

Pennant Hills High School

2019 Annual Report



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Introduction

The Annual Report for 2019 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

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 and participated in an external validation. The Framework is a statement of what is valued as excellence for NSW public schools, both now and into the future. 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.

Each year, we assess our practice against the Framework to inform our school plan and annual report. Every five years, our school undergoes an external validation process.

During the external validation process, an independent panel consisting of a Principal School Leadership and a peer principal considered our evidence and assessment of our school's progress against the School Excellence Framework.

Our self-assessment and the external validation 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/school-excellence>

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.

Improvement Measures

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.

Overall summary of progress

Great Teaching" at Pennant Hills stems from a drive towards continual improvement for staff as individuals and for the school as a whole. During 2019 whole school collaborative practice to embed effective assessment strategies and quality feedback in curriculum planning and programming occurred. Quality professional learning was provided to teachers to build capacity and to support student engagement in learning and knowledge of assessment.

Effective Formative and Summative Feedback were investigated in another registered learning program run at Pennant Hills. The strategies for feedback were further explored in online teaching with professional learning based on BYOD in a course titled BYOD, Feedback and the Playful Mind. BYOD was also central to staff involvement in Google Classroom training and BYOD for Year 7 courses.

Pennant Hills High School has continued its focus on developing Literacy skills across the school with staff participating in registered learning. An HSC Minimum Standards Coordinator was introduced to the school to manage and administer the HSC Minimum Standards testing throughout the year. The Coordinator was responsible for collating and tracking student data and liaising with the Literacy and Numeracy personnel and the Learning and Support Team to provide targeted support for students.

Progress towards achieving improvement measures

Process 1: Implementation and delivery of high quality professional learning. Focus will be on collaborative best practice that uses explicit systems of feedback – observation, coaching, and team teaching.

| Evaluation | Funds Expended (Resources) |
|---|----------------------------|
| Staff professional learning included the delivery of registered hours for all staff with a focus on formative and summative assessment to ensure best practice. | \$20,150 |

Process 2: Coordinate and review the design of high quality, rigorous teaching programs to meet NESA requirements and to challenge students.

Draw on best practice for faculties to redesign teaching programs that explicitly integrate higher order skills and rich assessment tasks of and for learning.

| Evaluation | Funds Expended (Resources) |
|--|----------------------------|
| Teaching programs based on NESA registration practices. Redesign and registration process being led by DP. | \$14,870 |

Progress towards achieving improvement measures

Process 3: NAPLAN : Year 7–9 focus.

Effective use of data to lead improvement in response to the impact of the new HSC Minimum Standard – Online Tests.

Analyse performance of Indigenous students on NAPLAN tests and work with the Literacy and Numeracy Teams alongside the Aboriginal Education committee to devise further support strategies where required.

| Evaluation | Funds Expended (Resources) |
|--|----------------------------|
| NAPLAN results analysed and Literacy and Numeracy teams working with Aboriginal Education committee on one-on-one support and homework club. | \$,4945 |

Next Steps

- Literacy and Numeracy will remain a significant focus for the professional learning of staff in 2020 with particular focus on assisting Key Learning Areas to implement strategies that support growth in these areas.
- Continuation of the High Potential and Gifted Education programs to support student enrichment on a project based learning platform.
- Continue to provide professional learning for all staff in ICT implementation and support the school in strengthening the BYOD program across all Key Learning Areas.

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.

Improvement Measures

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.

Overall summary of progress

The goal of "Inspired Learning" is the engagement, enrichment and inspiration of the students of Pennant Hills High School through programs designed to extend and develop them. During 2019 whole school collaborative practice to embed effective assessment strategies and quality feedback in curriculum planning and programming occurred. Quality professional learning was provided to teachers to build capacity and to support student engagement in learning and knowledge of assessment. Staff utilise assessment for, assessment as and assessment of learning in determining teaching strategies.

GATS students in Year 7 and Year 8 participated in Project Centred Learning that involved the use of ICT in creating projects that incorporated higher order thinking. The projects were presented in front of their peers and staff from across KLAs. 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.

Progress towards achieving improvement measures

Process 1: Regular teacher collaboration that creates momentum for professional learning.

A broader cross-faculty sharing of expertise, programming and assessment strategies.

| Evaluation | Funds Expended (Resources) |
|---|--|
| Professional learning and reflection on faculty processes in line with NESA registration. | Faculty and professional learning time |

Process 2: Work with Sydney University STEM Teacher Academy to develop a Cross Curricula STEM focused project.

| Evaluation | Funds Expended (Resources) |
|--|----------------------------|
| STEM project underway with Sydney University STEM Teacher Academy. Pennant Hills High School team presented at STEM Teacher Enrichment Academy Conference. | \$14,325 |

Process 3: To develop formative and summative assessment tasks that challenge students.

Professional learning to establish best practice on higher order formative and summative assessments.

Integration of students from the Special Education Unit into mainstream classes where appropriate.

Progress towards achieving improvement measures

| Evaluation | Funds Expended (Resources) |
|---|--|
| Development of formative and summative assessment tasks to provide enrichment and extension of students. Increase in mainstream integration of students from Special Education Unit. | Faculty and professional learning time |

Next Steps

- Ongoing professional learning to assist staff with the adjustment and differentiation of teaching and learning programs, particularly utilising 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 support and enrichment of the HAST classes on a project based learning platform, 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.

Improvement Measures

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.

Overall summary of progress

The Positive Behaviour for Learning (PBL) Team used 2019 as a year to reestablish its role and work with staff and students to reinforce the Pennant Hills High School core values of Responsibility, Achievement and Integrity (RIA). The team has led a whole school focus on the operational aspects of PBL with support for staff and students by outlining expected behaviours. A common language incorporating the core values has been promoted. Professional discourse regarding PBL has proven to be successful with all faculties supporting PBL initiatives.

Extra-curricula offerings at Pennant Hills High School are very popular and highly successful. The school's 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 widely supported by our students, parents and staff and has also seen significant success. 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

Process 1: Establish a culture of supportive accountability as all staff engage with classroom observations that are instructional and inform their ability to deliver engaging and effective lessons informed by the SEF2.0.

Redevelopment of a Coaching Model.

Development of the teacher induction process.

| Evaluation | Funds Expended (Resources) |
|--|----------------------------|
| Classroom observation program in progress. Teacher Induction program developed to include orientation to the school, its systems and procedures and key staff and their roles. | \$5,100 |

Process 2: Development and commitment to “Brand Penno”

Increase the percentage of learning and teaching spaces that ensure learning for students and teaching for teachers is enhanced.

Implement further training in the effective use of Sentral.

Progress towards achieving improvement measures

| Evaluation | Funds Expended (Resources) |
|---|----------------------------|
| Development of consistent signage around the school along with consistency in all external communications. Working with partner primary schools to ensure that families understand the opportunities available at Pennant Hills High. Increase in in-area enrolments. | \$13,270 |

Process 3: Whole school technology audit and plan with consideration of the BYOD Policy.

