

2022 Annual Report

Pendle Hill High School



Pendle Hill High School

Responsibilities Respect Rights Learning

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Introduction

The Annual Report for 2022 is provided to the community of Pendle Hill 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 Pendle Hill High School, we are committed to improvement, personal best student learning and achievement, quality teaching and equity in educational opportunity and outcomes.

We aim to build a school-wide culture of excellence, high expectations, challenge, quality teaching and shared responsibility for improvement so that our students become confident, resilient, self-directed and successful learners.

School context

Pendle Hill High School is a coeducational, comprehensive school for students from Years 7 to 12, located in Western Sydney. Our school serves the Wentworthville, Pendle Hill and Toongabbie communities.

Pendle Hill High School is a school with strong community involvement and experienced and dedicated teaching, support and administrative staff.

We are a multicultural school community where students, parents and teachers work together to ensure that learning is celebrated, excellence is expected, effort is rewarded and diversity is respected.

63% of our students have a non-English speaking background and 7% of our students identify as being of Aboriginal or Torres Strait Islander background.

Individual learning needs are met through a mix of high performance and mixed ability classes to better support all students in their learning.

Excellence, commitment, achievement, respect and responsibility and the development of positive attitudes to learning and concern for others are actively promoted and rewarded as part of our learning and wellbeing programs.

Student numbers are expected to grow to approximately 1,370 over the coming years, and the construction of new buildings and refurbishment of facilities has begun. The facilities will include a new Library and resource centre, multimedia spaces and classrooms, a Lecture Theatre, seminar and practical activity spaces as well as outdoor learning spaces. These facilities will strengthen our focus on the delivery of high-quality teaching and learning programs in a well resourced, safe, caring and supportive environment.

An inclusive, collaborative and consultative planning process and situational analysis has identified the following strategic directions for our 2021-2024 Strategic Improvement Plan:

Strategic Direction 1: Student Growth and Attainment. This will involve a focus on student growth and achievement in literacy, numeracy and the HSC with students supported to improve their results by effective, evidence based teaching.

Strategic Direction 2: Collaboration and Quality Teaching. Effective teachers understand how students learn and enhancing staff professional knowledge and practice through collegiality, collaboration and innovation will lead to improved learning for students.

Strategic Direction 3: Engagement and Connection. Our learning culture is strengthened and student success is promoted by creating an environment and a variety of programs that encourage learning and wellbeing, with high levels of student, faculty, and community engagement.

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	2022 School Assessment
LEARNING: Learning Culture	Delivering
LEARNING: Wellbeing	Delivering
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Excelling
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	Delivering
LEADING: Management practices and processes	Sustaining and Growing

Strategic Direction 1: Student growth and attainment

Purpose

Our purpose is to ensure that teachers use effective data and evidence-based explicit teaching approaches so that students make measurable learning progress in reading, numeracy and the HSC.

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.

- Data and Evidence Driven Practice
- Monitor and Support Student Progress and Achievement.

Resources allocated to this strategic direction

Socio-economic background: \$58,000.00
English language proficiency: \$160,652.47
Refugee Student Support: \$5,823.10
Per capita: \$34,107.07

Summary of progress

Our purpose is to ensure that teachers use effective data and evidence based explicit teaching approaches so that students make measurable learning progress in reading, numeracy and the HSC and show better than expected growth in their learning.

Each of the identified improvement measures was addressed through the implementation of the initiatives as stated in our 2021 to 2025 Strategic Improvement Plan. We created structures to build the capacity of staff to collect, analyse and use data by building individual, faculty and whole school routines to use data to inform planning, identify interventions and modify teaching practice. We also used data to analyse student progress, evaluate growth over time, improve teacher judgement and improve the reporting of student achievement.

Teaching and Learning programs include evidence of adjustments made to address individual student needs so that students are both challenged and supported in their learning. Following review, changes were made to the format of Years 7 to 10 reports to improve readability and focus on areas of strength and required steps for improvement.

Self assessment against the School Excellence Framework shows that our school is currently performing at Sustaining and Growing in the element of Data Skills and Use and at the Excelling level in Reporting, although Delivering in the element of Student Performance Measures.

