

Pennant Hills High School

Annual Report



2018



8438

Introduction

The Annual Report for **2018** 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.

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School background

School vision statement

At Pennant Hills High School, through quality teaching practice, we build relationships to inspire a lifelong love of learning so all students have access to the greatest opportunities in life.

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.

Students 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 1026, 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 choice across all stages ensure high levels of student engagement.

The school prides itself on its strong culture of positive relationships between staff, students and parents, 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 Learning (PBL) program, based on the established core values of responsibility, integrity and achievement exists. There is a particularly strong focus on developing student leadership capacity through an active Student Leadership Council.

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.

In the domain of learning, the school assessed that it was performing at the level of sustaining and growing in the elements of learning culture, curriculum, assessment and reporting. The school determined it was excelling in the element of wellbeing, and delivering in the element of student performance measures.

In the domain of teaching, the school determined that it was sustaining and growing in the elements of effective classroom practice, professional standards and learning and development. In the element of data skills and use, the school determined it was delivering.

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 – Feedback

Purpose

To promote a dynamic school culture that is focused on learning and building educational aspiration.

To foster and develop formative feedback that is specific, targeted, consistent and encourages student and teacher reflection.

Overall summary of progress

The development of 'Great Teaching' at Pennant Hills High School has continued in 2018 with the implementation of regular and strategic whole school professional learning. All professional learning sessions are formulated to target the school's strategic directions. All teachers received extensive NESA registered professional learning on formative assessment, and are using it as part of their regular teaching practice. Staff now have a greater working knowledge of SENTRAL and continue to use Google Classroom, 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, allowing teachers to strategically target the learning needs of individual students.

Another area of professional learning in 2018 was improving teacher knowledge of curriculum differentiation through using three-tiered tasks in the classroom. All teachers received training in this strategy and were given the opportunity to hear from individual teachers across all faculties on ways of using this in the classroom. As a result, teachers have an improved ability to differentiate tasks so that all students can access the curriculum at an appropriate level.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
10% increase in percentage of Year 9 students demonstrating expected growth in literacy and numeracy, as measured by NAPLAN tests. Increased percentage of students gaining Band 5 and 6 in the Higher School Certificate. 70% decrease in the number of Band 1 and 2 HSC results. This will be compared to 2017 baseline data. 100% of students will qualify for HSC accreditation after reaching minimum standards in online tests.		

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.
- Further embed whole school professional learning as part of the learning culture at the school.
- Embed formative assessment strategies within faculty programs.
- Continue to develop teacher efficacy in providing feedback by providing further professional learning on summative feedback.

- Exploration of the e5 model as a part of *Project Innovate* and program design.

Strategic Direction 2

Inspired Learning – Collaborative Practice

Purpose

To develop through collaborative practice, a culture of high expectations for both students and staff.

To target professional learning that results in embedding evidence based pedagogy to ensure best practice.

Overall summary of progress

2018 has seen Pennant Hills High School consolidate its focus on *Inspired Learning*. A clear focus on encouraging students to be lifelong, 21st century learners has been sustained 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 been consolidated 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
100% of teachers collaborating to implement pedagogy that is evidence based to challenge and engage students, and includes higher order or conceptual thinking skills. 20% increase in the number of girls in STEM subjects compared to 2017 baseline numbers. Increased number of integration opportunities for Special Education Unit students to access mainstream curriculum and classes, where appropriate.		

Next Steps

- Ongoing professional learning to assist staff with the adjustment and differentiation of teaching and learning programs.
- Using the expertise of teachers across faculties to deliver high quality professional learning.
- 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 – Leadership & Engagement

Purpose

To further develop positive relationships and a culture of high expectation.

To foster engagement between teachers, students, parents and the broader community through effective administrative systems, structures and processes.