Implement a training and development program for the creative use of technology that meets the changing nature of the world we live and work in..

| Evaluation | Funds Expended (Resources) |
|--|----------------------------|
| Professional learning for all staff around BYOD and Sentral. Particular focus on BYOD for Year 7 students and BYOD, Feedback and the Playful Mind to explore the more creative elements to a BYOD program. | \$13,250 |

Next Steps

- Continued focus on attendance procedures and the Learning and Support Team (LST) to ensure a coordinated approach to the management of student needs to support attendance.
- PBL team to continue working towards all staff and students knowing, understanding and implementing the three core values of Responsibility, Integrity and Achievement.
- PBL team to work towards the implementation of strategies to support students identified as requiring targeted interventions.

| Key Initiatives | Resources (annual) | Impact achieved this year |
|--|--|---|
| Aboriginal background loading | <p>RAM Equity Aboriginal Background Funding \$8,325</p> | <p>School funds were used to employ a School Learning and Support Officer to work with students to improve educational outcomes. The role of the SLSO, in conjunction with a teacher from the Learning and Support Team, has been to assist students with literacy and numeracy skill development. This has supported student attendance and academic progress, building confidence and resilience.</p> <p>In 2019 each Aboriginal student, in conjunction with their family, created a Personalised Learning Pathway (PLP). All students have an individual learning plan that was devised with family consultation. This has encouraged increased communication and connection between families and the school.</p> |
| English language proficiency | <p>RAM Equity EAL/D Funding \$181,407</p> <p>This includes EAL/D support provided through the employment of 1.4 FTE EAL/D teachers</p> <p>Timetabling of support periods and a discrete Year 10 EAL/D class for the core courses</p> | <p>During 2019 Pennant Hills High supported EAL/D students with their studies through a variety of programs. EAL/D support has continued to broaden in scope and offers students small group withdrawal and classroom support.</p> |
| Low level adjustment for disability | <p>Low Level Adjustment for Disability Funding \$153,103.</p> <p>This includes support provided through allocation of 0.8 Learning and Support Teacher (LaST) and the School Learning and Support Officers.</p> | <p>Through the coordination of the Learning and Support team, Personalised Learning and Support Plans (PLaSPs) were written in collaboration and in consultation with staff, students and parents. By engaging students, parents/carers and teachers in the process, the result is a plan that assists the student to participate and engage more fully in their own learning.</p> <p>Pennant Hills High has a number of students enrolled in mainstream classes who have additional learning and support needs. These needs may include students with physical disabilities, learning difficulties, developmental or language disabilities as well as neurological, emotional and behavioural conditions. All students are supported through the Learning and Support Team.</p> <p>Funding was utilised to employ School Learning and Support Officers (SLSOs) and a 0.8 Learning and Support Teacher who provide both in class and individual support for students.</p> <p>The Learning and Support Team monitors the students under its care with weekly meetings and an annual review. All teachers have received additional professional development in differentiating the curriculum to manage the needs of a diverse range of learners.</p> |
| Socio-economic background | \$28,845 | Funding was utilised to employ School |

| | | |
|---------------------------------------|--|---|
| Socio-economic background | <p>\$28,845</p> | <p>Learning and Support Officers (SLSOs) and a 0.8 Learning and Support Teacher who provide both in class and individual support for students. Support also given to families who require assistance with excursions and clothing.</p> <p>The Learning and Support Team and the Wellbeing Team monitors the students under its care with regular meetings. All teachers have received additional professional development in differentiating the curriculum to manage the needs of a diverse range of learners.</p> |
| Support for beginning teachers | <p>Reduced teaching load for temporary and permanent beginning teachers within the school timetable. Induction program resources.</p> <p>Explicit professional learning of staff</p> <p>\$57,105</p> | <p>Beginning teachers were supported through a formal induction program. The induction program included orientation to the school, its systems and procedures and key staff and their roles. The induction program was also made available to new staff that commenced their employment at Pennant Hills High School at the beginning of the year.</p> <p>Funding was utilised to enable all temporary and beginning teacher to have a reduced teaching allocation and access to programs and sessions with the Head Teacher Secondary Studies.</p> <p>Beginning teachers were encouraged to attend external professional learning focused on the needs of early career teachers and funding was made available for this. All beginning teachers also met on a regular basis with the teacher mentor for lesson observations and structured sessions on areas for improvement.</p> <p>Teachers reported increased support and confidence in their practice from the support provided.</p> |

Student information

Student enrolment profile

| Students | Enrolments | | | |
|----------|------------|------|------|------|
| | 2016 | 2017 | 2018 | 2019 |
| Boys | 653 | 624 | 592 | 570 |
| Girls | 423 | 445 | 431 | 449 |

Student attendance profile

| School | | | | |
|-----------|------|------|------|------|
| Year | 2016 | 2017 | 2018 | 2019 |
| 7 | 95.6 | 95 | 93.2 | 94.9 |
| 8 | 94.1 | 94.8 | 92.4 | 93.6 |
| 9 | 92.4 | 92.6 | 92.7 | 92.1 |
| 10 | 92.9 | 89.8 | 90 | 92.3 |
| 11 | 92.6 | 92 | 89 | 89.2 |
| 12 | 93.7 | 90.4 | 92.1 | 89.2 |
| All Years | 93.5 | 92.3 | 91.5 | 92 |
| State DoE | | | | |
| Year | 2016 | 2017 | 2018 | 2019 |
| 7 | 92.8 | 92.7 | 91.8 | 91.2 |
| 8 | 90.5 | 90.5 | 89.3 | 88.6 |
| 9 | 89.1 | 89.1 | 87.7 | 87.2 |
| 10 | 87.6 | 87.3 | 86.1 | 85.5 |
| 11 | 88.2 | 88.2 | 86.6 | 86.6 |
| 12 | 90.1 | 90.1 | 89 | 88.6 |
| All Years | 89.7 | 89.6 | 88.4 | 88 |

In 2019, the school reported above state average attendance data with a rate of 92% compared with 88% for the state. Considerable whole school effort is placed on ensuring that attendance levels remain high.

Non-attendance is managed by an electronic messaging system and school and NSW Department of Education follow up through the Home School Liaison Officer (HSLO) program.

Pennant Hills High School regularly monitors student attendance and works with students, their parents/carers and external agencies to support attendance and participation at school. In particular, strategies are implemented to address the attendance needs of students that are below 85%. The Learning and Support Team meet on a weekly basis and discuss attendance and implement school-based strategies that are aimed at improving and addressing individual student engagement and attendance.

Management of non-attendance

Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non-attendance.

Post school destinations

| Proportion of students moving into post-school education, training or employment | Year 10 % | Year 11 % | Year 12 % |
|--|-----------|-----------|-----------|
| Seeking Employment | 0 | 1 | 0 |
| Employment | 0 | 1 | 20 |
| TAFE entry | 2 | 2 | 16 |
| University Entry | 0 | 0 | 60 |
| Other | 2 | 2 | 4 |
| Unknown | 0 | 0 | 0 |

In 2019, Pennant Hills High School students all moved into a range of post school options that demonstrated their preparedness for this transition. 60% took up University placement offers and a further 16% have chosen a TAFE pathway. These figures reflect the broad range of student interests at the school. 20% of Year 12 leavers moved directly into employment in the workforce.

Year 12 students undertaking vocational or trade training

15.92% of Year 12 students at Pennant Hills High School undertook vocational education and training in 2019.

Year 12 students attaining HSC or equivalent vocational education qualification

97.9% of all Year 12 students at Pennant Hills High School expected to complete Year 12 in 2019 received a Higher School Certificate or equivalent vocational education and training qualification.