In 2023 we will continue to focus on strategies to further improve our Naplan reading and numeracy top band performance and build on our HSC results. Analysing and improving the HSC performance of our Aboriginal and Torres Strait Islander students will be a special focus. Teachers will be supported to respond to the learning needs of individual students by using explicit reading and numeracy strategies and by consolidating flexible and contemporary learning approaches in the classroom. We will also undertake an evidence based review of our performance against the themes and elements of the School Excellence Framework as part of a scheduled External Validation process.

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
Reading Increase NAPLAN reading top 2 bands by 4.1% uplift.	<ul style="list-style-type: none">• 9.46% of students achieved results in the top 2 performance bands in reading, similar to 2021 results but below our target• 17.86% of Year 7 students and 9.86% of Year 9 students achieved average percentage results in the top 2 bands, above 2021 totals• Target achievement impacted by daily high levels of staff and student absence because of surging Covid and influenza cases in our community
Numeracy	<ul style="list-style-type: none">• 11.59% of students achieved results in the top 2 performance bands in

Increase NAPLAN numeracy top 2 bands by 4.2% uplift.	<p>numeracy, well above the 2021 results</p> <ul style="list-style-type: none"> • 23.46 percent of Year 7 students and 11.94 percent of Year 9 students achieved average percentage results in the top 2 bands, above 2021 totals
Increase HSC Top 3 Bands by 3.4% uplift.	<ul style="list-style-type: none"> • 32.38% of students achieved results in the top 3 HSC performance bands, below our 2021 totals • Average course mark of 62.2% was similar to that achieved in other SSSG schools • All students met HSC Minimum Standards testing in Reading, Writing and Numeracy
<p>Reading</p> <p>Increase the percentage of students achieving expected growth in NAPLAN reading by 2.5%</p>	<ul style="list-style-type: none"> • Student growth was not able to be calculated for 2022 as Naplan did not run in 2020 • Previous student growth rate figures were above the average achieved in similar schools and in the state for both Years 7 and 9
<p>Numeracy</p> <p>Increase the percentage of students achieving expected growth in NAPLAN numeracy by 1.8%</p>	<ul style="list-style-type: none"> • Student growth was not able to be calculated for 2022 as Naplan did not run in 2020 • Previous student growth rate figures were above the average achieved in similar schools and in the state for both Years 7 and 9
The majority of staff report an improved awareness and knowledge of data and evidence driven practice to improve literacy learning outcomes.	<ul style="list-style-type: none"> • Faculty and whole school routines established for the regular collecting, recording and analysing and use of data to improve literacy, numeracy and HSC learning and achievement • Analysis of student progress and achievement data identifies trends and areas for improvement • Key target areas for intervention are identified and teaching practice modified

Strategic Direction 2: Collaboration and Quality Teaching

Purpose

Our purpose is to ensure ongoing, school wide improvement in assessment and teaching practice, with a focus on staff working collaboratively within and across faculties.

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.

- Differentiation and Personalised Learning
- Highly Effective Teaching Practice and Collaboration

Resources allocated to this strategic direction

Low level adjustment for disability: \$216,341.42

English language proficiency: \$76,614.00

Socio-economic background: \$20,000.00

Summary of progress

Our purpose is to ensure that teachers collaborate to understand how students learn, differentiate curriculum and assessment so that students achieve their learning goals and teachers take a systematic and sequenced approach to teaching, use data and evidence to assess how students are progressing and engage students in meaningful, challenging and future focused learning.

Each of the identified improvement measures were addressed through the implementation of the initiatives as stated in our 2021 to 2025 Strategic Improvement Plan. We created structures to pilot the Reciprocal Teaching of Reading in Stage 4, with a focus on identifying and addressing reading comprehension skills while building teacher and student group work skills. We also evaluated the Years 7 and 8 Galileo high potential classes to determine whether students, teachers and parents see these classes as promoting quality teaching, learning excellence and responsiveness in meeting the learning and wellbeing needs of students and what external and internal data confirmed about academic achievement in these classes.

A pilot cross faculty project team was established, with collaborative professional learning and scaffolded modelling of the roles of the reader and the teacher. As a result, teachers felt more confident in delivering structured group work in the classroom and students had a better understanding of their roles and responsibilities in this learning mode. There was a small improvement in reading comprehension for participating students. Evidence from the Term 4 Check In assessment showed that both Year 7 and Year 8 Galileo class students consistently performed well above cohort means for our school, the SSSG and the state in both literacy and numeracy. Internal assessment data also showed that Galileo students performed well above the cohort means in all subjects.

