

2021 Annual Report

Pennant Hills High School



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Introduction

The Annual Report for 2021 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 Strategic Improvement 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 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.

School context

Pennant Hills High School, with an enrolment of 1089 students, 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 High Potential and Gifted education program. Flexible learning is fostered through a learning hub facility which integrates flexible learning spaces to facilitate project-based 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. A comprehensive situational analysis has been conducted which led to development of the 2021-2024 Strategic Improvement Plan, both of which involved genuine consultation with students, staff and parents/carers. Through our situational analysis, we have identified a need to focus on building student achievement, further developing teacher capacity and reinforcing our sense of high expectations in our entire school community.

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 Strategic Improvement Plan and annual report.

Our self-assessment process will assist the school to refine our Strategic Improvement 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>

Self-assessment using the School Excellence Framework

Elements	2021 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Excelling
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

Strategic Direction 1: Student growth and attainment

Purpose

Our purpose is to ensure students grow in their learning through explicit, consistent and research-informed teaching. Our teachers will evaluate their effectiveness in developing more advanced knowledge, deeper understanding and more sophisticated skills in their students and reflectively adapt their practice through quality, targeted professional learning and use of student assessment data to inform teaching.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Literacy and Numeracy Project
- Highly Effective Teaching Practice
- Effective use of Student Data

Resources allocated to this strategic direction

COVID ILSP: \$34,662.43

Professional learning: \$41,300.00

English language proficiency: \$10,000.00

Summary of progress

Our focus in 2021 was on the use of highly effective teaching practices to improve student literacy and numeracy outcomes. The creation of a Numeracy Improvement Plan and identification of numeracy demands in Stages 4 to 5 across all KLA syllabuses and programs have provided multiple numeracy opportunities with a resultant increase in focus on numeracy across all KLAs. The professional learning provided to all staff has been the start of a strong foregrounding of external and value add data. The COVID ILSP targeted identified students who had fallen behind and experienced success not only in supporting these students but also in improving parental involvement in their student's learning. Finally, a school wide focus on writing saw staff using after school and lunch opportunities to improve their knowledge of writing metalanguage and processes with a number of faculties developing new programs and assessment tasks that incorporated writing strategies.

Next year in this initiative, we will continue ongoing professional learning with staff with a focus on numeracy programming by faculties and a resultant increase in attention to numeracy throughout units of work to provide students with authentic opportunities to engage with the concepts. We have created a Writing in Schools project team who will engage in implementing more professional learning in Writing. This will support further improvement in teaching and learning across the school.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
HSC attainment <ul style="list-style-type: none">• Proportion of HSC course results in the top two bands approaching the lower bound target of 49.3%.	<ul style="list-style-type: none">• 36.06% of students attained results in the top two bands demonstrating progress toward the lower bound target.
NAPLAN Top 2 Bands <ul style="list-style-type: none">• Improvement in the percentage of students achieving in the top 2 bands to be moving towards the school's lower bound system-negotiated target in reading of 37.6%• Improvement in the percentage of students achieving in the top 2 bands to be moving towards the school's lower bound system-negotiated target in	<ul style="list-style-type: none">• 36.67% of students achieved in the top two bands in NAPLAN reading indicating progress toward the lower-bound target.• 42.08% of students achieved in the top two bands in NAPLAN numeracy indicating progress toward the lower-bound target.

numeracy of 49.8%	
<p>NAPLAN Expected Growth</p> <ul style="list-style-type: none"> • Improvement in the percentage of students achieving expected growth to be moving towards the school's lower bound system-negotiated target in reading of 71.2% • Improvement in the percentage of students achieving expected growth to be moving towards the school's lower bound system-negotiated target in numeracy of 70.7%. 	<ul style="list-style-type: none"> • The percentage of students achieving expected growth in reading decreased to 59.74% indicating progress yet to be seen toward the lower bound target. • Percentage of students achieving expected growth in numeracy increased by 3.21% indicating progress toward the system-negotiated target.
<p>Attendance</p> <ul style="list-style-type: none"> • Increase the percentage of students attending school 90% or more of the time to be moving towards the system-negotiated lower bound of 82.8%. 	<ul style="list-style-type: none"> • The number of students attending greater than 90% of the time or more has increased by 6.1%.

