

# 2020 Annual Report

## Pennant Hills High School



8438

## Introduction

The Annual Report for 2020 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.

### School contact details

---

Pennant Hills High School

Laurence St

Pennant Hills, 2120

[www.pennanthil-h.schools.nsw.edu.au](http://www.pennanthil-h.schools.nsw.edu.au)

[pennanthil-h.school@det.nsw.edu.au](mailto:pennanthil-h.school@det.nsw.edu.au)

9473 5000

## School vision

*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/carers, 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 Faculty 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. 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.

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>



## 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. Focused professional learning with the goal of building staff capacity was outlined in the School Plan. Our staff accessed a wide variety of programs including professional learning on embedding effective and explicit literacy and numeracy strategies in all teaching and learning programs. During 2020, the focus was on growing the levels of literacy and numeracy in all KLAs across the school and ensuring that students have the capacity to raise their level of achievement in all subject areas. Professional learning included ideas for developing students' ability to read complex texts and how to provide targeted vocabulary instruction in every subject. Similar sessions were held around numeracy strategies and staff gained a strong understanding of the skills students need to acquire to achieve at and beyond the national Minimum Standards in NAPLAN testing.

The impact of COVID lockdowns and the move to online learning platforms provided the basis for a wide range of learning around Google Classroom and BYOD techniques that linked clearly with the professional learning run during 2019 around this same topic. Online professional learning from providers such as Aurora College (the NSW Department of Education's virtual school) allowed staff to learn from educators already operating in an exclusively virtual mode.

NAPLAN tests in 2020 were not able to proceed however goals around an increase in students demonstrating expected growth in literacy and numeracy will continue to be a focus in 2021 and beyond.

There was a small decrease in the percentage of students gaining Band 5 and 6 in the Higher School Certificate but there was also a strong decrease in the number of Band 1 and 2 HSC results. This was in comparison to 2017 baseline data.

98% of students qualified for HSC accreditation after reaching minimum standards in online tests.

#### 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.	\$29,605

**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

## Progress towards achieving improvement measures

**Process 2:** skills and rich assessment tasks of and for learning.

Evaluation	Funds Expended (Resources)
All faculties have teaching programs based on NESA registration practices. The redesign and registration process is being led by the DP and will continue as faculties review and rewrite programs to meet the changing needs of the curriculum. Best practice is being used by faculties in redesigning teaching programs that explicitly integrate higher order skills and rich assessment tasks of and for learning.	\$12,600

**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 did not occur in 2020 however student internal results continued to be analysed and Literacy and Numeracy teams worked with Aboriginal Education committee on one-on-one support and homework club.	N/A

## 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 2020 whole school collaborative practice continued to embed effective assessment strategies and quality feedback in curriculum planning and programming. Quality professional learning was provided to teachers to build capacity and to support student engagement in learning and knowledge of assessment. Staff utilised assessment for, assessment as and assessment of learning in determining teaching strategies.

All teachers have collaborated to implement pedagogy that is evidence based to challenge and engage students, and includes higher order or conceptual thinking skills.

The goal to increase the number of girls in STEM subjects compared to 2017 baseline numbers was met and exceeded.

There has been an increased number of integration opportunities for Special Education Unit students to access mainstream curriculum and classes, where appropriate.

#### Progress towards achieving improvement measures

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

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

Evaluation	Funds Expended (Resources)
Professional learning and reflection on faculty processes in line with NESA registration. Professional Learning focus guided by the school plan.	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 with Sydney University STEM Teacher Academy ran during 2019 and Pennant Hills High School team presented at the STEM Teacher Enrichment Academy Conference. In 2020 the program could not continue but plans are underway for 2021.	N/A

**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.

## Progress towards achieving improvement measures

### Process 3:

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

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.

### 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

Following its relaunch in 2019, the Positive Behaviour for Learning (PBL) Team used 2020 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, particularly in the playground. 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. Unfortunately, COVID restrictions meant that many of the programs, including the local primary school band evening with Big Band and Junior Stage Band had to be cancelled. Our highly successful sport program was also impacted, with most sport needing to occur within the school.

There has been a significant increase in time allocated 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.

Tell Them From Me survey results for students, teachers and parents in the "Interest and Motivation" element of the "Intellectual Engagement" domain remained steady compared to 2017 baseline data. In 2020, student engagement results were above state norms in the Quality Instruction, Positive Learning Climate, Positive Student Teacher Relations and Expectations for Success domains.