Self assessment against the School Excellence Framework shows that our school is currently performing at Sustaining and Growing in the elements of Effective Classroom Practice and Learning and Development, although Delivering in the element of Learning Culture.

In 2023 we will focus on developing cross faculty collaborative teacher practice in the 8 learning modes, as well as on consolidating the across - faculty use of learning success criteria, visible learning strategies and a common scope and sequence and programming template to improve collective teacher efficacy.

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
• 60% of teachers participate in collaboratively developed cross-faculty team meetings and report changes to teaching practice.	• 100% of teaching staff participated in collaboratively developed cross-faculty team meetings at school as part of a cycle of professional learning and collegial discussion to improve teacher efficacy • 100% of teaching staff participated in the G5 Girraween network 2022 Term 2 shared School Development Day, with a focus on visible learning

<ul style="list-style-type: none"> • 60% of teachers participate in collaboratively developed cross-faculty team meetings and report changes to teaching practice. 	<p>and collective efficacy. Participating schools included Holroyd, Greystanes, Girraween, Northmead and Pendle Hill High and evaluations supported changed teaching practice, with a greater focus on learning success criteria</p>
<p>Increase Tell Them From Me Survey data in the area of teacher collaboration and culture by 4% uplift in each.</p>	<ul style="list-style-type: none"> • Tell Them From Me baseline trend data shows that staff collaboration figures were similar to 2020 figures and were slightly below the state average of 7.8 • Learning culture figures improved from 7.6 in 2020 to 7.9 in 2022, just below the state average of 8 • Figures for Inclusive School, Parent Involvement, Data Informs Practice, Challenging and Visible Goals, Quality Feedback, Overcoming Obstacles to Learning and Technology all showed growth over 2020 figures
<p>Collect baseline data on current 7-10 assessment practices and trial recommendations for change for 2023.</p>	<ul style="list-style-type: none"> • Structures were established to enable staff to collaborate, share, discuss and evaluate teaching, learning and assessment best practice • Baseline data was collected on the completion of assessment tasks in Years 7 to 10 and in Years 11 and 12, the number and frequency of N award warnings issued and the number of zero marks awarded in exams • Assessment schedules and Years 7 to 10 report formats were reviewed, with changes made to Years 7 to 10 reports to improve readability and information to parents on course completion requirements • In class completion of tasks as assessment of learning with scaffolded support was trialled in Term 4

Strategic Direction 3: Engagement and Connection

Purpose

Our purpose is to provide innovative and future focussed learning environments and teaching to prepare students with the skills they need to succeed as active and successful learners.

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.

- Improvement, Innovation and Change
- Community Engagement

Resources allocated to this strategic direction

Socio-economic background: \$463,353.90

Per capita: \$75,000.00

Professional learning: \$50,268.44

English language proficiency: \$76,614.00

Integration funding support: \$114,475.00

Aboriginal background: \$25,010.81

Student support officer (SSO): \$96,058.00

Summary of progress

Our purpose is to ensure that our students and staff are actively engaged in innovative and contemporary teaching and learning experiences so that they develop the skills needed for active and successful learning with a growth mindset and a culture of high expectations.

Each of the identified improvement measures were addressed through the implementation of the initiatives as stated in our 2021 to 2025 Strategic Improvement Plan. We investigated, trialled and evaluated a series of contemporary teaching and learning practices and processes to optimise student learning, wellbeing and engagement in planned new buildings and refurbished facilities. We also used data, systematic processes and a range of activities to promote improved engagement and connection to learning and attendance.

Daily high levels of staff and student absence because of surging Covid and influenza cases in our community and the need to return to periods of Learning From Home meant that we were not able to see the expected positive changes to daily attendance from our Term 1 baseline data, even though attendance improvement measures continued as planned. Staff, students and parents were supportive of a review of school organisation and structures to facilitate organisational and teaching and learning efficiencies and promote a future focussed public image as part of the transition to new buildings and facilities.. The review benchmarked changes to daily organisation, a move to a stage based integrated sport model and a 4 day week for students in Years 11 and 12., with a 2023 implementation model developed, tested for compliance, communicated to staff, students and parents and incorporated into 2023 timetable development. A series of SLEC facilitated executive planning workshops developed a school readiness map and professional learning plan for 2023 and 2024 to support the transition to new learning spaces, the building of staff capacity and confidence and changes to pedagogy.

