own professional learning and share this learning with others, with school wide systems for collaboration, classroom observation, mentoring and coaching.

### **Learning and Development**

We believe evidence demonstrates a sustaining and growing school wide culture where systematic policies, programs and processes support a focus on improving teaching quality through effective professional learning, management and development aligned to the strategic directions of the school plan.

### **Professional Standards**

We believe evidence demonstrates a sustaining and growing culture where teachers are committed to, and take responsibility for, their ongoing development and achievement of professional standards and work beyond their classrooms to contribute to broader school programs and the achievement of the school's goals and strategic directions.

**Our self-assessment process indicates that in the School Excellence Framework domain of Leading our school is Sustaining and Growing overall.**

### **Leadership**

We believe evidence demonstrates our school is sustaining and growing in this area. Our school has productive relationships with a broad range of external agencies to improve educational opportunities for our students. Our leadership strategy promotes leadership development, capacity building and organisational best practice as part of a focus on whole school improvement.

### **School Planning, Implementation and Reporting**

We believe evidence demonstrates our school is sustaining and growing in this area. Clear processes, including timelines and milestones, enable the effective implementation of our school's vision and strategic directions as set out in our school plan. Parents and community members are supportive of our school and have opportunities to engage in a wide range of school related activities, as well as the opportunity to provide constructive feedback and receive information.

### **School Resources**

We believe evidence presented demonstrates our school is excelling in this area. Financial, administrative and management practices ensure school resources are strategically used to support teaching and learning, community involvement, the achievement of improved outcomes for students and to drive whole school improvement.

### **Management Practices and Processes**

We believe evidence demonstrates that strategic and flexible management systems, structures and processes underpin ongoing improvement in our school and encourage student achievement and community participation and that our school is excelling in this area.

Our self-assessment will assist our school to refine the strategic priorities in our School Plan, leading to further improvements in the delivery of teaching and learning so that our students continue to experience learning success.

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

### Improving Student Learning and Achievement

#### Purpose

Our school is committed to improvement, learning success and equity in education for our students. We want every student to achieve their potential to become successful learners, confident and creative individuals and active and informed citizens.

This means we aim to:

- improve the literacy and numeracy outcomes of every student
- increase the level of students' participation and engagement in learning
- improve the quality of teaching and learning
- ensure all students achieve the syllabus standards for their stage of schooling
- raise expectations and provide opportunities
- strengthen partnerships between schools, parents and caregivers and community agencies

#### Overall summary of progress

Each of the identified improvement measures was addressed through the implementation of the processes, products and practices as stated in our 2015 to 2017 School Plan.

Professional learning opportunities have increased staff confidence, competence and ability to embed ICT strategies into learning programs and assessment strategies.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<ul style="list-style-type: none"><li>• Data analysis over three years shows sustained, value adding to each cohort of students for NAPLAN and the HSC</li><li>• 80% of students achieving above NAPLAN minimum benchmark standards in literacy and numeracy</li><li>• Reduction in Bands 1 and 2 and increase in Bands 4, 5 and 6 in HSC over 3 years</li><li>• 100% of students identified for learning adjustments are placed on Individual Learning Plans that support their specific learning needs and lead to improved outcomes</li><li>• Increased number of students involved in Gifted and Talented Programs</li><li>• Focus on Reading strategies are used by all staff with all student groups.</li></ul>	<p>\$324,457</p> <p>across all 3 StrategicDirections.</p>	<p>Year 11 and 12 students have actively participated in support programs in preparation for the HSC.</p> <p>A variety of programs was implemented to support student learning including HSC study programs and subject seminars. This led to greater student enjoyment of learning as evidenced in the Tell Them From Me survey results.</p> <p>Improved achievement in the Year 7 NAPLAN Literacy test in Reading in Band 5, in Writing in Band 7; in Spelling in Band 5 and 6; in Grammar and Punctuation in Bands 6 and 9 and in the Numeracy test in Bands 5 and 8.</p> <p>Improved achievement in the Year 9 NAPLAN Literacy test in Reading in Bands 6, 8 and 10; in Writing in Bands 6 and 9; in Spelling in Bands 7, 9 and 10; in Grammar and Punctuation in Bands 8, 9 and 10 and in the Numeracy test in Bands 7, 8, 9 and 10.</p> <p>Higher than expected growth rates achieved by Year 7 students in 3 of the 5 NAPLAN test strands and by Year 9 students in 4 of the 5 NAPLAN test strands shows significant value adding to learning improvement.</p> <p>Nationally Consistent Collection of Data accountability processes identified and recorded all students needing learning adjustments. Individual</p>

## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
		<p>learning plans were developed and implemented using the Teaching For Inclusion resource.</p> <p>Mentoring and coaching of classroom teachers by the Head Teacher Teaching Literacy and Learning ensured that Focus on Reading strategies are incorporated into classroom practice.</p> <p>Growth in NAPLAN Reading performance in Year 9 in each of bands 6, 8 and 10 and a continued reduction in the lower band 5 reflects the continuing positive impact of Focus on Reading strategies in classroom teaching and learning.</p>

## Next Steps

To add further value to student learning and achievement our school will

- continue to focus on teachers using data and evidence based practice to support student learning and achievement
- investigate the introduction of Quicksmart Literacy and Quicksmart Numeracy support for students identified in Year 7 and Year 9 as not yet achieving NAPLAN minimum benchmark standards in literacy and numeracy
- implement a range of teaching for inclusion action learning projects to better support students with identified learning, behaviour and under achievement concerns
- continue structured reading support groups in Years 7 and 8 and monitor the use of Focus on Reading strategies in classrooms to further improve student reading comprehension
- use targeted professional learning to support teachers to develop and use explicit and systematic literacy and numeracy teaching methods which include clearly stated short-term objectives and linked assessment strategies
- focus on reviewing the quality of student assessment strategies and teacher feedback to students to improve student achievement and learning success
- continue to explore a range of strategies which improve the ability of students to access information and communicate ideas in formal test and examination settings
- focus on the development of detailed student learning plans for targeted refugee students to support the development of English language and literacy skills, numeracy skills and the understanding of curriculum concepts
- continue successful support programs to prepare students for HSC assessments and exams
- continue using pre and post assessment data to plan learning and begin formally analysing the impact on student outcomes.

## Strategic Direction 2

### Quality Teaching and Leadership To Improve Student Learning

#### Purpose

We know that the quality of teaching makes a difference to the quality of student learning.

Effective teachers understand how students learn and provide rich, interesting and well-structured learning experiences that allow all students to be engaged in meaningful, challenging and future focused learning.

We are committed to building a school-wide culture of high expectations where teachers ensure they are meeting the learning needs of their students, challenging all students to improve their performance and making clear what all students are expected to know, understand and do.