##### 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	Faculty and Professional Learning

## Progress towards achieving improvement measures

developed and now expanded to a 5 week program to include orientation to the school, its systems and procedures and key staff and their roles.

time

### 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.

Evaluation	Funds Expended (Resources)
Consistent signage around the school along with consistency in all external communications. Increasing connection with partner primary schools to ensure that families understand the opportunities available at Pennant Hills High. Increase in in-area enrolments. Process of classrooms and learning spaces being repainted and refurbished has commenced. Staff using Sentral confidently and efficiently.	\$13,250

### 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 continued with particular focus on virtual learning through Microsoft Teams, Zoom and Google Classroom. Particular focus on BYOD for Year 7 students. All faculties developed programs that could be delivered virtually and restructured assessments to meet the needs of using an online platform. The majority of this learning was provided virtually,	\$12,322

Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	<p>A dedicated School Learning and Support Teacher and Homework Club.</p> <p>Aboriginal Education Team.</p> <p>Aboriginal background funding \$13,156.</p>	<p>School funds were used to employ a School Learning and Support Officer to work with Aboriginal and Torres Strait Islander 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 and has included a homework club. This has supported student attendance and academic progress, building confidence and resilience. In 2020 each Aboriginal student, in conjunction with their family, created a Personalised Learning Pathway (PLP) individual learning plan. This has encouraged increased communication and connection between families and the school.</p>
<b>English language proficiency</b>	<p>Funding includes EAL/D support provided through the employment of 1.4 FTE EAL/D teachers, timetabling of support periods and a discrete Year 10 EAL/D class for the core courses.</p> <p>English language proficiency funding \$179,323.</p>	<p>During 2020 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>
<b>Low level adjustment for disability</b>	<p>Low Level Adjustment for Disability funding of \$150,233 includes the additional 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. The Learning and Support Team monitors the students under its care with weekly meetings and an annual review.</p> <p>All teachers have received additional professional development in differentiating the curriculum to manage the needs of a diverse range of learners.</p>
<b>Socio-economic background</b>	<p>Socio-economic background funding</p>	<p>Funding was utilised to employ School Learning and Support Officers (SLSOs) and a</p>



<b>Socio-economic background</b>	\$31,399.	<p>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 monitor the students under their care with weekly meetings.</p> <p>All teachers have received additional professional development in differentiating the curriculum to manage the needs of a diverse range of learners.</p>
<b>Support for beginning teachers</b>	<p>Reduced teaching load for temporary and permanent beginning teachers within the school timetable. Induction program. Explicit professional learning of staff.</p> <p>\$45,032.</p>	<p>Beginning teachers were supported through a formal 5 week induction program. The induction program included orientation to the school, IT 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. Beginning teachers were encouraged to enrol in professional learning focused on the needs of early career teachers and funding was made available for this.</p> <p>All beginning teachers also met on a regular basis with the teacher mentor for lesson observations and structured sessions on areas for improvement. Teachers reported increased support and confidence in their practice from the support provided.</p>

## Student information

### Student enrolment profile

Students	Enrolments			
	2017	2018	2019	2020
Boys	624	592	570	593
Girls	445	431	449	469

### Student attendance profile

School				
Year	2017	2018	2019	2020
7	95	93.2	94.9	96.1
8	94.8	92.4	93.6	94.8
9	92.6	92.7	92.1	93.4
10	89.8	90	92.3	93.8
11	92	89	89.2	94.6
12	90.4	92.1	89.2	92.6
All Years	92.3	91.5	92	94.3
State DoE				
Year	2017	2018	2019	2020
7	92.7	91.8	91.2	92.1
8	90.5	89.3	88.6	90.1
9	89.1	87.7	87.2	89
10	87.3	86.1	85.5	87.7
11	88.2	86.6	86.6	88.2
12	90.1	89	88.6	90.4
All Years	89.6	88.4	88	89.6

NSW student attendance data in 2020 is not comparable to previous years due to the effects of the COVID-19 pandemic. The NSW Government encouraged students to learn from home, where possible, for a seven week period from 24 March to 22 May. During this period, schools monitored engagement with learning to determine whether students were marked present. This changed the attendance measure. There was also some evidence of varied marking practices as schools adjusted to the learning from home period, with some schools recording higher attendance rates while others recording markedly lower rates.