Self assessment against The School Excellence Framework shows that our school is currently performing at Sustaining and Growing in the elements of Effective Classroom Practice, Learning and Development, Educational Leadership and in School Planning, Implementation and Reporting.

In 2023 we will continue to focus on building the capacity of teachers to deliver active, involved and personalised learning experiences across classrooms and shared spaces as we move into our new, purpose designed buildings. A new instructional leader position will focus on delivering innovation, connection and primary school links initiatives.

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

<p>Increase the number of students attending 90% of days by a 3.3% uplift.</p>	<ul style="list-style-type: none"> • Target achievement impacted by daily high levels of staff and student absence because of surging Covid and influenza cases in our community over 2022, with a number of periods of reversion to Learning From Home • 42.6% of students had an attendance rate of 90% or more in Semester 1 2022 • 48.7% of students had an attendance rate of 90% or more in Semester 2 2022 • Overall attendance at school was 80.6% for 2022, slightly below the state average of 81.7%
<p>Lead learners investigate, identify and trial future focussed learning opportunities using innovative classroom spaces and pedagogy.</p>	<ul style="list-style-type: none"> • All faculties have developed, trialled and delivered contemporary teaching and learning approaches as part of preparations for movement into purpose built new learning facilities in mid 2023 • All teaching staff have had the opportunity to trial the use of refurbished teaching and learning spaces in 2022 • Classroom observation confirmed a change to more student centred and interactive teaching and learning approaches and a greater use of groupwork rather than individual student activity • Building project weekly and monthly planning meetings focused on issues of building design and general learning space layout, including the provision of operable doors to create large learning spaces, provision for active and involved learning experiences, library layout to maximise opportunities for individual, small group and whole class use and opportunities for community use. • The across faculty lead learner trial of the E Block prototype learning spaces identified a range of layout and furniture related issues, including comfort and stability in high seating, failure of height adjustable desk mechanisms and failure of some write on paint surfaces. Staff and students reported that the oversized lounge pieces were heavy and difficult to move and restricted the flexible use of spaces.
<p>Increase Tell Them From Me student interest and motivation data from 2021 baseline.</p>	<ul style="list-style-type: none"> • Target achievement impacted by daily high levels of staff and student absence because of surging Covid and influenza cases in our community over 2022, with a number of periods of reversion to Learning From Home • The Tell Them From Me school mean for Intellectual Engagement was 58%, well above the state mean of 47% and was highest for students in Year 11. This is a measure of the degree to which students are engaged and find learning interesting, enjoyable and relevant • The mean for Students Who Are Interested and Motivated in their Learning was 33%, above the state mean of 28% and was highest for students in Years 10 and 11. Interest and Motivation figures increased by 2% from the 2021 baseline
<p>Increase Tell Them From Me student and parent levels of satisfaction with school culture and practices from 2021 baseline data.</p>	<ul style="list-style-type: none"> • While student sense of belonging declined from 2021 baseline data, Tell Them From Me data shows that the school mean for students feeling that classroom instruction is well organised, with clear purpose and immediate feedback that helps them learn, is above the state mean • The school mean for Positive Teacher - Student relationships was above the state mean, as was the mean for Positive Learning Climate • Tell Them From Me data shows an increase in parent satisfaction with our school over 2021 baseline data in the areas of Parents Feeling Welcome, Parents Are Informed and The School Supports Learning • Tell Them From Me data shows that parent responses to the Partners in Learning survey were at or slightly above the state mean in 6 of the 7 survey measures