Workforce information

Workforce composition

| Position | FTE* |
|---|-------|
| Principal(s) | 1 |
| Deputy Principal(s) | 2 |
| Head Teacher(s) | 12 |
| Classroom Teacher(s) | 54.7 |
| Learning and Support Teacher(s) | 0.8 |
| Teacher Librarian | 1 |
| Teacher ESL | 1.4 |
| School Counsellor | 2 |
| School Administration and Support Staff | 16.77 |
| Other Positions | 1 |

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2019, 3.9% of the Department's workforce identify as Aboriginal people.

Workforce ATSI

| Staff type | Benchmark ¹ | 2019 Aboriginal and/or Torres Strait Islander representation ² |
|----------------|------------------------|---|
| School Support | 3.30% | 7.20% |
| Teachers | 3.30% | 2.90% |

Note 1 – The NSW Public Sector Aboriginal Employment Strategy 2014–17 introduced an aspirational target of 1.8% by 2021 for each of the sector's salary bands. If the aspirational target of 1.8% is achieved in salary bands not currently at or above 1.8%, the cumulative representation of Aboriginal employees in the sector is expected to reach 3.3%.

Note 2 – Representation of diversity groups are calculated as the estimated number of staff in each group divided by the total number of staff. These statistics have been weighted to estimate the representation of diversity groups in the workforce, where diversity survey response rates were less than 100 per cent. The total number of staff is based on a headcount of permanent and temporary employees.

Teacher qualifications

All casual, temporary and permanent teachers in NSW public schools must hold a NSW Department of Education approval to teach. Teachers with approval to teach must be accredited with the NSW Education Standards Authority, and hold a recognised teaching degree. All NSW teachers must hold a valid NSW Working With Children Check clearance.

Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice.

Professional learning includes five student-free School Development Days and induction programs for staff new to our school and/or system. These days are used to improve the capacity of teaching and non-teaching staff in line with school and departmental priorities.

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 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.

Professional Learning at Pennant Hills High School in 2019 provided both teaching and non-teaching staff with a diverse range of learning opportunities. Focused professional learning with the goal of building staff capacity was outlined in the School Plan. and our staff accessed a wide variety of programs including courses on effective formative and summative feedback, project-centred learning and literacy strategies. A number of courses were focused on online learning including Google workshops, Year 7 and BYOD and BYOD, Feedback and the Playful Mind.

Pennant Hills High School has implemented a systematic approach to mandatory professional learning to ensure compliance. As such, Staff Development Days have included anaphylaxis training, e-emergency care and Child Protection updates as well as CPR training. Alongside this compulsory training, peer-led professional development workshops provided opportunities for staff to share experience and knowledge in a collaborative environment.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2019 to 31 December 2019. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

| | 2019 Actual (\$) |
|---------------------------------------|-------------------------|
| Opening Balance | 1,986,625 |
| Revenue | 12,541,103 |
| Appropriation | 11,420,049 |
| Sale of Goods and Services | 36,565 |
| Grants and contributions | 900,963 |
| Investment income | 22,651 |
| Other revenue | 160,874 |
| Expenses | -12,621,406 |
| Employee related | -10,696,251 |
| Operating expenses | -1,925,155 |
| Surplus / deficit for the year | -80,303 |

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.

Financial summary - Equity loadings

The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

| | 2019 Approved SBA (\$) |
|-------------------------|-------------------------------|
| Targeted Total | 982,488 |
| Equity Total | 371,681 |
| Equity - Aboriginal | 8,325 |
| Equity - Socio-economic | 28,845 |
| Equity - Language | 181,407 |
| Equity - Disability | 153,103 |
| Base Total | 9,071,298 |
| Base - Per Capita | 248,557 |
| Base - Location | 0 |
| Base - Other | 8,822,741 |
| Other Total | 759,645 |
| Grand Total | 11,185,112 |

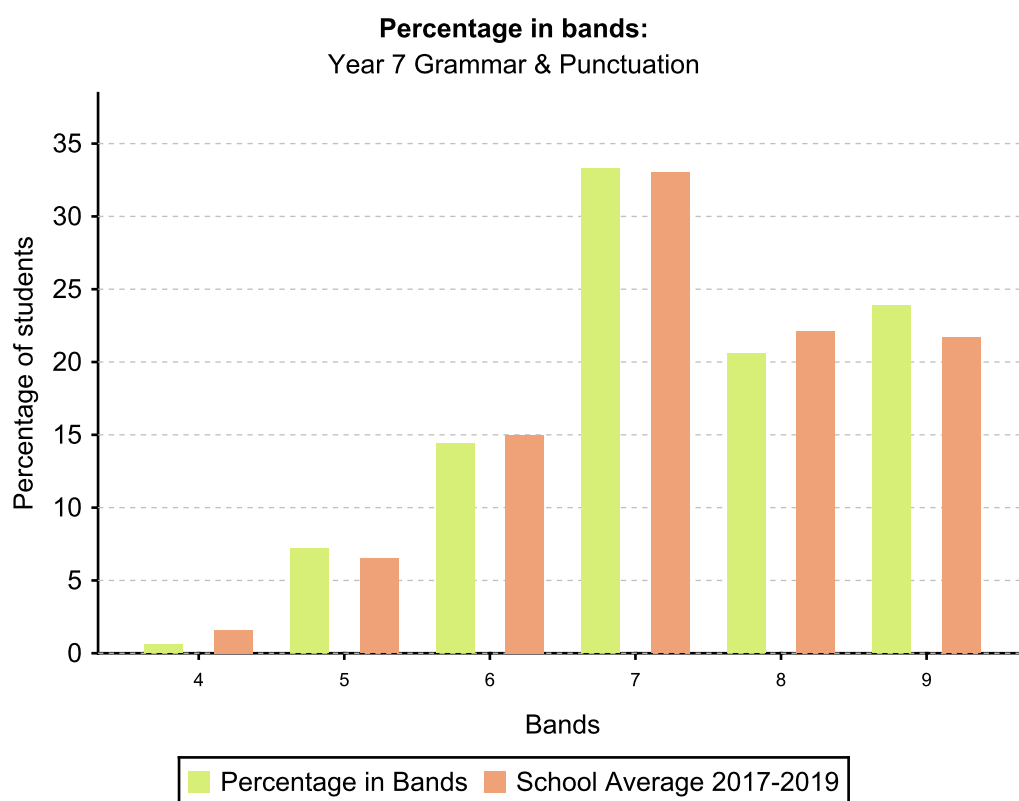
Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

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.