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	0	0
Employment	0	3	10
TAFE entry	4	2	17
University Entry	0	0	67
Other	0	3	0
Unknown	0	1	6

In 2020, Pennant Hills High School students all moved into a range of post school options that demonstrated their preparedness for this transition. 67% took up University placement offers and a further 17% have chosen a TAFE pathway. These figures reflect the broad range of student interests at the school. 10% of Year 12 leavers moved directly into employment in the workforce.

### Year 12 students undertaking vocational or trade training

---

13.61% of Year 12 students at Pennant Hills High School undertook vocational education and training in 2020.

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

---

96.8% of all Year 12 students at Pennant Hills High School expected to complete Year 12 in 2020 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)	55.9
Learning and Support Teacher(s)	0.8
Teacher Librarian	1
Teacher ESL	1.2
School Counsellor	2
School Administration and Support Staff	17.17
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, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2020, 3.7% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

## Workforce ATSI

Staff type	Benchmark <sup>1</sup>	2020 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
School Support	3.30%	6.30%
Teachers	3.30%	2.80%

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.

In 2020, an additional School Development Day was included at the start of Term 2 to assist school leaders, teachers

and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

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 2020 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 embedding effective and explicit literacy and numeracy strategies in all programs. The focus was on growing the levels of literacy and numeracy in all KLAS across the school and ensuring that students have the capacity to raise their level of achievement in all subject areas. Professional learning included ideas for developing students' ability to read complex texts and how to provide targeted vocabulary instruction in every subject. Similar sessions were held around numeracy strategies and staff gained a strong understanding of the skills students need to acquire to achieve at and beyond the national Minimum Standards in NAPLAN testing.

The impact of COVID lockdowns and the move to online learning platforms provided the basis for a wide range of learning around Google Classroom and BYOD techniques that linked clearly with the professional learning run during 2019 around this same topic. Online professional learning from providers such as Aurora College (the NSW Department of Education's virtual school) allowed staff to learn from educators already operating in an exclusively virtual mode.

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 2020 to 31 December 2020. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2020 <b>Actual</b> (\$)
<b>Opening Balance</b>	1,906,322
<b>Revenue</b>	12,682,512
Appropriation	11,777,648
Sale of Goods and Services	36,028
Grants and contributions	707,707
Investment income	7,509
Other revenue	153,620
<b>Expenses</b>	-12,333,184
Employee related	-10,855,769
Operating expenses	-1,477,415
<b>Surplus / deficit for the year</b>	349,328
<b>Closing Balance</b>	2,255,650

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.

	2020 <b>Approved SBA</b> (\$)
<b>Targeted Total</b>	90,789
<b>Equity Total</b>	367,269
Equity - Aboriginal	6,313
Equity - Socio-economic	31,399
Equity - Language	179,323
Equity - Disability	150,233
<b>Base Total</b>	10,451,468
Base - Per Capita	253,140
Base - Location	0
Base - Other	10,198,328
<b>Other Total</b>	736,496
<b>Grand Total</b>	11,646,022

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.

The My School website provides detailed information and data for national literacy and numeracy testing. Go to [myschool.edu.au](https://myschool.edu.au) to access the school data.