#### Overall summary of progress

Over 2017 staff have engaged in collaborative, future focused professional learning aligned with the school's strategic directions, their individual performance and development plans and the Australian Teaching Standards. This means that staff have reflected on and applied their knowledge and understanding of how students learn to their teaching, so that student learning outcomes are maximised.

A focus on making meaning from the data available to schools has provided teachers with the skills and knowledge to identify specific areas for improvement and to make adjustments to teaching and learning.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<ul style="list-style-type: none"><li>• evidence from student feedback and student work samples shows that each student consistently experiences an engaging, relevant curriculum and quality teaching</li><li>• an annual performance and development plan has been developed, implemented and reviewed by all staff</li><li>• all teachers have engaged in lesson observation and structured feedback that links their teaching to the goals of their performance and development plan</li><li>• a Head Teacher Teaching and Learning and Deputy Principal Teaching, Literacy and Learning are established</li><li>• all faculties use data analysis to monitor student learning and plan for improvement</li><li>• all teachers achieve proficient accreditation status or better</li><li>• NAPLAN, SMART and HSC trend data show an increasing percentage of students achieving at the higher performance bands.</li></ul>	<p>\$324,457</p> <p>across all 3 Strategic Directions.</p>	<ul style="list-style-type: none"><li>• All staff, including temporary staff, developed, implemented and reviewed an annual performance and development plan, including lesson observations, to improve their teaching practice</li><li>• A program of lesson observations was implemented for all staff as part of teacher performance and development planning and review processes</li><li>• Teacher performance was reviewed at individual, faculty and whole school levels against the proficient standard of the Australian Teaching Standards and against the elements of the Learning, Teaching and Leading domains of the School Excellence Framework</li><li>• A Deputy Principal Teaching, Literacy and Learning position was established to support both student and staff learning</li><li>• New Scheme teachers achieved NESA accreditation at the Proficient standard, with all staff working towards their continuing accreditation</li><li>• Scaled Score growth for Year 9 was well above the state average in Reading, Spelling, Grammar and Punctuation and Numeracy</li><li>• A focus on student centred learning with a breadth of curriculum options is evident at faculty and whole school levels</li><li>• Professional learning for all teachers facilitated a greater understanding of how data is used to improve teaching programs and practices. Staff more consistently use information about individual students' capabilities and needs to plan for students' learning so as to engage them in rich learning experiences</li><li>• All staff engaged in appropriate</li></ul>

## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
		professional learning strategies to build ICT skills. The focus of this learning has been about how teachers are using technology with their students. Workshops were designed to meet the needs of teachers with varying skill levels and involved Google for Education tools and web-based applications.

## Next Steps

To further support and encourage a culture of learning achievement and improvement through a process of staff professional learning and reflection, our school will

- continue to evaluate individual staff, faculty and school practice against both the Australian Teaching Standards and the Department of Education's School Excellence Framework
- evaluate the implementation of the Performance Development Framework to assess the impact of staff professional learning plans on the capacity of staff to cater for learner diversity and high level achievement
- provide further professional learning for staff so that they have the knowledge and skills to use data and evidence based analysis to better monitor student learning and plan for improvement to meet the learning needs of students of all ability levels, using a student action planning process
- continue to support teachers seeking higher levels of accreditation or to maintain their accreditation
- use the School Leadership Self-Assessment Tool to identify specific strengths and needs to create a plan for further learning and growth linked to the School Excellence Framework
- monitor and review the effectiveness of the DeputyPrincipal Teaching, Literacy and Learning position in supporting both student and staff learning
- continue to monitor faculty programs, units of work, teaching resources and assessment tasks to ensure there is a focus on identifying and addressing learner diversity in the classroom
- ensure faculty planning has focused on the interpretation of performance data to set targets, implement strategies to address identified needs and more clearly link lesson material to prior knowledge
- review faculty documentation and processes to ensure that expected NESA standards are met.

### Strategic Direction 3

Promoting high expectations, personal excellence, positive values and student wellbeing

#### Purpose

A sense of belonging and feeling safe at school is essential if students are to be interested and motivated in their learning.

We believe that positive and respectful relationships across our school community, with high levels of student, staff and community engagement, are essential for promoting student learning and achievement.

A consistent whole-school approach to student wellbeing with clear behaviour expectations leads to a teaching and learning environment where all students have the opportunity to connect, succeed, take responsibility and make a positive contribution to our school, our community and our society.

#### Overall summary of progress

In 2017 we have focused on whole school programs that aim to improve student engagement, positive behaviour for learning, student wellbeing and learning success. Our programs have had a particular focus on study skills, work ethic, learning culture, resilience, respectful and responsible relationships, student leadership and collaboration for 21st century learning.

We have collated and reviewed baseline data from the 'Tell them From Me' surveys, and milestone evaluations. The engagement of the school community throughout this process has ensured a strong, positive and strategic approach to the progress of school and community partnerships.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<ul style="list-style-type: none"><li>• increased rates of student retention from Year 9 to Year 12</li><li>• Tell Them From Me surveys show increasing levels of satisfaction with school culture and practices</li><li>• PBL data shows a reduction in student referrals, suspensions, truancy and N award warnings over 3 years</li><li>• PBL data shows student attendance at or above the state average over 3 years</li><li>• growth of students as learners is evident in NAPLAN, SMART, HSC and school-based learning assessment data</li><li>• Toongabbie Learning Community meets regularly to plan staff professional learning and student programs</li><li>• Audit of aspects of student welfare and wellbeing conducted over 3 years.</li></ul>	<p>\$324,457</p> <p>across all 3 Strategic Directions</p>	<ul style="list-style-type: none"><li>• Tell Them From Me teacher, parent and student surveys implemented and analysed by staff and students. Survey findings generally at or above Department of Education norms, showing high levels of satisfaction with school culture and practices</li><li>• PBL Risc data shows a significant continuing decline in student referrals, as well as in the number and duration of student suspensions linked with improved whole school student welfare support and behaviour management systems to better support student social and emotional wellbeing</li><li>• Department of Education attendance data shows overall student attendance at 89.2%, at the state average. Attendance rates for Years 7, 9 and 11 were above the state average, with that for Years 8, 10 and 12 close to the state average.</li><li>• Teachers and faculties analysed NAPLAN, HSC and school based learning assessments to adjust teaching practices and programs and to develop and reinforce a culture of high expectations and personal best achievement</li><li>• NAPLAN data shows a continuing growth in value added achievement in Years 7 and 9</li><li>• Teachers and students increasingly used interactive technologies in the classroom, with improvements in learning and teaching and engagement</li><li>• More explicit criteria in a standard format was provided to students for assignments, assessment tasks and tests so that students and parents have a</li></ul>

## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
		<p>better understanding of what is required and the quality of work which is expected</p> <ul style="list-style-type: none"> <li>• Tell Them From Me student survey responses show that students have a strong sense of belonging and feel safe at our school</li> <li>• Data shows increasingly high levels of student participation in workplace learning activities, TVET, industry accredited courses and School Based Traineeships and Apprenticeships in Years 9, 10, 11 and 12</li> <li>• Changes to Parent–Teacher meetings and increased use of emails, SMS and Facebook have resulted in positive feedback from our parent body. Parents have indicated that they now have a better understanding of teacher expectations, communication structures, curriculum, assessment and support available to students, as well as of school programs and student achievements</li> <li>• A range of STEM, robotics and project based learning initiatives were introduced to extend student learning and engagement.</li> </ul>

## Next Steps

To continue to promote a school culture focused on high expectations, personal excellence, positive values and staff and student wellbeing our school will

- continue to review whole school student welfare and wellbeing support and behaviour management systems
- introduce a STEM team to plan for enhanced student learning in Science, Technology and Mathematics, including coding courses for girls
- continue to resource a Robotics program for students in Years 7 and 8 and Years 9 and 10
- review Technology teaching and curriculum to further build student interest
- plan and implement whole school strategies to better support high achieving students and reinforce a culture of high expectations
- provide a greater range of experiences outside the classroom to make learning, teamwork and leadership real for our students and regularly promote these experiences on Facebook to our community
- work to further improve the attendance and retention of students in Years 11 and 12
- focus on further strengthening home, school and community partnerships to encourage parent involvement, support student learning and raise expectations using new technologies
- establish a learning and wellbeing team to provide innovative programs and initiatives to better address the wellbeing and learning needs of students
- investigate the introduction of a secure parent and student site as part of the school's website system
- refocus the Positive Behaviour for Learning model to ensure it is known, understood and implemented across our school so that students show daily positive behaviour, personal best completion of work and involvement in the classroom and in whole school programs
- continue to work with our Toongabbie Learning Community partner schools to ensure a consistent approach to student transition, learning and wellbeing
- work to ensure financial management approaches maintain optimum standards in staffing, curriculum, facilities and resources based on LSLD, LMBR and RAM reforms.

Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	\$ 22,665 in flexible funding	<ul style="list-style-type: none"> <li>• Identification of major learning needs and the implementation of Personal Learning Plans saw our Aboriginal and Torres Strait Islander students generally achieve improved learning performance within our school, as well as improved attendance</li> <li>• All Aboriginal and Torres Strait Islander students in Year 10 achieved their ROSA and those in Year 12 their HSC</li> <li>• Additional funding enabled Years 7 to 10 students to be provided with learning assistance with a focus on literacy, while senior Aboriginal students were provided with tutorial assistance as part of an HSC assessment support program</li> <li>• Students received individual and small group assistance with a particular focus on understanding and completing assessment and coursework requirements, resulting in fewer N Award notifications to students</li> <li>• Aboriginal students from Years 10 and 11 worked with Aboriginal Employment Services as part of our School to Work program, enabling our students to explore future study and work options, including traineeships</li> <li>• An after school homework club was established to better support student learning</li> </ul>
<b>English language proficiency</b>	\$12,997 in flexible funding, plus a 0.6 funded EAL/D teacher entitlement	<ul style="list-style-type: none"> <li>• Additional specialist EAL/D staffing was used to support teachers and EAL/D students in the classroom to provide strategies to support the development of subject specific literacy and numeracy skills and curriculum concepts.</li> <li>• EAL/D staff collected and analysed a range of student data and matched students against the EAL/D phases of Beginning, Emerging, Developing and Consolidating in English proficiency to determine what level of support was required for each student.</li> <li>• Students were supported in the classroom and by withdrawal resulting in higher rates of completion and submission of tasks and progression along the literacy continuum.</li> <li>• Support provided assisted students to complete their courses and transition to the next stage of their schooling, with significant increases in student English language proficiency, engagement, participation and achievement.</li> </ul>
<b>Low level adjustment for disability</b>	\$42,248 in flexible funding, plus a 1.4 Learning and Support teacher entitlement	<ul style="list-style-type: none"> <li>• All staff completed professional learning on supporting students with additional learning needs in the classroom. Resources were created to assist staff with program modifications and learning adjustments for students with specific needs, using the Teaching for Inclusion resource.</li> <li>• Personalised Learning Plans were developed and implemented for identified students in consultation with teaching staff and parents. This enabled students to participate more fully in their learning.</li> <li>• School Learning Support Officers and additional teaching staff were employed to</li> </ul>

<b>Low level adjustment for disability</b>	\$42,248 in flexible funding, plus a 1.4 Learning and Support teacher entitlement	<p>provide classroom assistance for students, including assistance with organisation skills, clarification of instructions and assistance with classroom activities and assignments.</p> <ul style="list-style-type: none"> <li>• A Deputy Principal Teaching Literacy and Learning position continued to lead and co-ordinate teaching and learning and student support programs.</li> <li>• The school supported the Nationally Consistent Collection of Data (NCCD) and this created opportunities for teachers to engage in meaningful professional dialogue about how to cater for the varied needs of students in their classes.</li> </ul>
<b>Socio-economic background</b>	\$246,547 in flexible funding plus 1.4 classroom teacher funded position	<ul style="list-style-type: none"> <li>• Funds were used to provide additional learning support for students and to provide assistance for course fees, uniform, stationery items, excursions and other resources, including textbooks and reading program resources. Course costs for students to participate in workplace learning programs, including WHS White Cards, were subsidised for students. This resulted in higher levels of engagement and attendance.</li> <li>• The staffing allocation was used to maintain a broad curriculum for Years 7 to 10 students, with access to a range of specialist programs and activities within and beyond the school.</li> <li>• Funding was used to support targeted learning and wellbeing programs and strategies to improve student literacy, numeracy, engagement, achievement and retention.</li> <li>• Facebook, an expanded SMS contact system and improved school website were used to strengthen the learning partnership between parents and our school.</li> <li>• A Breakfast Club was introduced to ensure students had access to a healthy breakfast. Teacher feedback indicates participating students were more alert and engaged in classroom learning.</li> <li>• Programs focused on improving literacy and numeracy outcomes for students; raising levels of student engagement and participation in learning; improving the quality of teaching and learning and strengthening home/school partnerships as outlined in our school's Strategic Directions.</li> <li>• Funds were used to purchase resources to support a focus on future focussed learning initiatives.</li> <li>• An after school homework club was established to better support student learning.</li> </ul>
<b>Support for beginning teachers</b>	Our school received no targetted funding for Beginning Teachers in 2017.	<ul style="list-style-type: none"> <li>• New Scheme teachers received coaching and mentoring support to enable them to successfully complete accreditation requirements at Proficient status and to improve their teaching practice</li> <li>• School professional learning funds were used to support New Scheme Beginning Teachers to improve classroom management and teaching and learning strategies.</li> <li>• All beginning teachers developed an individual Performance and Development Plan, setting out their professional goals,</li> </ul>