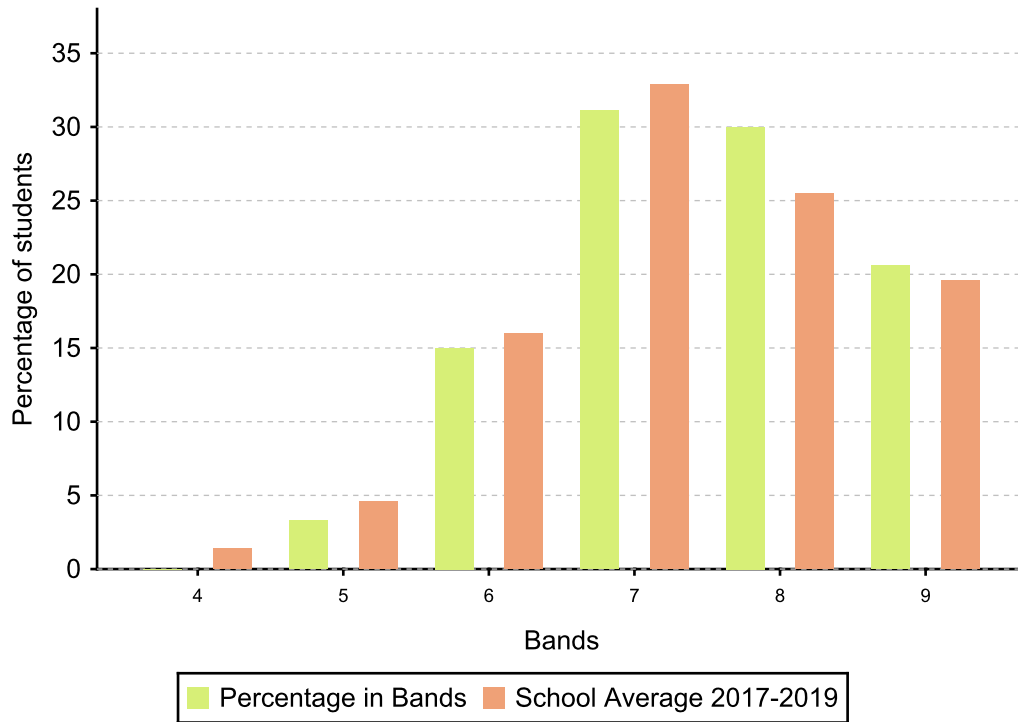
From 2018 to 2021 NAPLAN is moving from a paper test to an online test. Individual schools are transitioning to the online test, with some schools participating in NAPLAN on paper and others online. Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should be treated with care.

Literacy and Numeracy Graphs



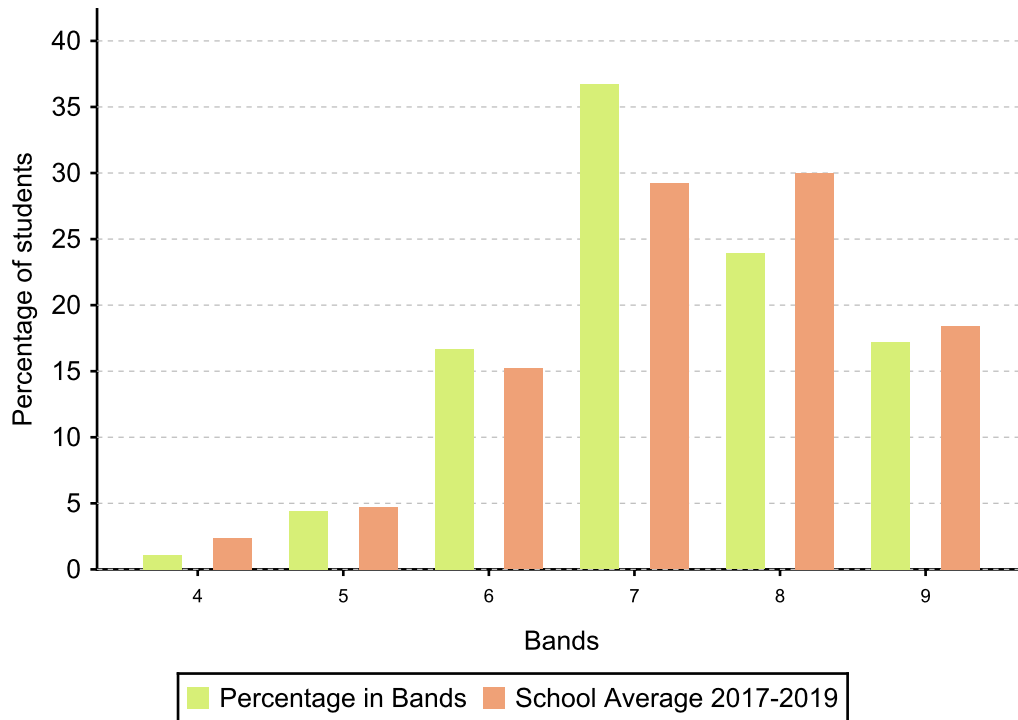
| Band | 4 | 5 | 6 | 7 | 8 | 9 |
|------------------------|-----|-----|------|------|------|------|
| Percentage of students | 0.6 | 7.2 | 14.4 | 33.3 | 20.6 | 23.9 |
| School avg 2017-2019 | 1.6 | 6.5 | 15 | 33 | 22.1 | 21.7 |

Percentage in bands:
Year 7 Reading



| Band | 4 | 5 | 6 | 7 | 8 | 9 |
|------------------------|-----|-----|------|------|------|------|
| Percentage of students | 0.0 | 3.3 | 15.0 | 31.1 | 30.0 | 20.6 |
| School avg 2017-2019 | 1.4 | 4.6 | 16 | 32.9 | 25.5 | 19.6 |

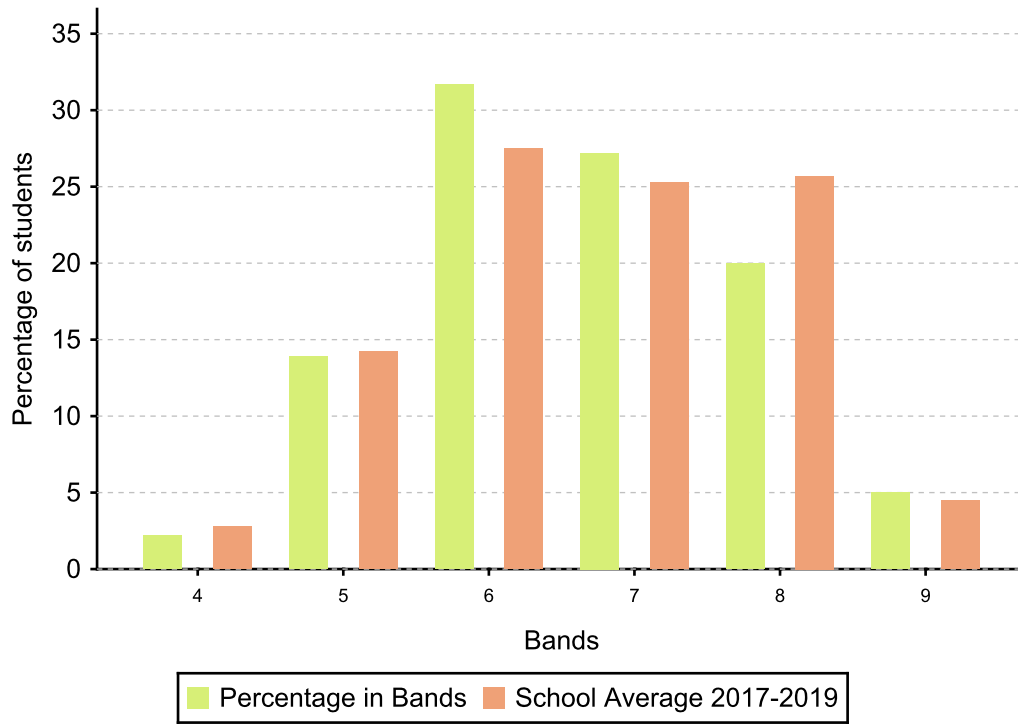
Percentage in bands:
Year 7 Spelling



| Band | 4 | 5 | 6 | 7 | 8 | 9 |
|------------------------|-----|-----|------|------|------|------|
| Percentage of students | 1.1 | 4.4 | 16.7 | 36.7 | 23.9 | 17.2 |
| School avg 2017-2019 | 2.4 | 4.7 | 15.2 | 29.2 | 30 | 18.4 |