### 2020 NAPLAN

---

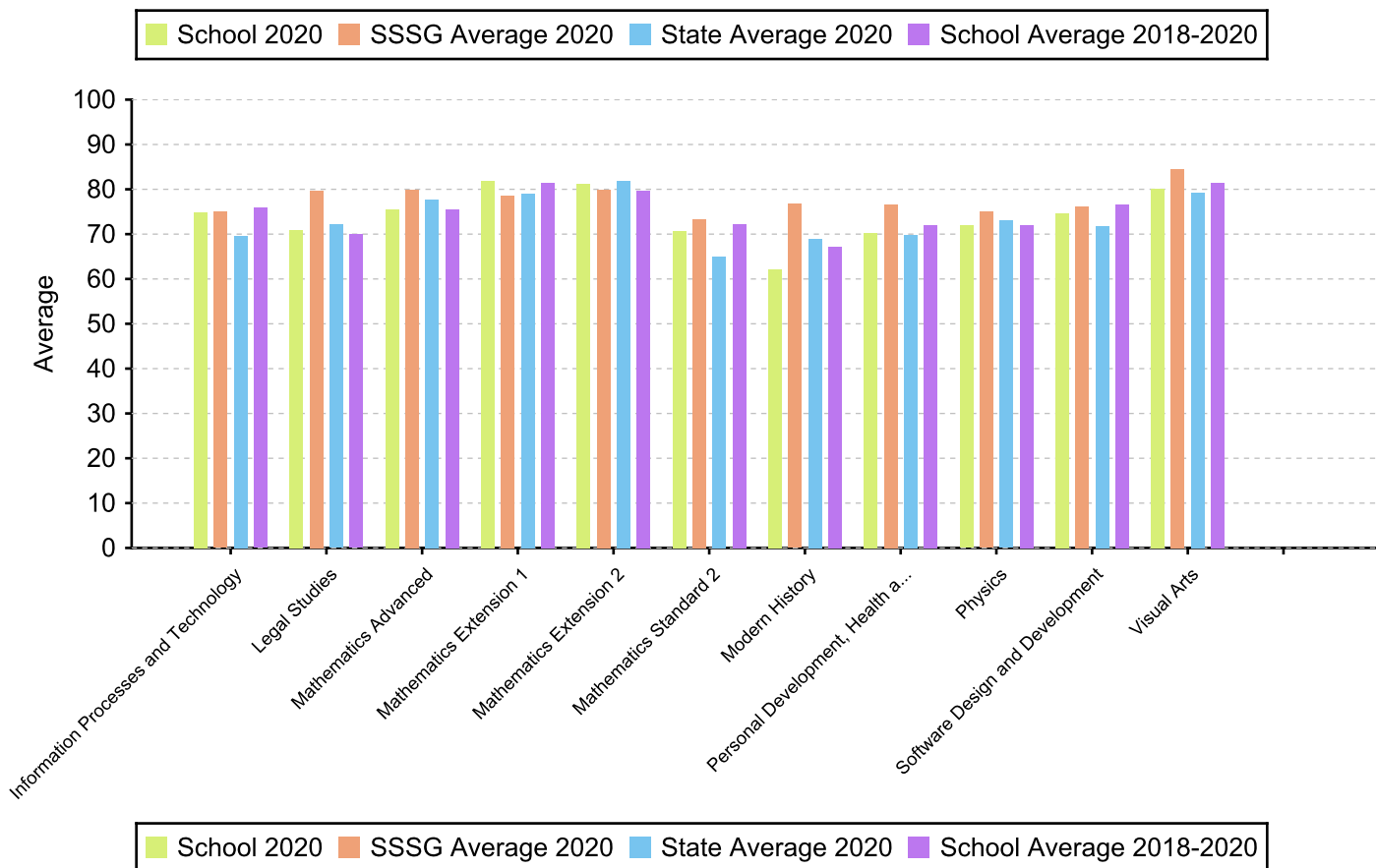
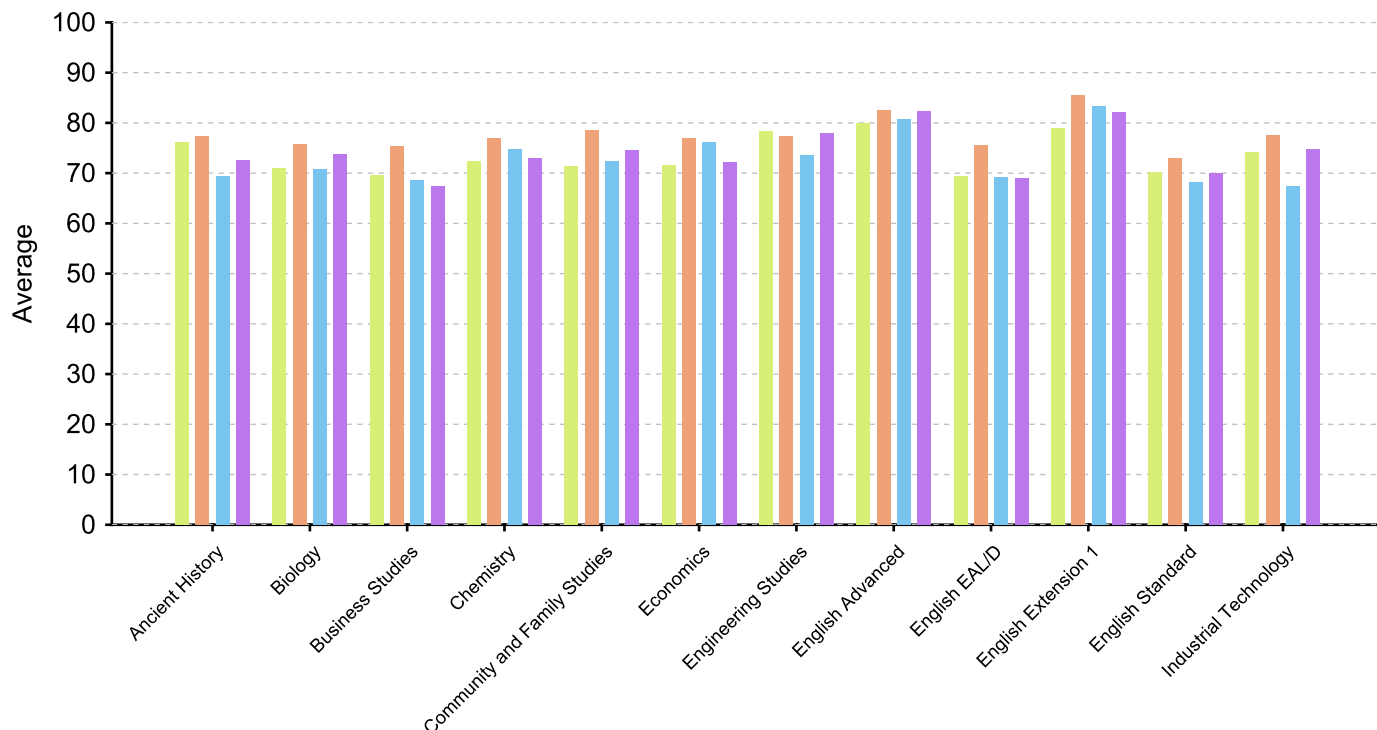
As agreed by the Education Council, the National Assessment Program (or NAPLAN) did not proceed in 2020 due to the COVID-19 pandemic. This was to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