Strategic Direction 2: Teacher growth and attainment

Purpose

Our purpose is to grow teacher capacity to deliver quality teaching and learning, to build positive relationships and to provide equitable opportunities for all students.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Quality Teaching Rounds
- The Technology Integration Matrix - and a Learning Management System

Resources allocated to this strategic direction

Professional learning: \$6,000.00

Per capita: \$9,000.00

Summary of progress

Through the use of Quality Teaching Rounds (QTR) and the implementation of the Learning Management System Canvas there was a whole school approach to delivering effective evidence-based teaching methods to optimise learning progress for all students, across the full range of abilities.

One full team of teachers has been trained in the Quality Teaching Round procedures and completed one full round. The QTR process provided deep engagement in the analysis and review of classroom practice. All participants described the process as high impact professional learning.

The learning management system Canvas has been implemented school wide. Where educationally appropriate, students in Years 7-12, access learning tasks through the Canvas interface. The implementation of Canvas was hastened due to the need to move to online learning at home. Students were able to maintain contact with their classroom teacher as well as engage in rigorous learning activities that addressed syllabus outcomes. Student learning and well-being remained a priority.

In 2022 there will be an expansion of the QTR Team with two new teams engaging with the full process, being essentially a "train the trainer" expansion.

In 2022 the staff will investigate and implement The Technology Integration Matrix (TIM) as a as a tool for the complex task of evaluating technology integration in the classroom. It will provide a common vocabulary for pedagogically sound technology integration for teachers across the school.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
Quality Teaching <ul style="list-style-type: none">• Percentage of teachers that have undertaken Quality Teaching Rounds and demonstrated an observable increase in intellectual quality and an increase in meaningful student learning within a supportive learning environment is moving towards the school's identified target of 100%.	<ul style="list-style-type: none">• Delayed initiatives in term 3 and 4 have required this work to be postponed to 2022. We were unable to undertake Quality Teaching Rounds due to online learning.
Technology <ul style="list-style-type: none">• Percentage of teachers effectively implementing and utilising Canvas as an online learning platform to create	The impact of the pandemic has hastened the achievement of this target. We are approaching 100% of teachers utilizing the Learning Management System Canvas.

rich, authentic learning opportunities for students through the integration of ICT into learning and teaching programs is moving towards the school identified target of 100%.

Strategic Direction 3: School Culture and High Expectations

Purpose

Our purpose is to promote a school culture of success, through high expectations and targeted support within a productive wellbeing framework.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- High Expectations
- Positive Community Engagement

Resources allocated to this strategic direction

Professional learning: \$4,800.00

Per capita: \$11,000.00

Summary of progress

Teachers attended a series of in-house professional learning activities based on using data to produce lessons that target student needs as well as on lesson delivery incorporating engaging and challenging content through such mediums as Canvas, ALARM and "Bubble" method. Feedback on online lesson delivery showed positive support from parents with improvement in the feedback given to students which was focused and targeted with an emphasis on written comments and rubrics.

Home learning made progress in the area of teamwork and high expectations difficult but there has been monitoring of positive engagement in all lessons for students throughout the school. The Positive Behaviour for Learning Team is working on refining the existing awards system to include more frequent communication with parents such as congratulatory letters, emails and morning teas. Staff have been canvased to gauge interest in becoming academic mentors to Stage 6 students and a "high expectations" learning space has been created for mentor teachers and senior students. Planning is underway to employ a fulltime Academic Advisor who will run the Academic Advisory Program for 2022. This program will provide academic support, group and individual mentoring and study, organisation and stress management skills training. The school leadership team is working to identify programs and practices that maximise student performance and will support the mentors to sustain a culture of effective, evidence-based guidance on ongoing improvement so that every student makes measurable learning progress and gaps in student achievement decrease.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
High expectations <ul style="list-style-type: none">• Level of students reporting a positive learning culture in the "Tell Them From Me" survey to be moving towards the state norm of 5.6 to 6.2.• Percentage of students who report intellectual engagement in the "Tell Them From Me" survey to be moving towards the state norm of 47% to 50%.	<ul style="list-style-type: none">• Analysis of the "Tell Them From Me" survey of students reporting a positive learning culture indicates a school rating of 6.0 which is towards the top of the state norm of 5.6 to 6.2.• Analysis of the "Tell Them From Me" survey indicates that the percentage of students who report intellectual engagement is 42% which has not yet reached the state norm of 47% to 50%.
Community Engagement <ul style="list-style-type: none">• Percentage of parent/carer engagement with school processes through completion of the Tell Them from Me Survey to be moving towards the school identified target of 2%	<ul style="list-style-type: none">• Analysis of the "Tell Them From Me" survey indicates a decrease in parents/carers completed the survey, indicating that the the school identified target of 2% increase per year has not been achieved.• Analysis of the parent component of the Tell Them From Me survey in the "School Supports Learning" trend report shows a rating value of 7.0 indicating movement towards the school identified target of 7.3.

increase per year..