<b>Support for beginning teachers</b>	Our school received no targetted funding for Beginning Teachers in 2017.	<p>learning required to achieve those goals and the types of evidence to be used to show progress towards achieving their professional goals.</p> <ul style="list-style-type: none"> <li>• All Beginning teachers were involved in a structured program of lesson observations and performance improvement feed back to improve the quality of their teaching and learning.</li> <li>• Mentoring programs provided opportunities for collaboration and classroom observation leading to improved teaching practice.</li> </ul>
<b>Targeted student support for refugees and new arrivals</b>	<p>\$4,953</p> <p>plus term by term individual student support funding to meet the needs of refugee students.</p>	<ul style="list-style-type: none"> <li>• Funding was used to employ specialist learning support staff to help students integrate into our school and to address identified learning needs. Intensive English language support was provided both individually and in the classroom, as well as financial support to pay fees and purchase uniform.</li> <li>• Support provided enabled students to develop and consolidate their English literacy and numeracy skills.</li> </ul>

## Student information

### Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	201	185	183	189
Girls	153	147	144	154

### Student attendance profile

School				
Year	2014	2015	2016	2017
7	92	94.3	93.3	93.3
8	92.2	91.8	92.4	89.2
9	87.5	92.2	87.3	90.9
10	85	90.4	88.6	83.4
11	85.1	88.7	87.9	89.6
12	82.4	87.6	87.5	87.8
All Years	88.1	91	89.5	89.2
State DoE				
Year	2014	2015	2016	2017
7	93.3	92.7	92.8	92.7
8	91.1	90.6	90.5	90.5
9	89.7	89.3	89.1	89.1
10	88.1	87.7	87.6	87.3
11	88.8	88.2	88.2	88.2
12	90.3	89.9	90.1	90.1
All Years	90.2	89.7	89.7	89.6

### Management of non-attendance

At Pendle Hill High we believe that developing a culture of regular attendance at school is an essential part of promoting student learning and achievement. We expect students to attend school every day and to attend all classes each day.

The overall student attendance rate for our school in 2017 was a very pleasing 89.2%. This was similar to the state average of 89.6%.

In Years 7, 9 and 11 attendance rates exceeded the state average.

Student attendance and lateness are closely monitored, using a computerised photo ID swipe card system to identify absences, truancy, late arrivals and early departures. Intervention procedures include regular telephone contact with parents, random truancy

checks, the development of attendance improvement plans for targeted students and Home School Liaison Officer intervention to improve attendance.

An SMS message service notifies parents daily of student absence from school and late arrival to school.

### Structure of classes

At Pendle Hill High School our focus is on the continuous improvement of the quality and effectiveness of student learning. Classes are organised to maximise the learning opportunities for all students, allowing teachers to both provide more challenging work and to focus support for students who require assistance with their learning.

Students in Years 7 to 12 follow a pattern of courses which enables them to meet Record of School Achievement and Higher School Certificate curriculum requirements.

An enrichment class operates in each of Years 7 and 8 to better meet the needs of identified high achieving students, together with mixed ability classes for other students. In Years 9 and 10 and 11 and 12, students are generally allocated to classes based on proven academic performance, except for elective classes.

This organisation of classes allows us to better meet the diverse learning needs of our students, ensuring that all students are appropriately challenged and have the opportunity to achieve at their best and experience success in their learning.

Individual student class placement is reviewed each semester, with a comprehensive report issued to parents.

### Post-school destinations

Proportion of students moving into post-school education, training or employment	Year 10%	Year 11%	Year 12%
Seeking Employment	0	0	2
Employment	2	2	13
TAFE entry	0	2	31
University Entry	0	0	54
Other	0	0	0
Unknown	0	0	0

The majority of students graduating from Years 10, 11

and 12 have been successful in finding full or part time employment or in entering full or part time continuing education at TAFE or university. Just over 54% of Year 12 students received offers of university study at a range of metropolitan and country universities, with more than 85% enrolled in further education and training.

Our school is responding to the needs of students in Years 11 and 12 with a range of individual learning pathways, including HSC, TAFE, Schoolbased Apprenticeships, Traineeships and University options.

An active School to Work program supports students in their transition from school to work and/or continuing education.

### **Year 12 students undertaking vocational or trade training**

Students in Years 11 and 12 are able to access a range of vocational and further education and training courses as part of their HSC program. Within our school, students are able to access courses in Construction and Hospitality. Students also access a wide range of TVET courses at TAFE, as well as School Based Apprenticeship and Traineeship courses.

These courses provide opportunities for students to develop the knowledge and skills required for employment, and to gain TAFE and industry accreditation while completing their HSC studies.

In 2017, 48% of Year 12 students undertook a vocational or trade training course as part of their HSC program.

21% of Year 12 students completed the HSC Hospitality course at school and 12% the HSC Construction course.

Other popular courses included the Metal and Engineering, Human Services, Warehousing Operations, Early Childhood and Retail Services certificate courses.

### **Year 12 students attaining HSC or equivalent vocational educational qualification**

All students completing Year 12 were successful in attaining their HSC. All students completing Vocational and TAFE training courses met course requirements .

## **Workforce information**

### **Workforce composition**

Position	FTE*
Principal	1
Deputy Principal(s)	1
Assistant Principal(s)	0
Head Teacher(s)	5
Classroom Teacher(s)	23.4
Teacher of Reading Recovery	0
Learning & Support Teacher(s)	1.4
Teacher Librarian	1
Teacher of ESL	0.6
School Counsellor	1
School Administration & Support Staff	6.98
Other Positions	1

\*Full Time Equivalent

Pendle Hill High continues to have a very stable, highly qualified and experienced staff, both teaching and non-teaching. The majority of teaching staff have more than 10 years teaching experience, many with more than 20 years teaching service.

The teaching staff were supported by school administration and support staff, including office staff, a general assistant and a farm hand.

The number of teachers and administration staff appointed to a school is dependent on the number of students enrolled. Additional staff such as EALD teachers and the Learning and Support Teachers are appointed by the Department of Education according to need. No indigenous staff are currently appointed to the school.

### **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	54

### **Professional learning and teacher accreditation**

Participation in ongoing professional learning has ensured that staff are able to maintain their accreditation and build on their teaching skills, with time

to engage in professional dialogue and reflect on current teaching practice.