The Education Council also agreed to defer the full transition to NAPLAN Online from 2021 to 2022 and the continuation of current NAPLAN governance arrangements through 2021.

## 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.



<b>Subject</b>	<b>School 2020</b>	<b>SSSG</b>	<b>State</b>	<b>School Average 2018-2020</b>
Ancient History	76.1	77.4	69.4	72.7
Biology	70.9	75.8	70.8	73.7
Business Studies	69.5	75.4	68.6	67.4
Chemistry	72.3	76.9	74.8	73.0
Community and Family Studies	71.3	78.6	72.4	74.5
Economics	71.5	76.9	76.1	72.1
Engineering Studies	78.3	77.3	73.6	78.0
English Advanced	79.9	82.5	80.8	82.2
English EAL/D	69.3	75.5	69.3	69.0
English Extension 1	79.0	85.5	83.4	82.2
English Standard	70.1	73.0	68.1	69.9
Industrial Technology	74.2	77.5	67.5	74.8
Information Processes and Technology	74.8	75.0	69.6	75.8
Legal Studies	71.0	79.7	72.1	69.9
Mathematics Advanced	75.5	79.9	77.7	75.5
Mathematics Extension 1	81.8	78.6	79.1	81.5
Mathematics Extension 2	81.3	79.9	81.8	79.8
Mathematics Standard 2	70.7	73.3	64.9	72.2
Modern History	62.2	76.7	68.9	67.1
Personal Development, Health and Physical Education	70.3	76.6	69.9	72.0
Physics	71.9	75.0	73.0	72.1
Software Design and Development	74.6	76.1	71.8	76.6
Visual Arts	80.1	84.6	79.2	81.4

Students sitting the Higher School Certificate in 2020 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, Community and Family Studies, Engineering Studies, English Advanced, English Standard, Industrial Technology, Information Processes and Technology, Mathematics Extension 1, Mathematics Standard 2, Personal Development, Health and Physical Education, Software Design and Development 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.

### **2020 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.

### **2020 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.

### **2020 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. 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 and the Committee is also in regular contact with our local AECG.

While COVID restrictions in 2020 meant that Year 7 students were unable to participate in our annual Muogamarra Nature Reserve site visit, plans are in place to take both Year 7 and 8 in 2021. This is important as the trip links the students' 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 2020, 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 2020 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 as well as our school's 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 continues 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.