Percentage in bands:

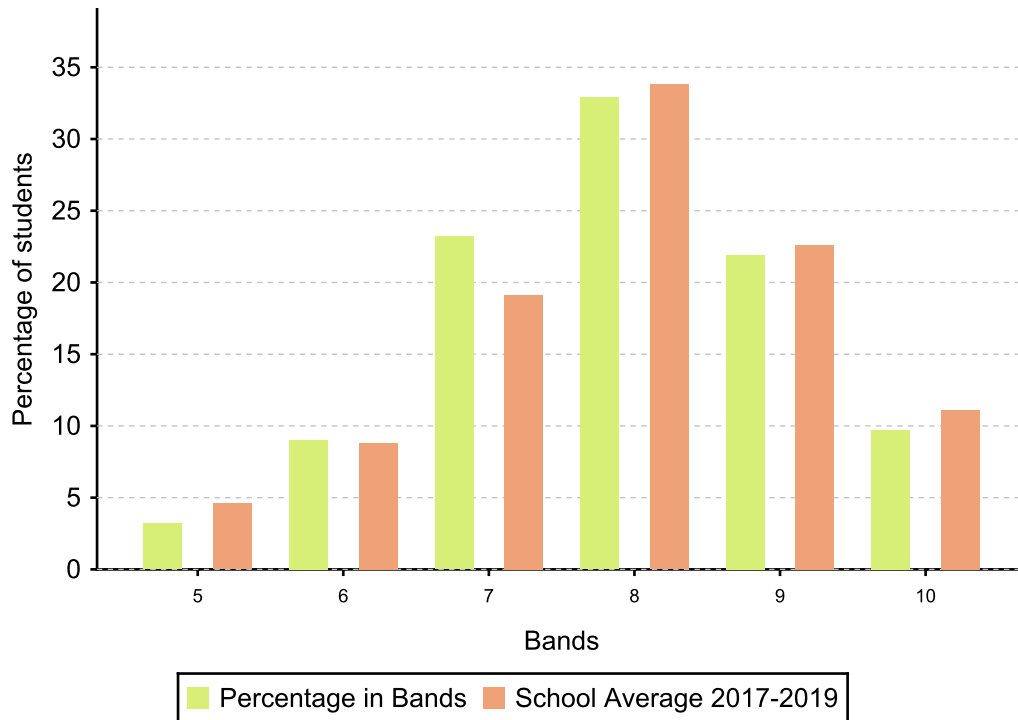
Year 7 Writing



| Band | 4 | 5 | 6 | 7 | 8 | 9 |
|------------------------|-----|------|------|------|------|-----|
| Percentage of students | 2.2 | 13.9 | 31.7 | 27.2 | 20.0 | 5.0 |
| School avg 2017-2019 | 2.8 | 14.2 | 27.5 | 25.3 | 25.7 | 4.5 |

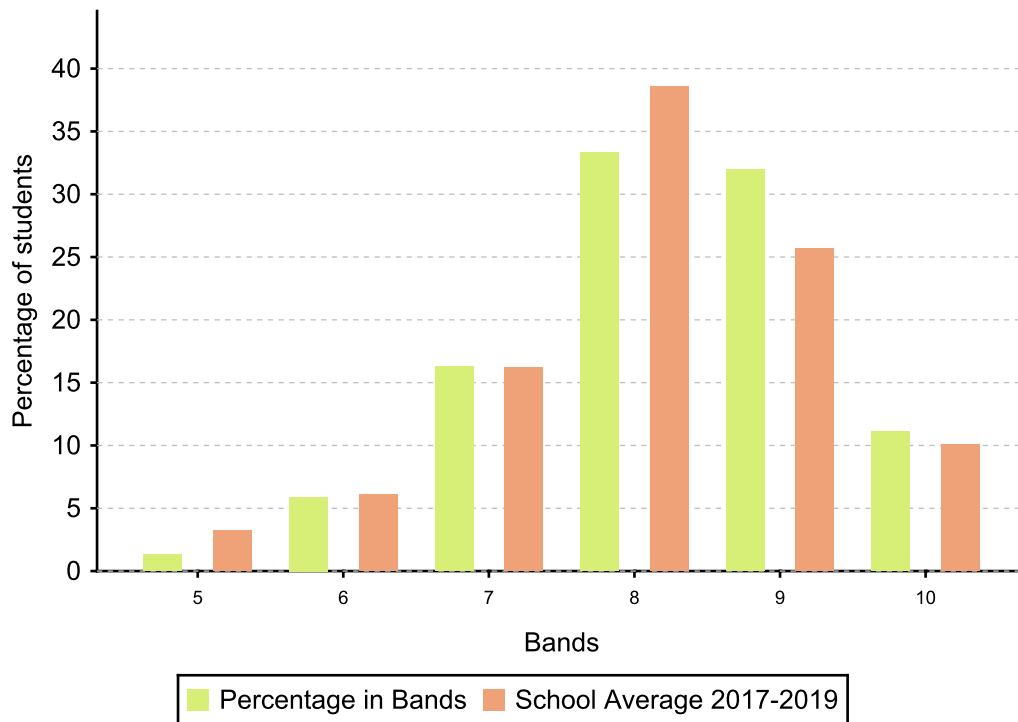
Percentage in bands:

Year 9 Grammar & Punctuation



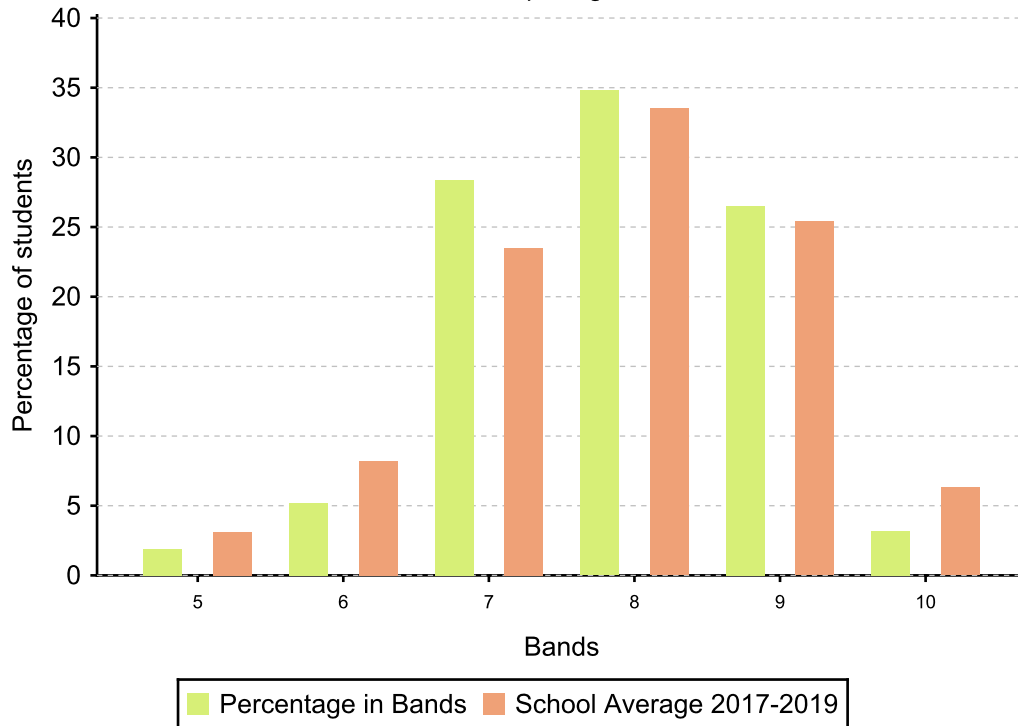
| Band | 5 | 6 | 7 | 8 | 9 | 10 |
|------------------------|-----|-----|------|------|------|------|
| Percentage of students | 3.2 | 9.0 | 23.2 | 32.9 | 21.9 | 9.7 |
| School avg 2017-2019 | 4.6 | 8.8 | 19.1 | 33.8 | 22.6 | 11.1 |