- The Parent Survey TTFM results in the "School Supports Learning" trend report to be moving towards the school identified target of 7.3.

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$164,922.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Pennant Hills High School in mainstream classes who require moderate to high levels of adjustment.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • additional staffing to assist students with additional learning needs • staffing release for individual case conferences and development of Personalised Learning and Support Plans (PLSPs) • consultation with external providers for the implementation of physio support, occupational and mental health support. • employment of staff to provide additional support for students who have high-level learning needs • intensive learning and behaviour support for funded students • release for the learning and support teacher and year advisers to liaise with carers and stakeholders to develop and conduct regular reviews of students' personalised learning and support plans (PLSP) <p>The allocation of this funding has resulted in: all eligible students demonstrating progress towards their personalised learning goals. All PLSPs were regularly updated and responsive to student learning needs and progress ensuring eligible students receive personalised learning and support within their own classrooms.</p> <p>After evaluation, the next steps to support our students with this funding will be: to formally incorporate integration funding decision making into the learning and support team meeting agenda to ensure funding use is regularly reviewed. The use of integration funding will be adjusted throughout the year in response to student PLSPs reviews to ensure funding is used to specifically address each student's support needs.</p>
<p>Socio-economic background</p> <p>\$33,300.50</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Pennant Hills High School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • providing students without economic support for educational materials, uniform, equipment and other items • supplementation of extra-curricular activities • additional staffing to support identified students with additional needs • equitable access to specialist resources • engage with external providers to support student engagement and retention • resourcing to increase equity of resources and services <p>The allocation of this funding has resulted in: equitable access to the curriculum for identified students. improvement in student outcomes Percentage of students achieving expected growth in numeracy increased by 3.21% indicating progress toward the system-negotiated target. 42.08% of students achieved in the top two bands in NAPLAN numeracy indicating progress toward the lower-bound target.</p>

<p>Socio-economic background</p> <p>\$33,300.50</p>	<p>The number of students attending greater than 90% of the time or more has increased by 6.1%.</p> <p>After evaluation, the next steps to support our students with this funding will be: continue to implement explicit teaching of literacy and numeracy to support our trajectory towards achieving targets.</p>
<p>Aboriginal background</p> <p>\$7,209.46</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Pennant Hills High School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of specialist additional staff (SLSO) to support Aboriginal students • staffing release to support development and implementation of Personalised Learning Plans <p>The allocation of this funding has resulted in: all First Nations students have had family meetings and updated Personalised Learning Plans developed. conversations became more authentic as a result of the welcoming and informal setting.</p> <p>After evaluation, the next steps to support our students with this funding will be: to continue to engage an SLSO to specifically support First Nations students with a literacy and numeracy focus. professional learning for staff around First Nations histories and culture. faculties will embed First Nations history and culture into teaching and learning programs.</p>
<p>English language proficiency</p> <p>\$182,843.87</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Pennant Hills High School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Highly Effective Teaching Practice • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • provision of additional EAL/D support in the classroom and as part of differentiation initiatives • engagement of an EAL/D specialist teacher to model EAL/D strategies, with the aim of increasing teacher confidence and practice in their classrooms <p>The allocation of this funding has resulted in: EALD students showing improved outcomes EAL/D students are more confident and prepared to take risks with their language use, as noted in teacher observations and work samples.</p> <p>After evaluation, the next steps to support our students with this funding will be: professional learning on teaching English as an additional language dialect. teachers will use student data, including student English language proficiency using the EAL/D learning progression, and analysed writing</p>

