

# Pennant Hills High School

## Annual Report



2017



8438

## Introduction

The Annual Report for **2017** 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

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## 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 1027, 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 for Learners (PBL) 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 Student Leadership Council (SLC).

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.

## 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 2017, executive staff participated in an end of year Executive Conference that provided a platform for professional conversations surrounding **The School Excellence Framework (SEF)** and **Student Assessment Data. A School Evaluation Team (SET)** was established and elements of the School Excellence Framework were addressed. The framework was examined and our progress over 2017 was discussed and critically evaluated to determine the level of progress. This process

provided the executive team with a plan 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 School 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 our core values of responsibility, integrity and achievement, contribute 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 contributed to the outstanding student wellbeing programs and approaches that feature at Pennant Hills High School.

Pennant Hills High School continues to utilise our flexible space, **The Learning Hub**, for Project Based Learning where students engage in project learning which utilises both the technology in the room and the flexible learning features of The Learning Hub. The project has also been successful in sustaining and growing a whole-school approach to the **Bring Your Own Device (BYOD)** program.

Use of the **Analysis** module in **Sentral**, has provided 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 modify 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 provided by the **ALARM Team** has resulted in all relevant KLAs implementing this **Learning and Response Matrix** into their teaching and learning programs. Pre-ALARM and post ALARM data has shown clear improvement in our students' extended response writing skills. 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 **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 2017, a series of TPL and planning sessions took place, allowing staff to work on these projects, measure achievement. and document impact.

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

For more information about the School Excellence Framework:

<https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability/sef-evidence-guide>

## 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 2017 with the modification of *GROWTH Through Coaching to a broader coaching model linked to the PDP process*. Staff now have a greater working knowledge of SENTRAL and continue to use Moodle and other E learning platforms to enhance teaching and learning through use of the flipped classroom and as a revision tool. This has contributed to an increasing number of staff using online learning as a part of their day-to-day teaching. A continued 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 improved learning programs.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
20% increase in teacher confidence, competence and utilisation of ICT to maximise 21st Century learning opportunities for students.	<b>Project Innovate – \$12744</b> <b>ICT TPL – \$8,608</b>	All teaching staff have received a wide range of ICT TPL opportunities, through school-based TPL, building upon learning received in 2017. 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.  The refurbishment of the Learning Hub through Project Innovate and TPL opportunities for teaching staff has resulted in increased use of this flexible learning space to maximise 21C learning opportunities.
30% increase of teachers collaborating through the GROWTH Through Coaching platform to improve professional and student learning outcomes.	Professional learning lounge \$0  GROWTH Through Coaching – \$0	Throughout 2017, staff continued to experience the benefit of coaching conversations through participation in the GROWTH Through Coaching program.  <b>In 2017, the modified Coaching program continued to support staff through the Performance and Development Plan process (PDP).</b>  During 2017 has seen an increase in staff using the Professional learning Lounge for coaching conversations, PDP discussions, standard setting, benchmarking, and other professional learning activities.

#### 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

2017 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 Student Leadership Council has continued to support a vast number of students from 7–12 involved in leading and designing programs across the school. In addition to our work on paragraphing through PEEL, a whole school approach to 'A Learning and Responding Matrix' (ALARM) has commenced with faculty-wide implementation of this specific writing improvement strategy. Early indicators are that this is positively impacting students literacy skills and learning outcome achievement.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
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.	ALARM TPL – \$3,800  GATS– \$7650	<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 again delivered in 2017 addressing engagement and achievement for GATS in the middle school. By setting challenging learning goals and designing across-curricular, project-based learning unit, students demonstrated increased engagement and efficacy in 21C skills such as collaboration and communication. The results of the <i>GATE-way</i> project 2017 will provide data for the revision of the GATS policy at PHHS in the 2018–2020 School Plan.</p>
10% increase of students who are designing, facilitating or leading programs.	Nil	<p>In 2017, the PHHS Student Leadership Council expanded to 62 members. Of these 62, 12 students act as program coordinators across the school. 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 practices. The Committee began the process of designing and costing climbing gardens with the</p>

## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
10% increase of students who are designing, facilitating or leading programs.		view to implement in 2018. 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. The values of the school were epitomised with the assistance of the SLC 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 a Short Film Festival. Student voice continues to be a key strength of Pennant Hills High School.