Percentage in bands:
Year 9 Reading



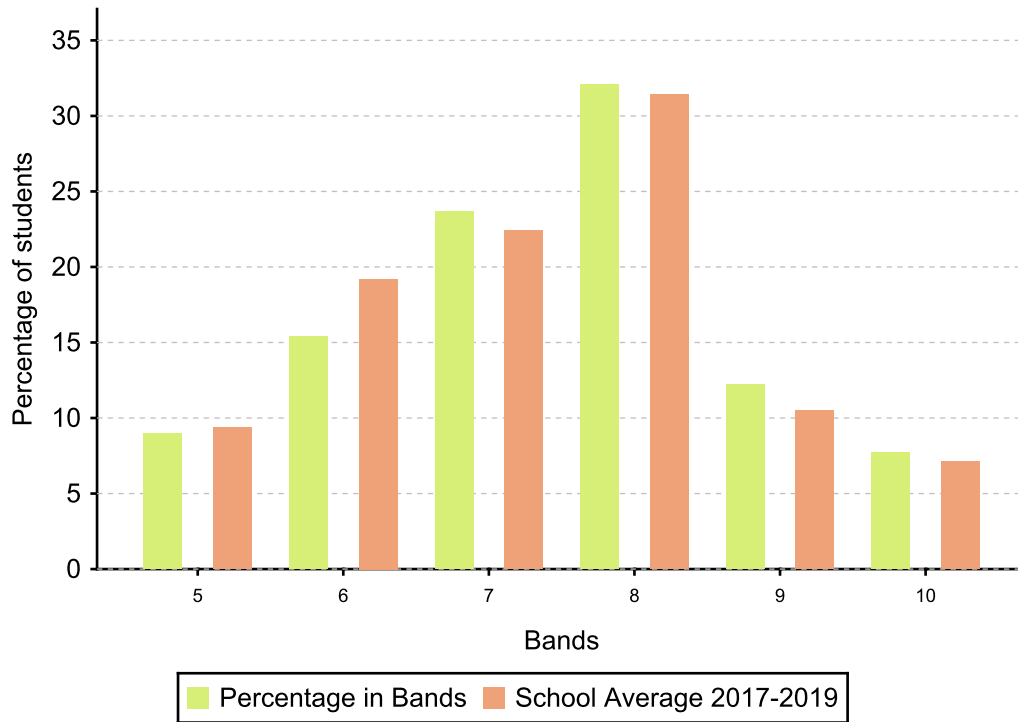
| Band | 5 | 6 | 7 | 8 | 9 | 10 |
|------------------------|-----|-----|------|------|------|------|
| Percentage of students | 1.3 | 5.9 | 16.3 | 33.3 | 32.0 | 11.1 |
| School avg 2017-2019 | 3.2 | 6.1 | 16.2 | 38.6 | 25.7 | 10.1 |

Percentage in bands:
Year 9 Spelling



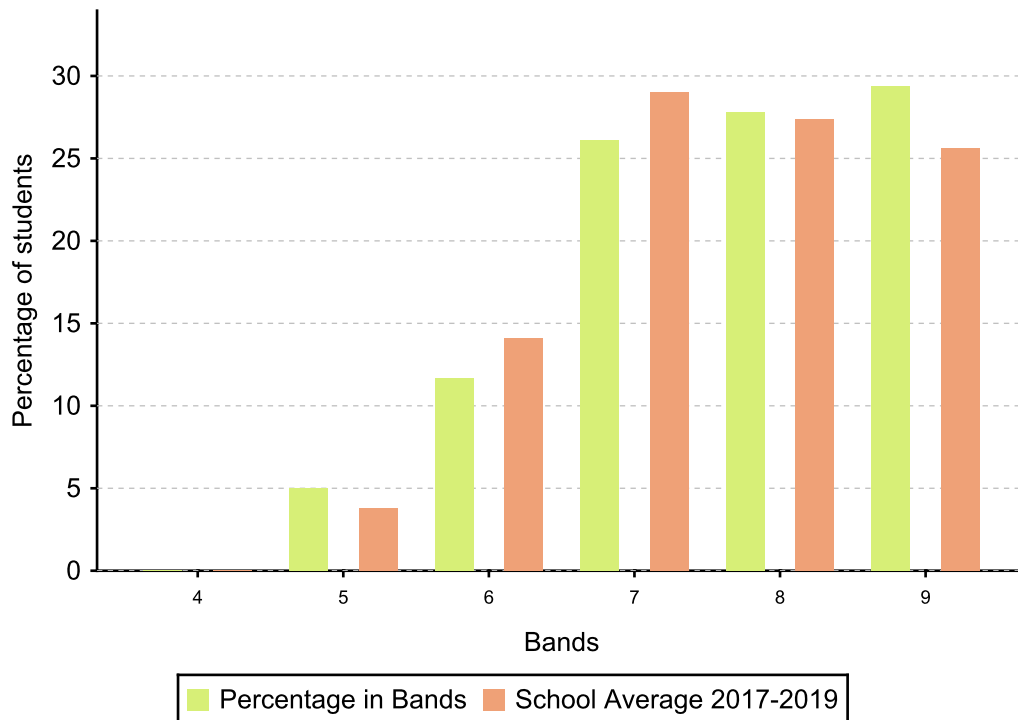
| Band | 5 | 6 | 7 | 8 | 9 | 10 |
|------------------------|-----|-----|------|------|------|-----|
| Percentage of students | 1.9 | 5.2 | 28.4 | 34.8 | 26.5 | 3.2 |
| School avg 2017-2019 | 3.1 | 8.2 | 23.5 | 33.5 | 25.4 | 6.3 |