A total of \$35,307 was received from the Department of Education to support the professional learning of teachers.

All teaching and administrative staff participated in professional learning. Major focus areas for training were identified in the School Plan and the Professional Learning Plan, with attendance at one day conferences and courses the most common form of training outside of school.

Within the school all teaching staff participated in school development days at the beginning of Terms 1, 2 and 3 and in faculty programming days at the end of Term 4.

All staff are either working towards achieving or maintaining their Proficient accreditation status.

## Financial information (for schools using both OASIS and SAP/SALM)

### Financial information

The three financial summary tables cover 13 months (from 1 December 2016 to 31 December 2017).

The financial summary consists of school income broken down by funding source and is derived from the school Annual Financial Statement.

Receipts	\$
<b>Balance brought forward</b>	<b>799,954</b>
Global funds	197,803
Tied funds	336,394
School & community sources	104,431
Interest	8,251
Trust receipts	17,501
Canteen	66,205
<b>Total Receipts</b>	<b>730,586</b>
<b>Payments</b>	
Teaching & learning	
Key Learning Areas	14,458
Excursions	26,110
Extracurricular dissections	52,172
Library	1,680
Training & Development	0
Tied Funds Payments	310,323
Short Term Relief	34,919
Administration & Office	75,969
Canteen Payments	60,887
Utilities	62,003
Maintenance	41,862
Trust Payments	17,224
Capital Programs	28,005
<b>Total Payments</b>	<b>725,612</b>
<b>Balance carried forward</b>	<b>804,927</b>

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

The information provided in the financial summary includes reporting from 1 January 2017 to 31 December 2017.

	2017 <b>Actual</b> (\$)
<b>Opening Balance</b>	0
<b>Revenue</b>	1,306,221
Appropriation	1,215,183
Sale of Goods and Services	58,374
Grants and Contributions	31,660
Gain and Loss	0
Other Revenue	0
Investment Income	1,004
<b>Expenses</b>	-418,084
Recurrent Expenses	-418,084
Employee Related	-290,127
Operating Expenses	-127,957
Capital Expenses	0
Employee Related	0
Operating Expenses	0
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	888,137
<b>Balance Carried Forward</b>	888,137

The Opening balance for the 2017 school financial year is displayed in the OASIS table as Balance brought forward. The financial summary table for the year ended 31 December 2017 shows the Opening balance as \$0.00 because the Opening balance for the 2017 school financial year is reported in the OASIS table (as Balance brought forward).

The amount displayed in the Appropriation category of the financial summary table is drawn from the Balance carried forward shown in the OASIS table and includes any financial transactions in SAP the school has undertaken since migration from OASIS to SAP/SALM. For this reason the amount shown for Appropriation will not equal the OASIS Balance carried forward amount.

### Financial summary equity funding

The equity funding data is the main component of the 'Appropriation' section of the financial summary above.

	2017 <b>Actual</b> (\$)
<b>Base Total</b>	4,217,141
Base Per Capita	49,974
Base Location	0
Other Base	4,167,167
<b>Equity Total</b>	629,178
Equity Aboriginal	22,665
Equity Socio economic	348,121
Equity Language	73,941
Equity Disability	184,451
<b>Targeted Total</b>	27,723
<b>Other Total</b>	195,966
<b>Grand Total</b>	5,070,008

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

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

## School performance

### NAPLAN

All students in Year 7 and Year 9 attempted the NAPLAN test. This national test measures and reports student achievement in each of Reading, Writing, Spelling, Grammar and Punctuation for Literacy and Number Patterns and Algebra and Data Measurement Space and Geometry in Numeracy.

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.

In Year 7 achievement is reported from Band 4 (lowest) to Band 9 (highest); in Year 9 from Band 5 (lowest) to Band 10 (highest). The achievement scale represents increasing levels of skills and understandings demonstrated in the assessments.

The **MySchool** website provides detailed information and data for national literacy and numeracy testing.

Click on the link **My School** and insert the school name in the **Find a school** and select **GO** to access the school data.

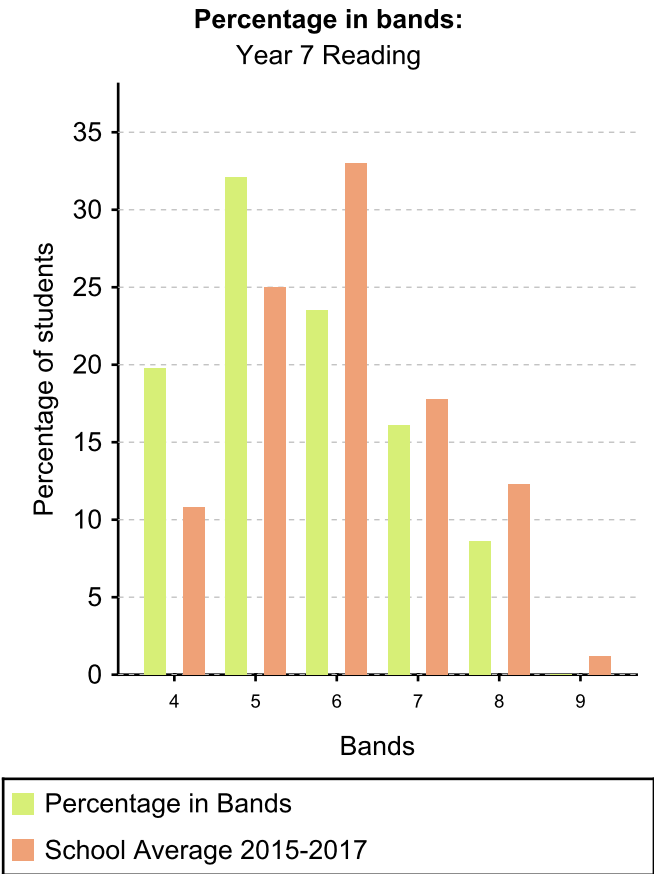
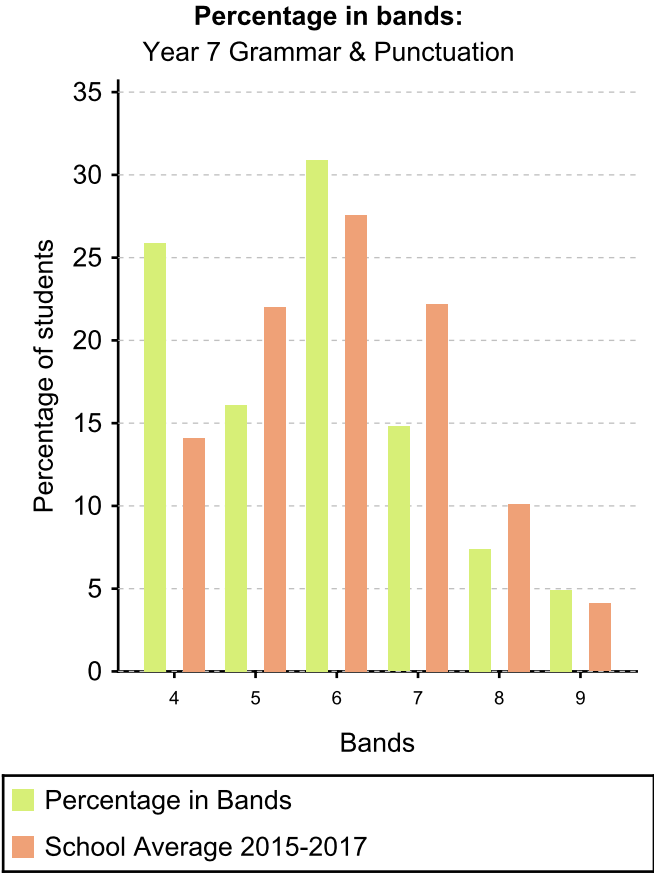
Year 7 students achieved improved performance in Literacy in Reading Band 5, in Writing Band 7, Spelling Band 5 and 6, in Grammar and Punctuation in Band 6 and 9 and in Numeracy in Band 5 and 8 compared to the school average.