Funding sources	Impact achieved this year
<p>Refugee Student Support</p> <p>\$5,823.10</p>	<p>Refugee student support funding is provided to support students from refugee backgrounds who have been enrolled in an Australian school for less than three years.</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"> • Data and Evidence Driven Practice <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employment of additional staff for targeted student support • release time for staff to provide targeted support to students, including mentoring and tutoring • intensive English language and learning support to increase educational outcomes for students • strengthening orientation and transition program for identified students <p>The allocation of this funding has resulted in the following impact: Partnerships between the school and the parent/carer have been strengthened. Partnerships with local community organisations have been established.</p> <p>After evaluation, the next steps to support our students will be: Continue to maintain and strengthen the school's links with community organisations. Implement the RAW program for targeted students in 2023.</p>
<p>Integration funding support</p> <p>\$114,475.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Pendle Hill 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"> • Community Engagement <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • staffing release for individual case conferences and development of Personalised Learning and Support Plans (PLSPs) • implementation of targeted programs to differentiate teaching and learning programs • intensive learning and behaviour support for funded students • consultation with external providers for the implementation of Educational Pathways Program initiatives. • Provide additional support and personal care for students with identified disabilities. <p>The allocation of this funding has resulted in the following impact: All eligible students demonstrated progress towards their personalised learning goals. PLSP's were regularly updated throughout the year to meet the changing learning and support needs of students in the classroom and the playground.</p> <p>After evaluation, the next steps to support our students will be: Continue to strengthen our student identification, support and review processes in 2023.</p>
<p>Socio-economic background</p> <p>\$541,353.90</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Pendle Hill High School who may be experiencing educational disadvantage as a result of their socio-economic background.</p>

<p>Socio-economic background</p> <p>\$541,353.90</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"> • Data and Evidence Driven Practice • Differentiation and Personalised Learning • Improvement, Innovation and Change • Community Engagement <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • professional development of staff through SLEC to support student learning and achievement. • resourcing to increase equitability of resources and services • employment of external providers to support students with additional learning needs • providing students without economic support for educational materials, uniform, equipment and other items • Breakfast and Homework Clubs are available to students. <p>The allocation of this funding has resulted in the following impact:</p> <p>Reduced the economic barriers for students to participate in teaching and learning opportunities within our school.</p> <p>Subsidised workplace learning courses were able to be accessed by students to ensure equity and opportunity for all.</p> <p>The staffing allocation was used to provide a breadth of curriculum for Year 7 to Year 12, with access to a range of specialised programs and activities within and beyond the school.</p> <p>Communication and learning partnerships between parents and the school continued to be strengthened through a variety of communication mediums. Availability of a healthy breakfast program and a supervised homework program contributed to improved educational outcomes for students who participated.</p> <p>After evaluation, the next steps to support our students will be:</p> <p>Expand the range of extracurricular activities available in 2023 to include Art, Debating, and other areas of interest to students.</p> <p>Strengthen the Year 6 to 7 transition for students throughout 2023.</p> <p>Introduce and consolidate learning skills and modes to improve student outcomes and engagement.</p> <p>Maximising the use of new and flexible learning spaces to promote interactive and quality teaching and learning.</p>
<p>Aboriginal background</p> <p>\$25,010.81</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Pendle Hill 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"> • Community Engagement <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional staff to deliver personalised support for Aboriginal students • staffing release to support development and implementation of Personalised Learning Plans • Engagement with Sydney Story Factory to improve student literacy skills and cultural connection. <p>The allocation of this funding has resulted in the following impact:</p> <p>As a result of these programs, there was improved student engagement and a marginal improvement in student attendance.</p> <p>All Aboriginal students sitting for the 2022 HSC were successful in gaining the HSC credential and one student was elected on merit as one of 4</p>