Percentage in bands:
Year 9 Writing

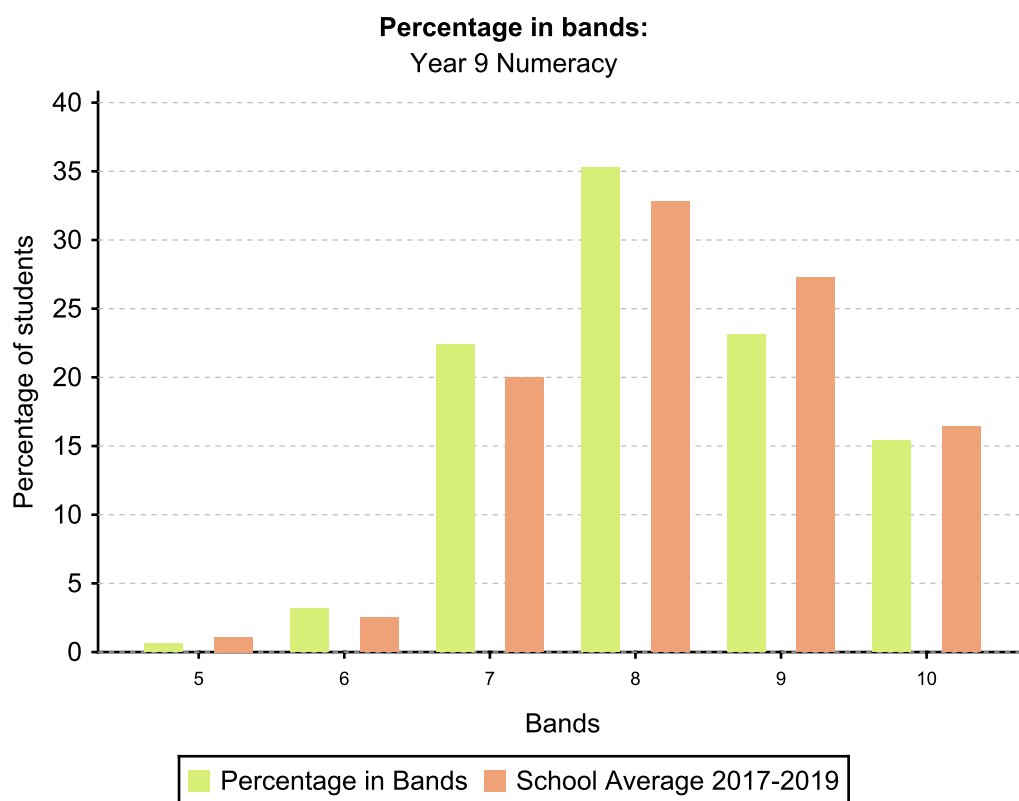


| Band | 5 | 6 | 7 | 8 | 9 | 10 |
|------------------------|-----|------|------|------|------|-----|
| Percentage of students | 9.0 | 15.4 | 23.7 | 32.1 | 12.2 | 7.7 |
| School avg 2017-2019 | 9.4 | 19.2 | 22.4 | 31.4 | 10.5 | 7.1 |

Percentage in bands:
Year 7 Numeracy



| Band | 4 | 5 | 6 | 7 | 8 | 9 |
|------------------------|-----|-----|------|------|------|------|
| Percentage of students | 0.0 | 5.0 | 11.7 | 26.1 | 27.8 | 29.4 |
| School avg 2017-2019 | 0 | 3.8 | 14.1 | 29 | 27.4 | 25.6 |



| Band | 5 | 6 | 7 | 8 | 9 | 10 |
|------------------------|-----|-----|------|------|------|------|
| Percentage of students | 0.6 | 3.2 | 22.4 | 35.3 | 23.1 | 15.4 |
| School avg 2017-2019 | 1.1 | 2.5 | 20 | 32.8 | 27.3 | 16.4 |

Year 7 Grammar and Punctuation: 24% of students achieved a Band 9, indicating the highest level of achievement for Year 7 NAPLAN. A further 20% of students achieved a Band 8. Both results demonstrate a strong improvement in the number of students achieving in the top two bands.

Year 7 Reading: 20% of students achieved a Band 9, representing the highest level of achievement. A further 30% of students achieved a Band 8. Again, these results are significantly higher than previous years and 50% of students achieving in the top two bands is a result of which Pennant Hills High is very proud.

Year 7 Spelling: 17% of students achieved a Band 9 and a further 24% of students achieved a Band 8 resulting in 41% of students achieving in the top two bands.

Year 7 Writing: 5% of students achieved a result in Band 9 for the Writing component with a further 20% achieving a Band 8. These results represent an improvement on previous years.

Year 9 Grammar and Punctuation: 11% of students achieved a Band 10, indicating the highest level of achievement for Year 9 NAPLAN. A further 32% of students achieved a Band 9. Both results demonstrate a strong improvement in the number of students achieving in the top two bands.

Year 9 Reading: 10% of students achieved a Band 10, representing the highest level of achievement. A further 22% of students achieved a Band 9. These results are in line with previous years.

Year 9 Spelling: 3% of students achieved a Band 10 and a further 27% of students achieved a Band 9.

Year 9 Writing: 8% of students achieved a result in Band 10 for the Writing component with a further 12% achieving a Band 9. These results represent an improvement on previous years.

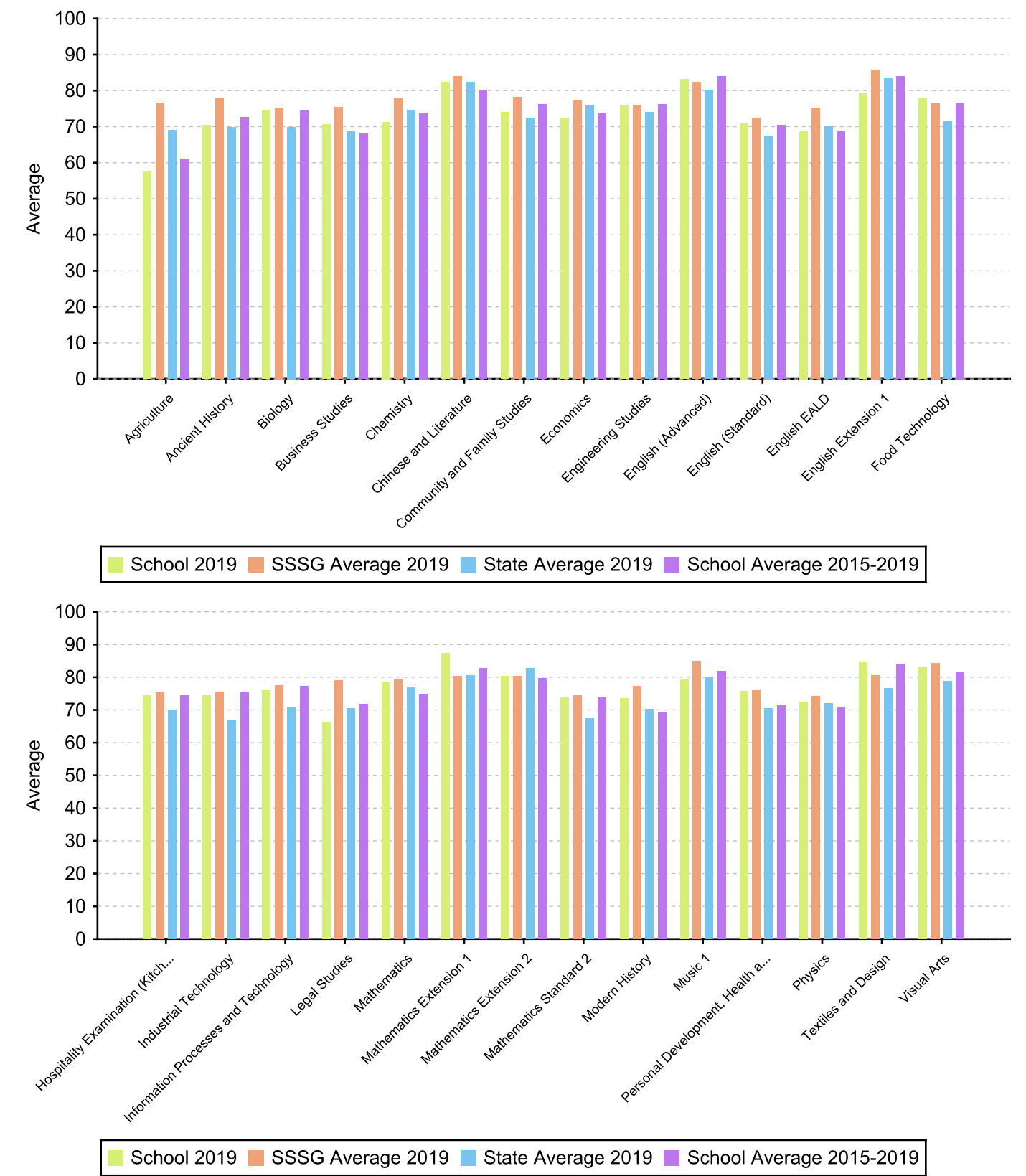
Year 7 Numeracy: 29% of students achieved a result in Band 9 in Numeracy with a further 28% achieving a Band 8. The total of 56% of Year 7 students achieving in the top two bands is a result of which Pennant Hills High is very proud.