<p>English language proficiency</p> <p>\$182,843.87</p>	<p>samples to assist in supporting EAL/D students.</p>
<p>Low level adjustment for disability</p> <p>\$152,420.09</p>	<p>Low level adjustment for disability equity loading provides support for students at Pennant Hills High School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • engaging specialist staff to collaborate with classroom teachers to build capability in meeting the literacy needs of identified students • engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting <p>The allocation of this funding has resulted in: an increase of students achieving at or above expected growth in NAPLAN results. The school achieved a more consistent approach to student learning support and interventions with an increased number of learning support referrals and subsequent collaborative learning support activities.</p> <p>After evaluation, the next steps to support our students with this funding will be: to further expand the impact of the learning support team, the school will provide additional support for identified students through the employment of trained SLSOs.</p>
<p>COVID ILSP</p> <p>\$69,324.43</p>	<p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2021.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Literacy and Numeracy Project • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employment of teachers/educators to deliver small group tuition • releasing staff to analyse school and student data to [identify students for small group tuition groups/monitor progress of student groups] • providing intensive small group tuition for identified students who were... • development of resources and planning of small group tuition • employing/releasing teaching staff to support the administration of the program <p>The allocation of this funding has resulted in: the majority of the students in the program achieving significant progress towards their personal learning goals Students benefited from one on one tuition and small group withdrawals which improved their confidence in their identified areas of need for literacy and numeracy.</p> <p>After evaluation, the next steps to support our students with this funding will be: continue the implementation of literacy and numeracy small group tuition using data sources to identify specific student need. The school learning and support processes have been revised and will now involve regular monitoring of students as they transition back into</p>

COVID ILSP \$69,324.43	classrooms. Providing additional in-class support for some students to continue to meet their personal learning goals will also be a priority.
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Student information

Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	592	570	593	574
Girls	431	449	469	500

Student attendance profile

School				
Year	2018	2019	2020	2021
7	93.2	94.9	96.1	94.2
8	92.4	93.6	94.8	93.5
9	92.7	92.1	93.4	91.2
10	90	92.3	93.8	90.5
11	89	89.2	94.6	91.9
12	92.1	89.2	92.6	90.7
All Years	91.5	92	94.3	92.1
State DoE				
Year	2018	2019	2020	2021
7	91.8	91.2	92.1	89.7
8	89.3	88.6	90.1	86.7
9	87.7	87.2	89	84.9
10	86.1	85.5	87.7	83.3
11	86.6	86.6	88.2	83.6
12	89	88.6	90.4	87
All Years	88.4	88	89.6	85.9

Attendance

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 2020. 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.

Attendance figures in 2021 were calculated differently to align with the third edition of ACARA's National Standards for Student Attendance Data and Reporting. Changes include treating partial absences over 120 minutes as a half day absence (instead of their actual value, calculated as a proportion of a nominal 6-hour day) and covers all weeks during Semester 1. Prior to 2021, the final week of Term 2 was excluded.

Furthermore, the Department implemented an automated attendance feed (AAF) system in Semester 1 2021. AAF transfers data automatically from third-party attendance management systems to the Department's centralised data warehouse every night. The AAF has significantly improved data quality in 2021, which has affected data comparability

with previous years.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2021, COVID-19 continued to affect student attendance. Analysis of attendance codes showed a change in the structure of absence reasons in 2021.

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	1	6
TAFE entry	1	3	24
University Entry	0	0	69
Other	0	0	0
Unknown	1	0	1

Year 12 students undertaking vocational or trade training

8.48% of Year 12 students at Pennant Hills High School undertook vocational education and training in 2021.

Year 12 students attaining HSC or equivalent vocational education qualification

97.3% of all Year 12 students at Pennant Hills High School expected to complete Year 12 in 2021 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)	57.6
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 2021, 4.3% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

Workforce ATSI

Staff type	Benchmark ¹	2021 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	4.40%
Teachers	3.30%	3.20%

Note 1 - The NSW Public Sector Aboriginal Employment Strategy 2019-2025 takes a career pathway approach in that it sets an ambitious target of 3% Aboriginal employment at each non-executive grade of the public sector by 2025.

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.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2021 to 31 December 2021. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2021 Actual (\$)
Opening Balance	2,255,650
Revenue	13,202,529
Appropriation	12,474,414
Sale of Goods and Services	27,553
Grants and contributions	638,665
Investment income	3,523
Other revenue	58,374
Expenses	-13,227,848
Employee related	-11,607,416
Operating expenses	-1,620,432
Surplus / deficit for the year	-25,319
Closing Balance	2,230,331

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.