Year 9 students achieved improved performance in Literacy in Reading Band 6, 8 and 10, in Writing Band 6 and 9, in Spelling in Band 7, 9 and 10, in Grammar and Punctuation in Band 8, 9 and 10 and in Numeracy in Band 7, 8, 9 and 10 compared to the school average.

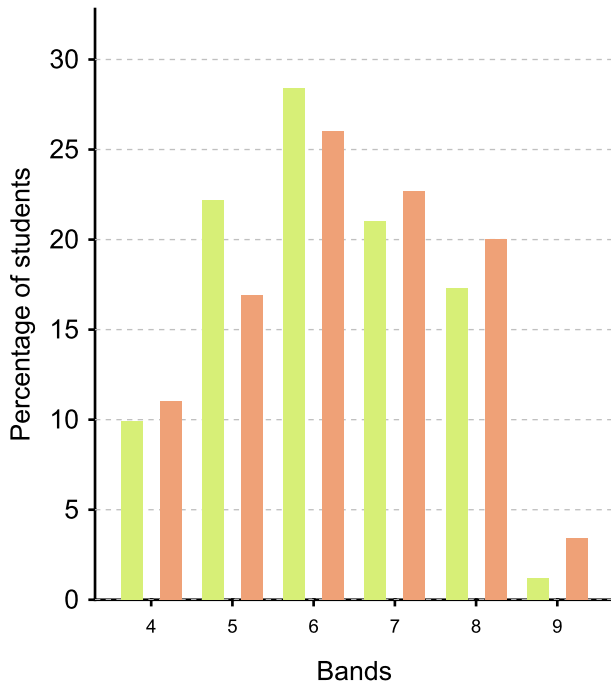
Expected growth measures the improvement in student performance from Year 5 to Year 7 and from Year 7 and Year 9. It provides an indication of the positive contribution our school is making to improving the learning of our students.

Year 7 students achieved higher than expected growth rates in 3 of the 5 NAPLAN test strands and Year 9 students in 4 of the 5 test strands.

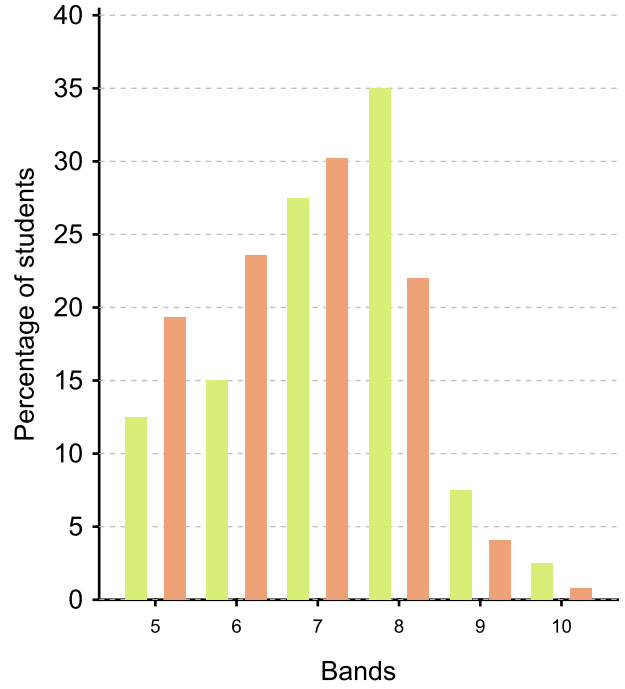
Scaled Score growth for Year 9 was well above the state average in Reading, Spelling, Grammar and Punctuation and Numeracy.



**Percentage in bands:**  
Year 7 Spelling



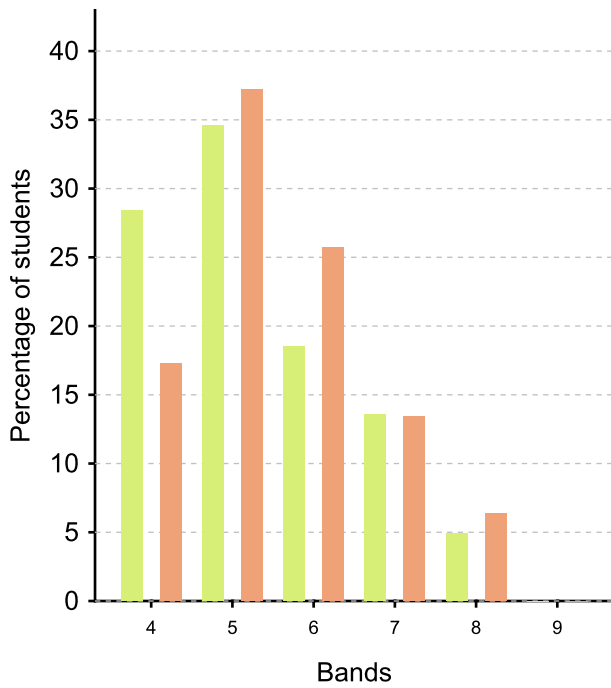
**Percentage in bands:**  
Year 9 Grammar & Punctuation