<p>Aboriginal background</p> <p>\$25,010.81</p>	<p>School Captains as part of the student leadership initiative. A Year 11 student was successful in having her Years 8 to 10 fully funded Harding Miller Scholarship extended to Years 11 and 12.</p> <p>After evaluation, the next steps to support our students will be: Focus on connection to culture and sustainable practices to support student growth. Improving staff ability to engage with data to inform teaching and learning practice and improve student engagement and achievement.</p>
<p>English language proficiency</p> <p>\$313,880.47</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Pendle Hill 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"> • Data and Evidence Driven Practice • Monitor and Support Student Progress and Achievement. • Highly Effective Teaching Practice and Collaboration • Differentiation and Personalised Learning • Improvement, Innovation and Change • Community Engagement <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • additional staffing in classrooms to implement co-teaching programs and model EAL/D strategies across a range of faculties to promote and develop teacher skills and confidence in teaching EAL/D students • employment of additional staff to support delivery of targeted initiatives • provision of additional EAL/D support in the classroom and as part of differentiation initiatives • additional staffing intensive support for students identified in beginning and emerging phase • additional teacher time to provide targeted support for EAL/D students and for development of programs • accessing additional bilingual staff to support communication <p>The allocation of this funding has resulted in the following impact: Students were able to improve core skills in literacy through intensive support from staff. Classroom teachers developed strategies to promote subject-specific literacy and numeracy skills and curriculum concepts. Levels of EAL/D support were matched against the EAL/D phases to determine appropriate supports for individual students. In-class and withdrawal support led to higher rates of task completion and submission.</p> <p>After evaluation, the next steps to support our students will be: Provide additional professional learning for staff and introduce Multi Lit into the school to further target literacy skills for EAL/D students. Introduction of EAL/D English in Years 11 and 12 and creation of specialist EAL/D English classes for students who meet eligibility criteria.</p>
<p>Low level adjustment for disability</p> <p>\$216,341.42</p>	<p>Low level adjustment for disability equity loading provides support for students at Pendle Hill 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"> • Highly Effective Teaching Practice and Collaboration • Differentiation and Personalised Learning <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • providing support for targeted students within the classroom through the employment of School Learning and Support Officers

<p>Low level adjustment for disability</p> <p>\$216,341.42</p>	<ul style="list-style-type: none"> • targeted students are provided with an evidence-based intervention to increase learning outcomes • students are able to access a range of Educational Pathway Programs and Learning and Wellbeing Programs as part of supporting the whole child initiatives. • identification and support for students in Life Skills; Individual Learning Plans; HSC Special Provisions and HSC Minimum Standards. • employment of additional staff to support teachers to differentiate the curriculum and develop resources and classroom activities resulting in improvement for students with additional learning needs <p>The allocation of this funding has resulted in the following impact: PHHS employed SLSOs and equitably distributed a combination of withdrawal and in-class support for targeted students across the school. The school also made provision for a range of external programs for students to further their learning and wellbeing, resulting in increased engagement and attendance for participating students. Teachers were supported in their daily practice and students were supported in classrooms to achieve their best and enable access to the full curriculum. An expanded breadth of curriculum in Stages 4 and 5 promoted student engagement.</p> <p>After evaluation, the next steps to support our students will be: The school will be exploring a range of activities to improve student resilience and well being.</p>
<p>Professional learning</p> <p>\$50,268.44</p>	<p>Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy at Pendle Hill 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"> • Improvement, Innovation and Change <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • staff undertook a range of individual and collaborative professional learning activities throughout the year to develop specific course and faculty based learning • all staff engaged with the SLEC collaborative learning initiative in preparation for the move to new purpose built teaching and learning spaces • all staff engaged in G5 network collaborative learning, including formative assessment with Dylan William and collective teacher efficacy and visible learning with John Hattie <p>The allocation of this funding has resulted in the following impact: All staff have developed skills in current pedagogical practice by participating in learning to update knowledge and practice, targeted to professional needs and to school and system priorities. Staff can apply the principles of collaborative practice in the classroom to better support student achievement and are exploring the application of the 8 modes of learning to lift student achievement.</p> <p>After evaluation, the next steps to support our students will be: Collaboratively develop a Learning How To Learn program focused on the 8 learning modes, developed by staff and delivered weekly to all students. Provide professional learning in backward mapping for staff to lift HSC achievement. Pilot a SLEC co-teaching initiative with the English faculty linked to teaching in new and flexible spaces.</p>
<p>COVID ILSP</p> <p>\$292,639.00</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 2022.</p> <p>Funds have been targeted to provide additional support to students</p>