	2021 SBAR Adjustments (\$)
Targeted Total	164,922
Equity Total	375,774
Equity - Aboriginal	7,209
Equity - Socio-economic	33,301
Equity - Language	182,843
Equity - Disability	152,420
Base Total	10,814,453
Base - Per Capita	270,518
Base - Location	0
Base - Other	10,543,935
Other Total	846,244
Grand Total	12,201,393

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School performance - NAPLAN

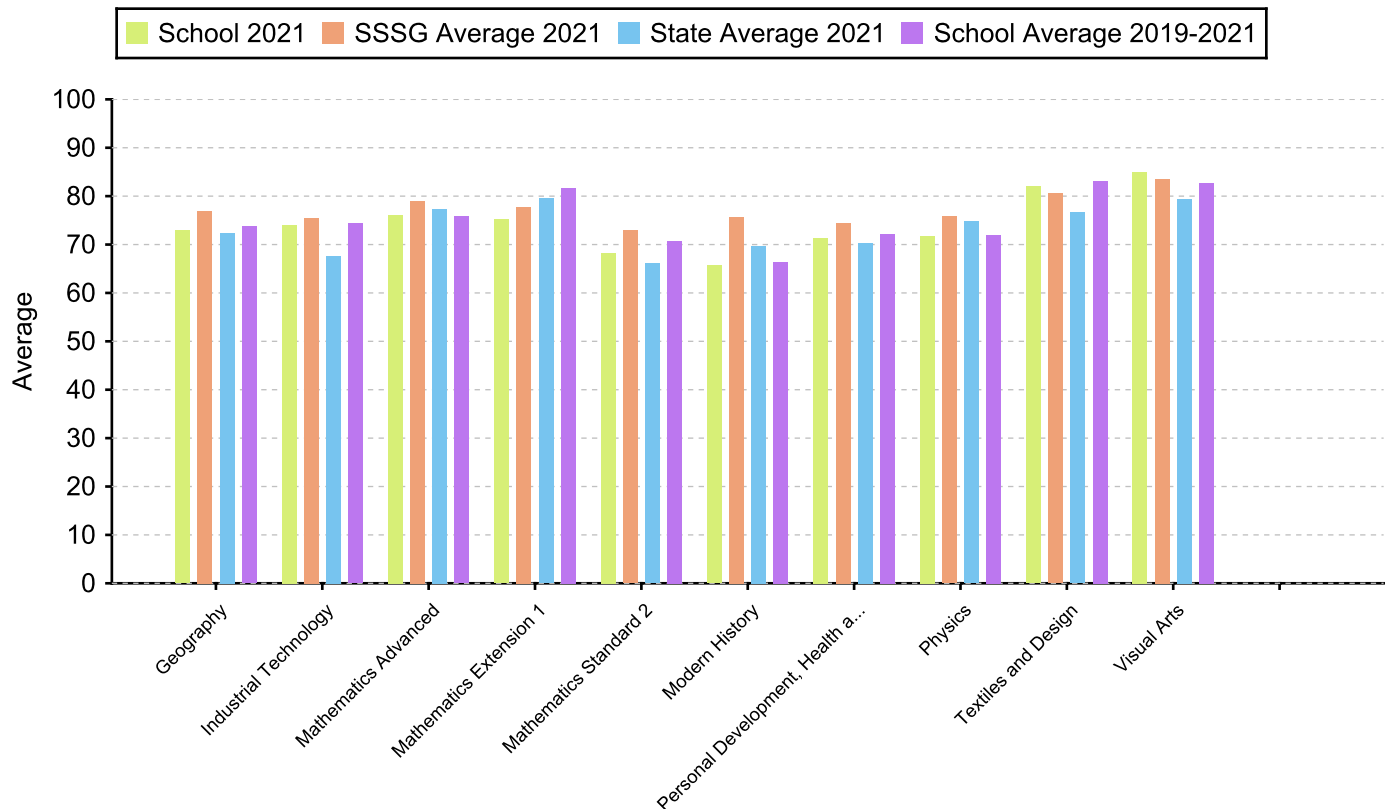
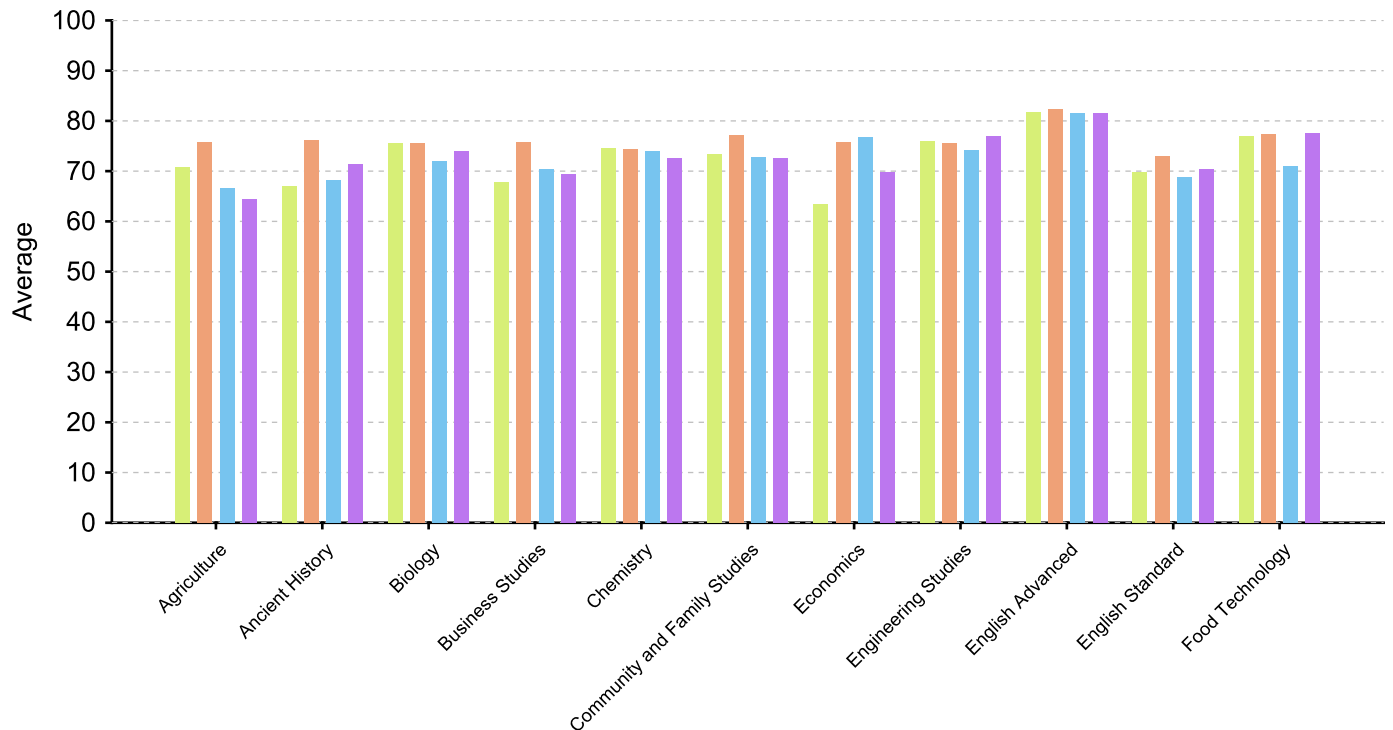
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