Overall summary of progress

The Positive Behaviour for Learning (PBL) Team has been reinvigorated at Pennant Hills High School in 2018, 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
Increased time to further develop the culture of professional learning that takes place across the school compared to 2017 baseline data. 100% of staff engaged in setting and monitoring goals identified in their performance and development plans, leading toward increased opportunities for the coaching, performance management and skills development of aspiring and current educational leaders. Improved Tell Them From Me survey results for students, teachers and parents in the "Interest and Motivation" element of the "Intellectual Engagement" domain. Compared to 2017 baseline data.		

Next Steps

- Continued operation of HSLO Case Management Team (CMT) and Learning and Support Team (LST) 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
Aboriginal background loading		
English language proficiency		
Low level adjustment for disability		
Socio-economic background		
Support for beginning teachers		

Student information

implement school-based strategies that are aimed at improving and addressing individual student attendance.

Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	655	653	624	592
Girls	395	423	445	431

In 2018, Pennant Hills High School had 1023 enrolments made up of 592 boys and 431 girls. This was a slight decrease in the total number on the previous year, although the ratio of boys and girls continued a recent trend towards more even numbers.

Student attendance profile

School				
Year	2015	2016	2017	2018
7	95.8	95.6	95	93.2
8	93.7	94.1	94.8	92.4
9	93	92.4	92.6	92.7
10	93	92.9	89.8	90
11	93.6	92.6	92	89
12	93.3	93.7	90.4	92.1
All Years	93.7	93.5	92.3	91.5
State DoE				
Year	2015	2016	2017	2018
7	92.7	92.8	92.7	91.8
8	90.6	90.5	90.5	89.3
9	89.3	89.1	89.1	87.7
10	87.7	87.6	87.3	86.1
11	88.2	88.2	88.2	86.6
12	89.9	90.1	90.1	89
All Years	89.7	89.7	89.6	88.4

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

Post-school destinations

Proportion of students moving into post-school education, training or employment	Year 10 %	Year 11 %	Year 12 %
Seeking Employment	0	1	4
Employment	2	1	12
TAFE entry	1	2	19
University Entry	0	0	67
Other	0	1	5
Unknown	1	1	5

In 2018, 67% of graduating students matriculated into university courses, reflecting the high level of academic achievement expected at Pennant Hills High School. Furthermore, another 19% pursued studies at TAFE, reflecting the broad range of student interests at the school. Another 12% of students were already employed in the workforce.

Year 12 students undertaking vocational or trade training

A Pennant Hills High School, fifteen Year 12 students participated in an EVET course during 2018 as part of their HSC studies, with one additional student completing a two-year School-based Apprenticeship in Childcare. 8 Year 12 students also completed their HSC studies in VET Hospitality which they completed at school.

Year 12 students attaining HSC or equivalent vocational education qualification

97% of the student cohort in 2018 received their HSC. An additional two students received a RoSA and one student is returning to school on a Pathways program to complete their HSC in 2019.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	2
Head Teacher(s)	12
Classroom Teacher(s)	54.4
Learning and Support Teacher(s)	0.8
Teacher Librarian	1
Teacher ESL	2.2
School Counsellor	2
School Administration and Support Staff	16.77
Other Positions	1

*Full Time Equivalent

There were no teachers identifying as Aboriginal or Torres Strait Islanders at Pennant Hills High School in 2018.

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	

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 2018 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
- Formative assessment strategies
- School Excellence Framework and Teaching Standards
- Technology workshops
- Data Analysis and student performance and survey data
- Mandatory training
- Flexible Learning Spaces

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2018 to 31 December 2018.