## 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

**The Positive Behaviour for Learning (PBL) Team** has been reinvigorated at Pennant Hills High School in 2017, 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 the 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, 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 by parents, staff and students.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
10% increase of students showing positive behaviours for effective learning.	Nil	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 32%.
10% increase of parent feedback on the school's strategic directions and processes in relation to the delivery of quality learning experiences.	Nil	<p>PHHS P&amp;C meetings are highly successful with a core group of parents participating in monthly meetings. P&amp;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&amp;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>

#### Next Steps

- Continued operation of HSLO Case Management Team (CMT) and Learning and Support Team (LST) in

regarding 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	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	RAM Equity Loading for Aboriginal Background 2017 \$6678	<p><b>Aboriginal Mentoring Year 11 and 12 Students</b></p> <p>Aboriginal background loading</p> <p>Employment of a casual Learning and Support Teacher provided one to one in class support for targeted students with literacy needs. Volunteers were also sourced from Relationships Australia to increase the in class support. The support was further utilised to mentor students and provide assistance with organisation of assessment tasks and work experience placements. Support was willingly accepted and attendance rates improved.</p> <p>Relationships were developed with families and Planning Meetings were held with students, parents and members of the Learning and Support Team to review individual students' academic progress, their strengths, interests and goals. The majority of families and students actively engaged in the process. Community programs to support ASTI students were recommended.</p>
<b>English language proficiency</b>	English language proficiency funding for 2017 was \$218,000.	<p>Pennant Hills High School used the 2.0 EAL/D staffing allocation to achieve the following: 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>The funding was allocated towards program differentiation, allowing staff to develop language proficiency of EAL/D and refugee students. This funding was also used to support additional students where possible.</p>
<b>Low level adjustment for disability</b>	RAM equity loading for low level adjustment for disability  \$130,000	<p>Low Level Adjustment for disability</p> <p>In addition to the 0.8 Learning and support teacher allocation an additional Learning and Support Teacher was used. This allowed us to increase the capacity of staff members with the programming to support students accessing Life Skills Outcomes in Stages 5 and 6. This promoted a core focus on quality teaching for all students and facilitated the implementation of appropriate adjustments for students with disability to allow them the same opportunities for a high quality education as students without disability.</p> <p>An intensive reading program was implemented to support Year 8 students in graded reading and comprehension activities. Pre and post testing of students indicated an improvement. The program was extended to provide strategies for staff members to</p>

<p><b>Low level adjustment for disability</b></p>	<p>RAM equity loading for low level adjustment for disability</p> <p>\$130,000</p>	<p>support targeted students within the classroom.</p> <p>Student Learning and Support Officers were employed to provide in class support for targeted students, to provide teachers with strategies to support students and to assist with increasing communication between teachers and parents. This facilitated an increase in teacher capacity to support students, a reduction in student anxiety and increased academic engagement. Meetings with parents were used to determine goals for independent learning skills, social and behavioural growth.</p> <p>Additional support was targeted towards Mathematics and English for students in Years 7, 8 and 9. This increased student capacity to reach their academic potential by providing the required support to access the curriculum and improve their literacy and numeracy skills.</p> <p>Personalised Learning and Support Plans for students were reviewed periodically throughout the year and adjusted in consultation with parents. The plans provided an effective form of communication for all staff members to support students' with low level adjustments to meet their academic challenges. Adjustments were provided for environmental, curriculum, assessment and reporting needs. The periodic review of plans provided further evidence of the reduction in student anxiety, increased independence and increased academic engagement.</p>
<p><b>Socio-economic background</b></p>	<ul style="list-style-type: none"> <li>• Socio-economic background expenditure for 2017 was \$25,000</li> </ul>	<p>Socio –Economic Background</p> <p>A staff member was allocated to monitor and provide coordinated support for students from low socio-economic backgrounds. Students identified 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 low socio-economic background in participating and engaging in learning.</p> <p>Students with identified learning needs were supported through the employment of an additional School Learning and Support Officer to provide individualised and in class support. This resulted in increased learning outcomes and classroom engagement.</p> <p>A 10 week highly structured mentoring program, Convictions Program, was funded to support 24 Year 9 and 24 Year 10 boys. Increased self-confidence, classroom engagement and attendance resulted.</p>