The My School website provides detailed information and data for national literacy and numeracy testing. Go to myschool.edu.au to access the school data.

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 2021	SSSG	State	School Average 2019-2021
Agriculture	70.7	75.8	66.7	64.4
Ancient History	67.0	76.2	68.1	71.4
Biology	75.6	75.5	71.9	74.0
Business Studies	67.8	75.7	70.4	69.3
Chemistry	74.6	74.3	74.1	72.5
Community and Family Studies	73.3	77.2	72.7	72.6
Economics	63.5	75.7	76.7	69.8
Engineering Studies	76.0	75.5	74.1	77.0
English Advanced	81.8	82.3	81.4	81.6
English Standard	69.8	72.9	68.8	70.3
Food Technology	77.0	77.4	71.0	77.5
Geography	72.9	77.0	72.4	73.7
Industrial Technology	74.0	75.5	67.7	74.3
Mathematics Advanced	76.1	79.0	77.4	75.8
Mathematics Extension 1	75.2	77.8	79.5	81.6
Mathematics Standard 2	68.3	72.9	66.1	70.8
Modern History	65.7	75.7	69.7	66.4
Personal Development, Health and Physical Education	71.4	74.4	70.3	72.2
Physics	71.8	75.8	74.8	72.0
Textiles and Design	82.0	80.6	76.6	83.1
Visual Arts	85.0	83.6	79.4	82.8

2021 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.

2021 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 value and support the inclusive nature of the school.

2021 Tell Them From Me Student Survey

On all measures of social engagement, our students report levels above the NSW average. They have high levels of participation in sports and other extra-curricula school activities along with positive friendships at school. Their positive behaviour at school is at exceptionally 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.

Anti-Racism Policy

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

Multicultural Education Policy

Teachers are responsible for addressing the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. The Principal is 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.