	2018 Actual (\$)
Opening Balance	1,386,149
Revenue	12,411,988
Appropriation	11,247,564
Sale of Goods and Services	68,031
Grants and Contributions	966,176
Gain and Loss	0
Other Revenue	109,571
Investment Income	20,646
Expenses	-11,811,511
Recurrent Expenses	-11,808,784
Employee Related	-10,390,400
Operating Expenses	-1,418,384
Capital Expenses	-2,727
Employee Related	0
Operating Expenses	-2,727
SURPLUS / DEFICIT FOR THE YEAR	600,476
Balance Carried Forward	1,986,625

The introduction of the new EFPT budget tool for DoE schools in 2018 saw a reduction in spending across all areas of our school. The strategic plan for 2019 is to complete major works around Pennant Hills High School some of which include classroom refurbishments, library upgrade, improved signage in and around the school and significant upgrading of our grounds maintenance program.

Financial summary equity funding

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

	2018 Actual (\$)
Base Total	8,906,864
Base Per Capita	212,876
Base Location	0
Other Base	8,693,988
Equity Total	456,112
Equity Aboriginal	8,818
Equity Socio economic	29,505
Equity Language	269,268
Equity Disability	148,522
Targeted Total	929,405
Other Total	423,586
Grand Total	10,715,966

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.

From 2018 to 2020 NAPLAN is moving from a paper test to an online test. Individual schools are migrating to the online test, with some schools attempting NAPLAN on paper and others online.

Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should take into consideration the different test formats and are discouraged during these transition years.

Year 7 Grammar and Punctuation: 20% of students achieved a Band 9, indicating the highest level of achievement for Year 7 NAPLAN, which is a slight improvement on recent results. A further 17% of students achieved a Band 8.

Year 7 Reading: 15% of students achieved a Band 9, representing the highest level of achievement. A further

21% of students achieved a Band 8.

Year 7 Spelling: 17% of students achieved a Band 9, and a further 28% of students achieved a Band 8.

Year 7 Writing: 3% of students achieved a result in Band 9 for the writing section, and a further 19% of students achieved a Band 8.

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 an increase in the top two bands compared to 2015– 2017.

Year 9 Grammar and Punctuation: 7% of students achieved a result in Band 10, which is similar to the school average for 2014 – 2016. A further 27% of students achieved a result in Band 9.

Year 9 Spelling: 9% of students achieved a result in Band 10 in the spelling section of the 2018 NAPLAN tests, an increase on the previous year. A further 18 % of students achieved a result in Band 9.

Year 9 Writing: 4% of students achieved a result in Band 10 in the writing section of the 2017 NAPLAN tests, and a further 8% of students achieved a result in Band 9 reflecting growth in writing..

Percentage in Bands:

Year 7 - Grammar & Punctuation

Band	4	5	6	7	8	9
Percentage of students	3.7	8.6	19.1	30.9	16.7	21.0
School avg 2016-2018	1.7	7.3	15.6	31.6	23.5	20.4

Percentage in Bands:

Year 7 - Reading

Band	4	5	6	7	8	9
Percentage of students	2.5	6.7	20.9	33.7	20.9	15.3
School avg 2016-2018	2.1	6.1	16.8	31.2	24.7	19.1

Percentage in Bands:

Year 7 - Spelling

Band	4	5	6	7	8	9
Percentage of students	3.7	6.8	19.8	24.7	27.8	17.3
School avg 2016-2018	2.7	5.4	14.1	27.9	32.2	17.7

Percentage in Bands:**Year 7 - Writing**

Band	4	5	6	7	8	9
Percentage of students	2.5	21.0	27.2	27.2	18.5	3.7
School avg 2016-2018	2.9	15.8	28.1	24.9	24.1	4.2

Percentage in Bands:**Year 9 - Grammar & Punctuation**

Band	5	6	7	8	9	10
Percentage of students	5.7	10.1	11.9	38.4	27.0	6.9
School avg 2016-2018	5.9	9.9	19.5	31	21	12.8

Percentage in Bands:**Year 9 - Reading**

Band	5	6	7	8	9	10
Percentage of students	5.1	6.4	19.2	34.6	25.0	9.6
School avg 2016-2018	5	7.1	17.6	36.8	22.8	10.7

Percentage in Bands:**Year 9 - Spelling**

Band	5	6	7	8	9	10
Percentage of students	3.8	11.3	20.1	37.1	18.2	9.4
School avg 2016-2018	4.8	9.9	19.9	33.1	24.7	7.5

Percentage in Bands:**Year 9 - Writing**

Band	5	6	7	8	9	10
Percentage of students	10.7	26.4	25.2	26.4	7.5	3.8
School avg 2016-2018	11.7	22.2	22.6	28.9	8.6	5.9

Year 7 Numeracy: 21% of students achieved a result in Band 9, and a further 24% of students achieve a result in Band 8.