<p>COVID ILSP</p> <p>\$292,639.00</p>	<p>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"> • 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 and monitor the progress of identified student groups • providing targeted, explicit instruction for student groups in literacy and numeracy • providing intensive small group tuition for identified students who were identified through pre testing and by teacher recommendation • employing/releasing staff to coordinate the program • development of resources and planning of small group tuition <p>The allocation of this funding has resulted in the following impact: Plan 2 reports show that most students demonstrated some positive progress in their literacy and numeracy progression. Significant program disruption as a result of staffing shortages, staff and student illness and the need to revert to learning from home on 3 occasions meant that many embedded Covid ISLP learning sessions and activities did not take place, with the need to return significant funding as a result.</p> <p>After evaluation, the next steps to support our students will be: Focus on the recruitment of additional tutors and introduce an after school program to provide an expanded Covid ISLP service in 2023. Match Covid ISLP achievement data to Check In assessment data to focus on supporting students in the middle bands and better achieve 2023 growth targets. Provide literacy support to lower band and identified EAL/D students through MultiLit.</p>
<p>Student support officer (SSO)</p> <p>\$96,058.00</p>	<p>These funds have been used to support improved outcomes and the achievements of staff and students at Pendle Hill 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"> • Community Engagement <p>Overview of activities partially or fully funded with this Staffing - Other funding include:</p> <ul style="list-style-type: none"> • Permanent Student Support Officer appointed, undertaking all aspects of the published role • Individual and group support provided to targeted students, especially in the areas of wellbeing, mental health, social skills development and attendance • Sourcing and coordination of specialist programs and external providers to support student engagement and wellbeing, including growth coaching, conflict resolution, anger management, respectful relationships and social skills • Development of online communications, including infographics, Facebook and Instagram posts to support the whole school communication strategy <p>The allocation of this funding has resulted in the following impact: Many students have been supported to improve school belonging and connection, engagement and attendance, resilience and emotional regulation. Referral processes for the Student Support Officer were revised to enable better provision of targeted individual support, with increased coordination with other in school wellbeing personnel. Programs delivered were highly rated by participating students.</p> <p>After evaluation, the next steps to support our students will be: Establish a QR code referral system for wellbeing referrals to the Student Support Officer and School Psychologist. Revise the school wellbeing website, with a focus on self help and resilience</p>

<p>Student support officer (SSO)</p> <p>\$96,058.00</p>	<p>strategies.</p> <p>Investigate available programs to support and monitor connection, attendance and engagement for Years 7 to 10 Aboriginal students and Years 6 to 7 transition.</p>
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Student information

Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	205	224	244	276
Girls	174	171	188	193

Student attendance profile

School				
Year	2019	2020	2021	2022
7	90.1	92.0	89.2	85.7
8	88.2	87.5	83.8	81.4
9	85.3	87.6	84.1	79.7
10	77.7	87.9	82.3	77.6
11	87.5	80.3	83.6	77.7
12	83.2	89.1	83.3	79.5
All Years	86.0	87.8	84.6	80.6
State DoE				
Year	2019	2020	2021	2022
7	91.2	92.1	89.7	85.5
8	88.6	90.1	86.7	82.1
9	87.2	89.0	84.9	80.5
10	85.5	87.7	83.3	78.9
11	86.6	88.2	83.6	80.0
12	88.6	90.4	87.0	83.9
All Years	88.0	89.6	85.9	81.7

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 from 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 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.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2022, student attendance was impacted by a range of factors:

- Families evacuating and relocating due to NSW floods
- Sick students staying at home until a negative COVID-19 test was returned
- Household members testing positive to COVID-19
- The easing of COVID-19 border controls at the beginning of 2022 which allowed families to travel inter-state and overseas.

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	5	20
TAFE entry	0	2	30
University Entry	0	0	50
Other	0	0	0
Unknown	0	0	0

Year 12 students undertaking vocational or trade training

18.18% of Year 12 students at Pendle Hill High School undertook vocational education and training in 2022.

Year 12 students attaining HSC or equivalent vocational education qualification

93.6% of all Year 12 students at Pendle Hill High School expected to complete Year 12 in 2022 received a Higher School Certificate or equivalent vocational education and training qualification.

Other students elected to complete a Record of Achievement only program of studies or withdrew from the HSC exams.

All students undertaking courses at TAFE as part of their HSC program successfully achieved the TAFE course credential.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	1
Head Teacher(s)	6
Classroom Teacher(s)	30.7
Learning and Support Teacher(s)	1.3
Teacher Librarian	1
Teacher ESL	2
School Counsellor	1
School Administration and Support Staff	9.78
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 2022, 4.6% of the department's overall workforce identify as Aboriginal and/or Torres Strait Islander Peoples.