<b>Socio-economic background</b>	<ul style="list-style-type: none"> <li>• Socio-economic background expenditure for 2017 was \$25,000</li> </ul>	<p>The Peer Support Program was carefully evaluated and implemented to support student connectedness to peers and the smooth transition to High School.</p>
<b>Support for beginning teachers</b>	<p>Expenditure on supporting beginning teachers in 2017 was \$39,089</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 <b><i>Strong Start, Great Teachers</i></b> 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 four permanent, and four temporary and casual teachers, to develop their professional knowledge, classroom practice and engagement with their community and professional networks.</p> <p>An extensive <b><i>Teacher Induction Program</i></b> was also delivered, providing staff with an 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, <b><i>Teacher Accreditation program</i></b> 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. Workshops were also offered to staff in regards to the completion of accreditation processes.</p>

## Student information

### Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	631	655	653	624
Girls	396	395	423	445

### Student attendance profile

School				
Year	2014	2015	2016	2017
7	95.9	95.8	95.6	95
8	94.7	93.7	94.1	94.8
9	93.7	93	92.4	92.6
10	92.3	93	92.9	89.8
11	93.7	93.6	92.6	92
12	91.5	93.3	93.7	90.4
All Years	93.6	93.7	93.5	92.3
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

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	4.1
Employment	2	1.6	9.2
TAFE entry	2.5	1.3	20.2
University Entry	0	0	53
Other	1.7	0	5.5
Unknown	2	1	8

The 2017 Pennant Hills High School Year 12 cohort have chosen a variety of pathways to pursue upon completing their secondary studies. Of the 168 students who were enrolled in Year 12 last year, 88 students received an offer to study at University, with one student receiving an offer to a private college through UAC. Both the net number of applications and the percentage of the cohort that received a university application 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 their 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 both Year 9 and 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, seven have deferred their studies to pursue work/travel interests for periods ranging from three to twelve months, whilst the other 82 have accepted their offers. 34 students enrolled in a TAFE qualification, with 14 of those students completing an apprenticeship simultaneously. Another 10 students have elected to enter full time work, with seven students currently searching for a job. One student completed their HSC via the Pathways program in 2017, with two more to conclude their studies via this pathway in 2018.

### Year 12 students undertaking vocational or trade training

16 students took part in TAFE-delivered Vocational Education and Training (VET) courses, with all students completing their courses. Lachlan Dunlop placed first in the state for his course, Financial Services, and is to be congratulated on his outstanding performance in this subject. PHHS also had one School-delivered VET Construction class of 15 students, and one School-delivered VET Hospitality class of five students complete their respective courses, with three students in the VET Construction class and one student in the VET Hospitality class achieving a Band 5 result. Five 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. Three students also completed a VET Retail Traineeship course delivered through their part-time job at McDonalds and KFC, including one accelerated student in Year11.

### Year 12 students attaining HSC or equivalent vocational education qualification

Of the 168 students who were part of the 2017 Year 12 cohort, including seven students from the special education unit, 166 students completed their HSC. As mentioned earlier, the remaining two are completing their studies via Pathways in 2018.

## Workforce information

### Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	2
Assistant Principal(s)	0
Head Teacher(s)	12
Classroom Teacher(s)	55.5
Teacher of Reading Recovery	0
Learning & Support Teacher(s)	0.8
Teacher Librarian	1
Teacher of ESL	2
School Counsellor	2
School Administration & Support Staff	16.77
Other Positions	1

\*Full Time Equivalent

### 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	0

### 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. 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

2017 provided staff with a diverse range of learning opportunities. Half of our 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–millenials
- 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 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.

<b>Receipts</b>	<b>\$</b>
<b>Balance brought forward</b>	<b>913,234</b>
Global funds	463,223
Tied funds	164,679
School & community sources	549,605
Interest	7,464
Trust receipts	59,071
Canteen	0
<b>Total Receipts</b>	<b>1,244,042</b>
<b>Payments</b>	
Teaching & learning	
Key Learning Areas	72,909
Excursions	108,618
Extracurricular dissections	107,629
Library	2,461
Training & Development	0
Tied Funds Payments	143,840
Short Term Relief	77,620
Administration & Office	205,356
Canteen Payments	0
Utilities	78,548
Maintenance	80,100
Trust Payments	45,248
Capital Programs	0
<b>Total Payments</b>	<b>922,330</b>
<b>Balance carried forward</b>	<b>1,234,947</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>	2,378,854
Appropriation	1,820,389
Sale of Goods and Services	231,303
Grants and Contributions	322,733
Gain and Loss	0
Other Revenue	0
Investment Income	4,429
<b>Expenses</b>	-992,705
Recurrent Expenses	-992,705
Employee Related	-391,200
Operating Expenses	-601,506
Capital Expenses	0
Employee Related	0
Operating Expenses	0
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	1,386,149
<b>Balance Carried Forward</b>	1,386,149