Year 9 Numeracy: 17% of students achieved a result in Band 10, and a further 24% of students achieved a result in Band 9.

Percentage in Bands:**Year 7 - Numeracy**

Band	4	5	6	7	8	9
Percentage of students	0.0	4.3	21.1	29.8	24.2	20.5
School avg 2016-2018	0.2	3.4	15.3	32.4	26.7	22.1

Percentage in Bands:**Year 9 - Numeracy**

Band	5	6	7	8	9	10
Percentage of students	1.9	3.2	23.6	30.6	23.6	17.2
School avg 2016-2018	1.5	5.2	17.7	30.6	26.7	18.3

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

Go to <http://www.myschool.edu.au> to access the school data.>

No students identifying as Aboriginal sat the NAPLAN tests in 2018. .

Higher School Certificate (HSC)

The performance of students in the HSC is reported in bands ranging from Band 1 (lowest) to Band 6 (highest). In 2018 the school earned 83 Band 6 results including first in the state for Aryan Jatyan in Hindi (Background Speakers) and fourth in the state for Patrick Sindler for Industrial Technology Timber.

Subject	School 2018	SSSG	State	School Average 2014-2018
Ancient History	71.3	76.9	69.5	72.3
Biology	75.0	77.0	70.7	73.7
Business Studies	63.8	75.7	69.3	70.3
Chemistry	74.4	75.3	71.8	76.2
Chinese and Literature	79.7	83.9	81.8	79.6
Community and Family Studies	81.2	73.7	69.9	78.7
Drama	75.6	79.2	74.8	79.2
Economics	72.4	75.1	74.7	74.2
Engineering Studies	79.1	76.9	75.3	77.8
English (Advanced)	83.5	82.4	77.5	83.2
English (Standard)	68.5	71.9	65.0	70.7
English as a Second Language	60.7	74.0	70.1	66.3
English Extension 1	87.9	84.9	85.8	83.8

English Extension 2	70.4	75.1	77.4	70.4
Food Technology	75.2	76.4	70.7	76.5
Geography	69.6	77.5	70.6	72.0
Industrial Technology	75.2	74.2	66.2	78.8
Information Processes and Technology	76.9	79.9	72.0	75.3
Japanese Beginners	53.0	78.2	75.8	53.0
Legal Studies	73.5	79.6	71.2	77.2
Mathematics	76.4	79.0	74.8	75.5
Mathematics Extension 1	76.7	78.4	78.7	82.8
Mathematics Extension 2	76.9	81.8	83.3	80.1
Mathematics General 2	72.2	74.6	65.1	71.9
Modern History	68.3	77.6	69.5	71.3
Personal Development, Health and Physical Education	70.9	75.8	69.5	70.9
Physics	72.2	73.3	70.6	72.3
Visual Arts	81.0	82.2	78.0	81.7

Students sitting the Higher School Certificate in 2018 at Pennant Hills High School collectively undertook studies in 28 separate courses. Subjects that performed above the state average include Ancient History, Biology, Chemistry, Community and Family Studies, Drama, Engineering Studies, English Standard, English Advanced, English Extension 1, Food Technology, Industrial Technology, Information Processes and Technology, Legal Studies, Mathematics, Mathematics General 2, Personal Development, Health and Physical Education, Physics and Visual Arts.

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.

2018 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.

2018 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.

2018 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 2018, 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.