Aboriginal and Torres Strait Islander school workforce composition

Staff type	Benchmark ¹	2022 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.00%	4.10%
Teachers	3.00%	3.30%

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 2022 to 31 December 2022. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with department policy requirements.

	2022 Actual (\$)
Opening Balance	2,032,146
Revenue	8,406,985
Appropriation	8,289,190
Sale of Goods and Services	38,579
Grants and contributions	65,490
Investment income	11,035
Other revenue	2,691
Expenses	-7,972,998
Employee related	-7,090,318
Operating expenses	-882,681
Surplus / deficit for the year	433,986
Closing Balance	2,466,132

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.

	2022 SBAR Adjustments (\$)
Targeted Total	120,298
Equity Total	1,096,587
Equity - Aboriginal	25,011
Equity - Socio-economic	541,354
Equity - Language	313,880
Equity - Disability	216,341
Base Total	5,924,431
Base - Per Capita	109,107
Base - Location	0
Base - Other	5,815,324
Other Total	506,036
Grand Total	7,647,351

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 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 2022	SSSG	State	School Average 2020-2022
Biology	61.3	62.3	68.5	64.9
Business Studies	57.9	67.9	71.2	57.8
English Standard	62.3	65.7	68.1	63.3
Food Technology	63.7	66.7	69.7	64.7
Legal Studies	55.9	66.0	70.8	59.3
Mathematics Standard 2	55.0	63.1	67.6	58.3
Personal Development, Health and Physical Education	55.4	65.7	67.5	65.3
Visual Arts	73.7	76.8	79.8	74.0

Parent/caregiver, student, teacher satisfaction

Throughout the year our school seeks ongoing feedback from parents, students and staff about our school's programs and policies. Regular forums that provide opportunities for this include student leadership, faculty and staff meetings, Parent/Teacher evenings, School Development Days, class discussions and specific focus groups and online surveys.

Our school is in regular contact with students and families, with Google Surveys routinely used to seek student, staff and parent input into operational school decisions. Major areas for staff, student and parent consultation in 2022 related to the need to undertake significant structural and organisational change in the areas of Years 7 to 10 Sport and Year 11 and 12 curriculum and patterns of attendance.

Parents, students and staff considered that their concerns were taken seriously and were acted upon, with regular follow-up communication. Our school will continue to further improve school programs in response to feedback from parents, students and staff.

Parents were especially positive about improvements made to the school website and Facebook and to the Parent Portal and Google Guardian programs, as well as the electronic distribution of all student reports. Term 1 Interim School Reports for students in Years 7 to 10 were strongly supported, as was the increased use of Google Surveys to seek student, staff and parent input to a range of school decisions. The daily SMS messaging service relating to attendance, lateness and the wearing of uniform also rated highly with parents.

Parents, teachers and students again completed the Tell Them From Me survey in 2022. Parent survey responses in the areas of Parents Feel Welcome, Parents Are Informed, School Supports Learning and Inclusive School showed improvement since the 2020 survey and were at or above the NSW Government school norm.

Staff reported a growing sense of overload, with their role increasingly becoming more complex and challenging. The impact of teacher shortages and a surge in Covid and influenza related staff absences had a major impact on teacher confidence and morale. Survey results in the areas of Inclusive School, Parent Involvement, Collaboration, Learning Culture, Data Informs Practice, Teaching Strategies, Challenging and Visible Goals, Quality Feedback and Overcoming Obstacles To Learning all showed improvement since the 2020 survey and were slightly below or close to the NSW Government school norm. The area of Technology showed a significant increase and was well above the NSW Government school norm.

Student responses to the Tell Them From Me survey also reflected the delayed impacts on student motivation, engagement and sense of belonging of continuing high levels of ongoing Covid in our community. Student responses in the areas of Effective Learning Time, Relevance, Explicit Teaching Practices and Feedback, Positive Learning Climate and Expectations For Success had increased since the last survey and were above the NSW Government school norm.

As in previous years, there was almost unanimous support from parents for the continued enforcement of our school uniform policy. Students overwhelmingly nominated the quality of their teachers as the best feature of their time at this school in formal exit surveys conducted at the end of Year 12.

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.