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>	8,766,851
Base Per Capita	169,854
Base Location	0
Other Base	8,596,996
<b>Equity Total</b>	388,281
Equity Aboriginal	6,527
Equity Socio economic	28,232
Equity Language	221,778
Equity Disability	131,745
<b>Targeted Total</b>	885,887
<b>Other Total</b>	413,603
<b>Grand Total</b>	10,454,623

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

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 29% of students achieved a Band 8.

**In Year 7 Reading:** 23% of students achieved a Band 9, which is a slight improvement on 2016. A further 25% of students achieved a Band 8.

**Year 7 Spelling:** 21% of students achieved a Band 9, and a further 39% of students achieved a Band 8. These results indicate a rise in students' levels of achievement compared to 2016.

**Year 7 Writing:** 5% of students achieved a result in Band 9 for the writing section, and a further 39% of students achieved a Band 8. These results indicate slight decrease in Band 9 but a considerable increase in Band 8 compared to 2014– 2016.

**Year 9 Reading:** 10% of students achieved a result in Band 10, indicating the highest level of achievement in Year 9 NAPLAN. A further 21% achieved a result in Band 9. These results reflect a slight decrease in the top two bands compared to 2014– 2016.

**Year 9 Grammar and Punctuation:** 17% of students achieved a result in Band 10, which is similar to the the school average for 2014 – 2016. A further 19% of students achieved a result in Band 9.

**Year 9 Spelling:** 6% of students achieved a result in Band 10 in the spelling section of the 2017 NAPLAN tests, and a further 31 % of students achieved a result in Band 9.

**Year 9 Writing:** 10% of students achieved a result in Band 10 in the writing section of the 2017 NAPLAN tests, and a further 12% of students achieved a result in Band 9 reflecting growth in writing..

**Year 7 Numeracy:** 26% of students achieved a result in Band 9, and a further 30% of students achieve a result in Band 8.

**Year 9 Numeracy:** 17% of students achieved a result in Band 10, and a further 35% of students achieved a result in Band 9.

## Higher School Certificate (HSC)

The Higher School Certificate results are presented in the following table.

Subject	School 2017	SSSG	State	School Average 2013-2017
Ancient History	75.7	77.3	68.1	72.3
Biology	73.6	78.2	70.9	72.9
Business Studies	70.8	75.8	68.2	73.4
Chemistry	75.1	76.6	72.1	77.9
Chinese and Literature	79.5	83.5	81.8	79.5
Community and Family Studies	74.3	77.2	70.7	79.7
Construction Examination	71.3	74.7	67.9	71.3
Economics	75.6	76.0	73.6	71.2
Engineering Studies	72.8	77.2	74.8	77.7
English (Advanced)	85.2	83.3	77.6	81.8
English (Standard)	72.1	73.0	65.6	70.3
English as a Second Language	62.1	74.9	69.7	68.2
English Extension 1	85.6	83.3	84.0	81.1
Food Technology	76.6	78.1	69.3	77.5
Industrial Technology	76.4	72.8	64.8	81.4
Legal Studies	77.4	80.5	72.1	78.4
Mathematics	71.3	79.3	73.2	74.6
Mathematics Extension 1	85.3	81.7	81.0	84.8
Mathematics Extension 2	81.3	81.6	83.1	81.7
Mathematics General 2	71.8	74.1	63.6	73.1
Modern History	66.9	77.8	69.6	74.0
Personal Development Health and Physical Education	67.2	75.4	67.7	73.4

Physics	68.6	75.1	70.4	73.1
Software Design and Development	80.4	74.8	71.5	77.7
Visual Arts	80.5	82.9	77.7	82.6

## 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.

### 2017 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.

### 2017 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.

### 2017 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 2017, 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.

### Multicultural and anti-racism education

Our school prioritises the recognition, understanding and appreciation of 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 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.