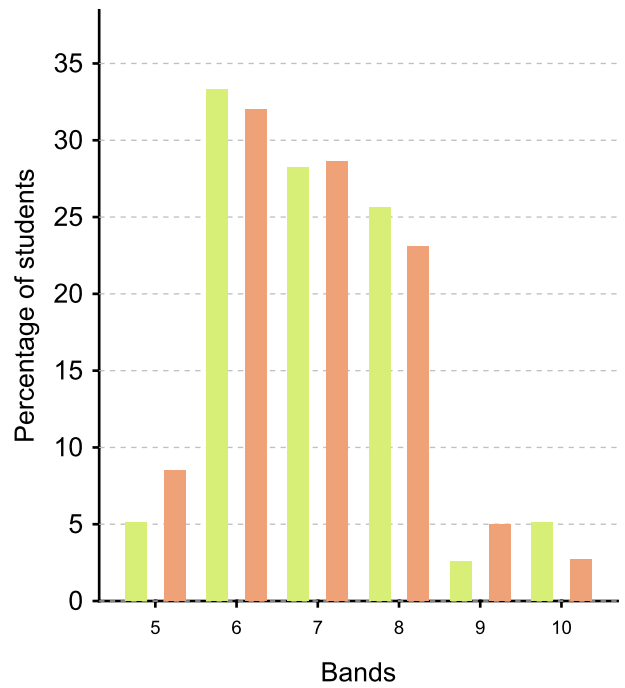
Percentage in Bands  
School Average 2015-2017

Percentage in Bands  
School Average 2015-2017

**Percentage in bands:**  
Year 7 Writing



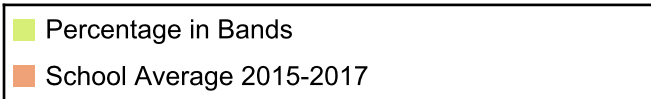
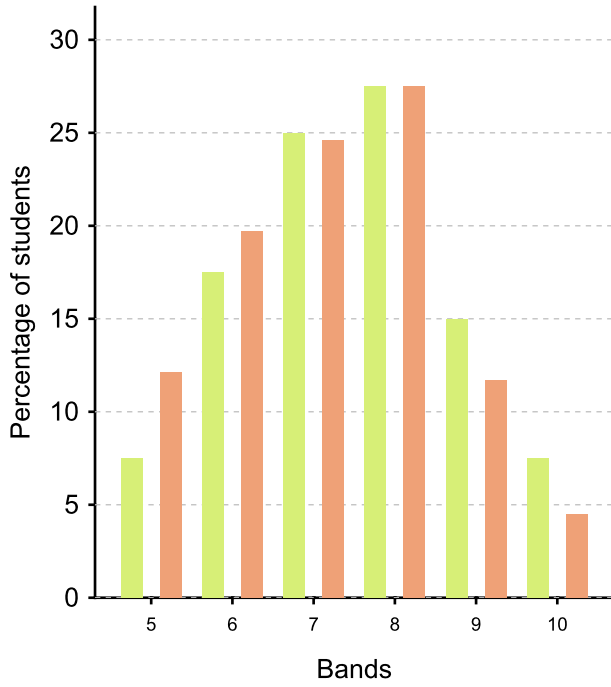
**Percentage in bands:**  
Year 9 Reading



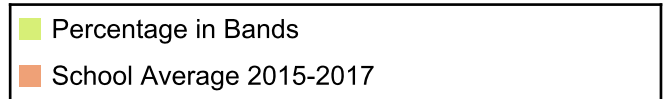
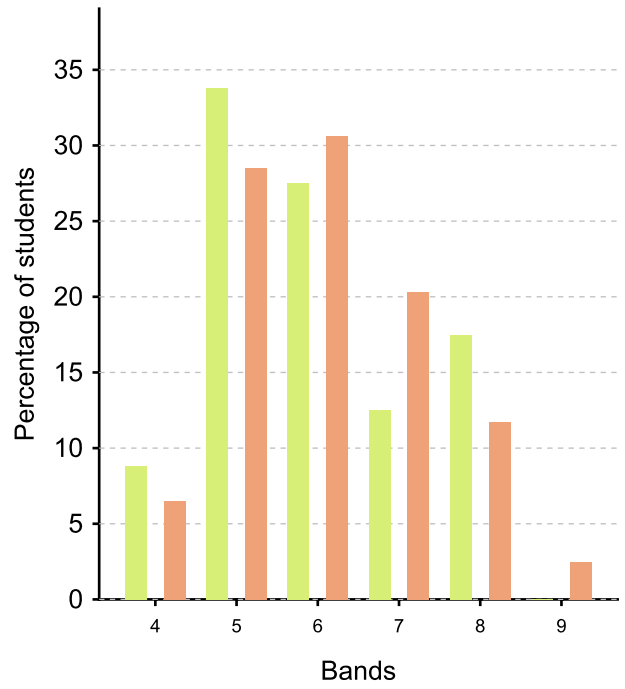
Percentage in Bands  
School Average 2015-2017

Percentage in Bands  
School Average 2015-2017

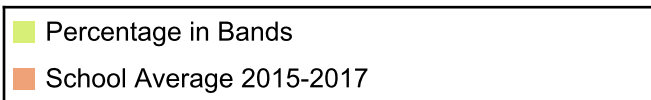
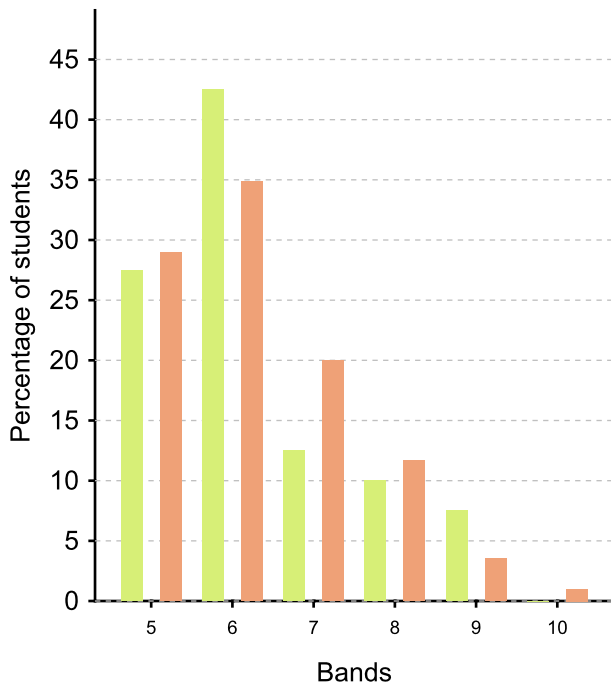
**Percentage in bands:**  
Year 9 Spelling