Year 9 Numeracy: 15% of students achieved a Band 10 in Numeracy with a further 23% of students achieving a Band 9. These results are similar to those received in previous years.

School performance - HSC

The performance of students in the HSC is reported in bands ranging from Band 1 (lowest) to Band 6 (highest).

The information in this report must be consistent with privacy and personal information policies. Where there are fewer than 10 students in a course or subject, summary statistics or graphical representation of student performance is not available.



| Subject | School 2019 | SSSG | State | School Average 2015-2019 |
|--|--------------------|-------------|--------------|-------------------------------------|
| Agriculture | 57.6 | 76.6 | 69.0 | 61.1 |
| Ancient History | 70.4 | 78.0 | 69.9 | 72.6 |
| Biology | 74.3 | 75.3 | 69.9 | 74.4 |
| Business Studies | 70.6 | 75.4 | 68.6 | 68.3 |
| Chemistry | 71.3 | 77.9 | 74.7 | 73.9 |
| Chinese and Literature | 82.4 | 83.9 | 82.3 | 80.2 |
| Community and Family Studies | 73.9 | 78.1 | 72.2 | 76.1 |
| Economics | 72.4 | 77.2 | 75.9 | 73.8 |
| Engineering Studies | 76.0 | 76.0 | 73.9 | 76.1 |
| English (Advanced) | 83.2 | 82.4 | 80.0 | 84.0 |
| English (Standard) | 71.1 | 72.4 | 67.3 | 70.5 |
| English EALD | 68.7 | 74.9 | 70.0 | 68.7 |
| English Extension 1 | 79.1 | 85.8 | 83.4 | 83.9 |
| Food Technology | 77.9 | 76.5 | 71.4 | 76.7 |
| Hospitality Examination (Kitchen Operations and Cookery) | 74.7 | 75.2 | 70.0 | 74.7 |
| Industrial Technology | 74.6 | 75.2 | 66.8 | 75.4 |
| Information Processes and Technology | 75.9 | 77.5 | 70.8 | 77.3 |
| Legal Studies | 66.4 | 79.0 | 70.6 | 71.7 |
| Mathematics | 78.3 | 79.4 | 76.9 | 74.8 |
| Mathematics Extension 1 | 87.4 | 80.5 | 80.6 | 82.8 |
| Mathematics Extension 2 | 80.3 | 80.3 | 82.7 | 79.7 |
| Mathematics Standard 2 | 73.7 | 74.7 | 67.7 | 73.7 |
| Modern History | 73.5 | 77.2 | 70.2 | 69.5 |
| Music 1 | 79.2 | 84.9 | 79.9 | 81.8 |
| Personal Development, Health and Physical Education | 75.7 | 76.3 | 70.5 | 71.3 |
| Physics | 72.3 | 74.3 | 72.1 | 70.9 |
| Textiles and Design | 84.6 | 80.6 | 76.6 | 84.1 |
| Visual Arts | 83.2 | 84.2 | 78.8 | 81.6 |

Students sitting the Higher School Certificate in 2019 at Pennant Hills High School collectively undertook studies in 28 separate courses. Subjects that performed at or above the state average included Ancient History, Biology, Business Studies, Chinese and Literature, Community and Family Studies, Engineering Studies, English Advanced, English Standard, Food Technology, Hospitality Examination (Kitchen Operations and Cookery), Industrial Technology, Information Processes and technology, Mathematics Advanced, Mathematics Extension 1, Mathematics Standard 2, Modern History, Personal Development, Health and Physical Education, Physics, Textiles and Design and Visual Arts..

Parent/caregiver, student, teacher satisfaction

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

2019 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.

2019 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.

2019 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 extra-curricula 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 Policy

The responsibility for enacting the Aboriginal Education Policy rests with all Departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings.

Evidence of effective implementation of the policy included:

- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
- Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.

Pennant Hills High School is committed to Aboriginal Education, with teaching and learning programs containing Aboriginal Education perspectives. The strength, diversity and richness of Aboriginal cultures and Custodianship of Country are respected and valued within the school. Aboriginal and Torres Strait Islander students receive fair, equitable and significant educational opportunities to gain a quality education as a foundation for enriching their life chances and achieving their full potential.

Aboriginal students receive fair, equitable, culturally inclusive and significant educational opportunities to gain quality education as a foundation for enriching their life chances and achieving their full potential. Our Aboriginal Education Committee meets regularly 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.

In 2019, 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. A flagpole in the school quadrangle flies the Aboriginal flag, maintaining a visible presence as a positive symbol of respect.

A number of strategies are utilised to assist students in achieving their individual and educational objectives including strengthening relationships, enhancing student engagement and promoting ongoing learning. In 2019, Aboriginal students were further supported through:

- Employment of a casual Learning and Support Teacher to provide one-on-one support in literacy and numeracy
- Class support and small group instruction with the School Learning Support Officers and Learning and Support Teacher.
- Lunchtime homework club for support and to build engagement and confidence.

Anti-Racism Policy

All teachers are responsible for supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. Principals are responsible for examining school practices and procedures to ensure they are consistent with the policy. All schools have an Anti-Racism Contact Officer who is trained to respond to concerns in relation to racism.

Teaching and learning programs and extra-curricula activities implemented by Pennant Hills High School promote intercultural understanding and skills. In 2019 this included celebrations around Multicultural Day as part of Spirit Week as well as cultural immersion in programs developed by the Languages Faculty.

The school has an Anti-Racism Contact Officer (ARCO) who leads a range of proactive multicultural education initiatives. The ARCO role involves promoting the values of respect for all races and cultures and our school Positive Behaviour for Learning (PBL) expectations of being respectful, acting with integrity and achieving to their potential. The ARCO also provides support to the Wellbeing team by providing individual student counselling and education as necessary. The ARCO is an important part of the school's focus on maintaining harmonious relations within the school community.

Multicultural Education Policy

Teachers address the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. Principals are responsible for ensuring that school policies, programs and practices respond to the cultural, linguistic and religious diversity of the school community, and provide opportunities that enable all students to achieve equitable education and social outcomes.

Pennant Hills High School continued to support English as an Additional Language or Dialect (EAL/D) students through targeted assistance. The EAL/D teacher provides support in the development of English language and literacy skills so that students are able to fully participate in schooling and achieve equitable educational outcomes.