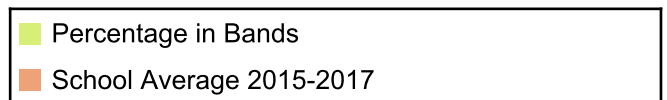
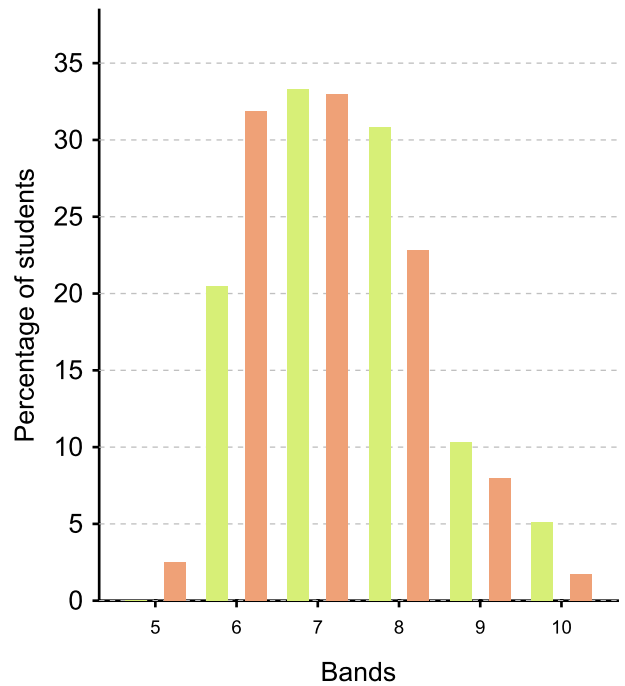
**Percentage in bands:**  
Year 7 Numeracy



**Percentage in bands:**  
Year 9 Writing



**Percentage in bands:**  
Year 9 Numeracy



## 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).

As student numbers were fewer than 10 in all but 8 courses, reliable statistical analysis of HSC results for our school is difficult and performance graphs are not available.

Performances in all subjects were generally similar to those of previous years.

Forty two students sat for the HSC in 2017 in 20 courses of study. In addition to HSC courses studied within the school, students also undertook HSC courses away from school, usually at TAFE. These included courses in Metal and Engineering, Human Services, Warehousing Operations, Early Childhood Education and Care and Retail Services as well as a range of other specialised courses.

Students were also able to complete the Hospitality and Construction industry accredited vocational courses as part of their HSC program within our school.

This wide range of courses and learning pathways was offered to cater for the needs and interests of the full range of students.

Apart from English and Mathematics, the most popular HSC subject choices were Ancient History, Biology, Business Studies, Chemistry, Community and Family Studies, Hospitality, Legal Studies, Personal Development, Health and Physical Education and Visual Arts.

The Extension One and Two English and Mathematics Extension One courses were also studied.

Although the 2017 HSC group was small in size, pleasing individual results were achieved across a range of courses, with a significant improvement in Band 4 and 5 performance.

Our results clearly reflect the hard work of students and teachers and our school's commitment to improvement, excellence and equity in education for our students.

More than 54% of students were made offers of university study following the completion of the HSC. Students not seeking university entry have been successful in gaining employment and/or entry to a wide range of further education and training courses.

There will be a continuing focus in 2018 on further improving student learning outcomes, with an emphasis on middle and higher performing students.

## Parent/caregiver, student, teacher satisfaction

Throughout the year our school seeks ongoing feedback from parents, students and staff about our school's programs and policies. Regular forums that provide opportunities for this include student leadership, faculty and staff meetings, Parent/Teacher evenings, School Development Days, class discussions and specific focus groups and online surveys.

In 2017, students, parents and teachers were again surveyed as part of the Tell Them from Me initiative, with extremely positive responses from all groups.

Parents, students and staff considered that their concerns were taken seriously and were acted upon, with regular follow-up communication. Our school will continue to further improve school programs in response to feedback from parents, students and staff.

Parents were especially positive about improvements made to the school website and Facebook, especially the inclusion of access to assessment tasks. The improved SMS messaging service relating to attendance, lateness and the wearing of uniform also rated highly with parents.

As in previous years there was almost unanimous support from parents for the continued enforcement of our school uniform policy.

Students overwhelmingly nominated the quality of their teachers as the best feature of their time at this school, in formal exit surveys conducted at the end of Year 10 and Year 12.

## Policy requirements

### Aboriginal education

Our school continues to work to promote the achievements of our Aboriginal students and to implement the major goals of the Aboriginal Education Plan.

A focus of our efforts is to ensure that all curriculum areas include information about Aboriginal history, culture and contemporary issues and to improve the retention rate of all Aboriginal and Torres Strait Islander students across all years.

An after school homework club has been established to better support student learning.

Additional funding enabled junior students to be provided with learning assistance with a focus on literacy, while senior Aboriginal students were provided with tutorial assistance as part of an HSC assessment support program.

Identification of major learning needs and the implementation of Personal Learning Plans saw our Aboriginal and Torres Strait Islander students generally achieve improved learning performance within the

school.

All Aboriginal and Torres Strait Islander students in Year 10 achieved their ROSA and those in Year 12 their HSC.

Aboriginal and Torres Strait Islander students continue to be represented in our extension classes, established to meet the learning needs of our more academically able students.

Aboriginal students from Years 10 and 11 worked with Aboriginal Employment Services as part of our School to Work program, enabling our students to explore future study and work options, including traineeships.

### **Multicultural and anti-racism education**

Pendle Hill High is a multicultural school where cultural, linguistic and religious diversity is recognised, respected and celebrated.

More than 49 different language and cultural backgrounds are represented in our school. Major languages spoken in addition to English include Arabic, Hindi, Tagalog and Tamil.

Whole school practices actively support a learning and working environment which is tolerant, culturally inclusive and free of racism and discrimination. Our school core values of Responsibility Respect and Rights further promote the concepts of acceptance and inclusivity.

As a result, the school tone is characterised by generally positive relations among students, regardless of cultural background. While the school has a trained anti-racism contact officer (ARCO) to investigate and mediate complaints of racism, few complaints have been made.

Indicators of success in developing in all students the knowledge, skills and attitudes required for a culturally diverse and harmonious learning community include:

- Multicultural perspectives are integrated into teaching programs across the key learning areas
- A team teaching approach to the provision of EAL/D support within the classroom, with a particular focus on refugee students
- Student involvement in Saturday School of Community Languages classes to maintain first language continuity, both for the Record of School Achievement and HSC
- Students from a range of cultural backgrounds took on high profile student leadership roles within the school, including those of school captain, vice captain, and SALSA and AAA program leaders and mentors
- University of Western Sydney Pacific Islander Focus programs were well attended
- Students took advantage of special opportunities made available at no cost to our students by our business and university partners, as well as volunteering for a range of community service activities and raising funds for charity.