2022 Annual Report

Pennant Hills High School

8438

Introduction

The Annual Report for 2022 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	2022 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	Sustaining and Growing
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.

- Highly Effective Teaching Practice
- Literacy and Numeracy Project

Resources allocated to this strategic direction

English language proficiency: $108,274.00
Low level adjustment for disability: $157,230.00
Integration funding support: $252,668.00
Socio-economic background: $33,502.00
Aboriginal background: $8,160.70

Summary of progress

Our focus in 2022 continued to be on the use of highly effective teaching practices to improve student literacy and numeracy outcomes. The Numeracy Improvement Plan, with numeracy demands in Stages 4 to 5 now identified across all KLA syllabuses and programs, saw an ongoing focus on numeracy across all KLAs. Staff have been actively exploring external and value add data to inform teaching practice. The COVID ILSP was again used to target identified and supported students who had fallen behind in their learning.

There has been a continuation in the school wide focus on writing with significant improvement in writing results across a number of different measures. In 2022, the Year 7 Average NAPLAN scores have risen for the Writing domain, higher even than the increase seen in 2021. The Writing results for Year 7 have been exceptional and represent a significant effort on the part of teachers across the KLAs involved in the Writing in Schools Project. Results have been the school's highest but now also exceed the SSSG for the first time in 6 years. The Year 9 Average NAPLAN scores for Writing are the highest ever for Pennant Hills High and, while marginally below the SSSG, still an area of success. Year 7 Reading results are moving towards our goal and have risen above that of SSSG results and are significantly higher than the state average scores. Year 9 NAPLAN results in Reading do not yet show progress towards our targets and will have continued focus. A pilot program using goal setting to support writing skills in Year 10 students saw a significant improvement in writing results across all students over the course of the year. Survey results showed that students' self-efficacy in writing improved significantly.

In 2023, 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. The Writing in Schools project team will continue to engage in implementing more professional learning in Writing but will be expanded into a school-wide Reading focus with a Read to Write project.

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 • Improvement in the percentage of HSC course results in top two bands to the lower bound target 49.3% or above.	• 43.28% of students attained results in the top two bands demonstrating an increase of 7.22% and progress toward the lower bound target.
NAPLAN Top 2 Bands - Reading • Improvement in the percentage of	• 30.43% of students achieved in the top two bands in NAPLAN **reading** indicating progress yet to be seen toward the lower-bound target.

students achieving in the top 2 bands to be at or above the school's lower bound system-negotiated target in reading of 37.6%	
NAPLAN Top 2 Bands - Numeracy Improvement in the percentage of students achieving in the top 2 bands to be at or above the school's lower bound system-negotiated target in numeracy of 49.8%.	• 44.44% of students achieved in the top two bands in NAPLAN **numeracy** indicating progress toward the lower-bound target.
NAPLAN Expected Growth - Reading 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%.	• Expected growth cannot be calculated as NAPLAN was not conducted in 2020 and comparative student performance results are not available for 2022.
NAPLAN Expected Growth - Numeracy 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%.	• Expected growth cannot be calculated as NAPLAN was not conducted in 2020 and comparative student performance results are not available for 2022.
Attendance Increase the percentage of students attending school 90% or more of the time to be moving towards the lower bound system-negotiated target of 82.8%.	• The number of students attending greater than 90% of the time or more has decreased by 19.72%. This data was heavily impacted by the Public Health Orders in place at the beginning of 2022 in relation to COVID 19 when this data was harvested.

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 the Learning Management System CANVAS

Resources allocated to this strategic direction

Professional learning: $94,657.00

Summary of progress

Quality Teaching Rounds (QTR)

In 2022, two teams of three teachers underwent training in Quality Teaching Rounds (QTR) and successfully completed a round of classroom observations and reflection. Experienced leaders mentored the next team leaders who successfully conducted the round, ensuring the continuity of the process. The plan to establish two rounds in 2022 was undermined by a large teacher absence during the post-Covid return to school. This, and the shortage of casual teachers, restricted the cover for observational days and prevented a second round. First Professional Learning session and Professional Readings were rated highly by the QTR Team participants. Observation feedback was extremely valuable due to the detailed nature that is given against QTR criteria. The impact of this initiative has been that teachers benefited from the reflection on their own teaching practice and the implementation of the Quality Teaching Framework in their lessons. Professional reading and dialogue contributed to new insights and perspectives across faculties.

In 2023, we will form a QTR professional learning team of at least eight teachers that will meet three times per term to prepare for observational rounds and conduct professional readings and discussions. The QTR Team will train 8 new teachers in TM 1 2023. Professional Learning funds will be made available to facilitate the QTR process.

The Technology Integration Matrix - and a Learning Management System

In 2022, as part of the Professional Learning Program, familiarization with the Technology Integration Matrix was initiated. At the completion of this session there was a clear direction established whereby teachers needed to have further experience with a variety of technology applications. Consequently a smorgasbord of technology themed professional learning options were offered to staff in order to meet them at point of need. This was very well received as a positive professional learning opportunity.

As a result, teachers feel more confident to design lessons that included the technology application in which they developed their skills. Teaching and learning programs have been enriched as a result.

In 2023, in this initiative, we will establish an Embedded Technology professional learning team to further build on capacity with CANVAS and the delivery of a Year 7 Technology Induction program.

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 • Percentage of teachers that have undertaken Quality Teaching Rounds	• Analysis of the QTR data indicates 8% of teachers have undertaken Quality Teaching Rounds and demonstrated an observable increase in intellectual quality and an increase in meaningful student learning.

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%.	
Technology • Percentage of teachers effectively implementing and utilising Canvas as an online learning platform to create 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%.	• Analysis of usage data indicates 84% of teachers effectively implementing and utilising Canvas as an online learning platform.

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

Student support officer (SSO): $96,058.00
Per capita: $137,000.00

Summary of progress

High Expectations

The initiative was to focus on elevating high expectations as a focus for staff and students. Student achievement was acknowledged through the establishment of the Principal's Commendation and morning tea to reward students who had excelled in each subject. The High Potential and Gifted Education (HPGE) team established processes to implement the new HPGE policy, including monitoring student progress, and established a collaborative team of the HPGE teachers to facilitate communication, build capacity and share knowledge. An accelerated Aboriginal Studies course, to commence in 2023, has been developed for selected Year 9 students. Positive Behaviour for Learning (PBL) initiatives have been implemented around high expectations for behaviour including the launch of new branding for PBL, the revitalisation of rapid reward cards based on the school values - Responsibility, Integrity and Achievement (RIA) and the implementation of a Mobile Phone Policy. The formation of a proactive HPGE team has enabled the implementation of elements of the HPGE policy and the establishment of the accelerated course. The PBL team is dynamic and proactive and has driven the positive changes in behaviour through strong communication to staff and students. There were delays in the roll out of some of the PBL initiatives due to the flow on effects of high staff absences although there has been an increase in momentum since that time. The impact of this initiative has been that high expectations have become a greater focus within the school with both teachers and students beginning to value achievement and appropriate behaviour.

In 2023, we will extend the Principal's Commendation across all year groups, review the impact of the PBL initiatives, and design further programs to either improve the current ones or focus on other areas of concern. The HPGE collaborative group will be supported through allocated professional learning time three times per term to share strategies and information about the students in the HPGE class and identify their specific needs.

Positive Community Engagement

The focus In 2022 was to enhance the school's positive community engagement through the establishment of the Principal's Commendation Presentation Morning tea to which both students and their parents/carers were invited. We were unable to extend the Principal Commendation morning teas across all year groups due to large numbers of student and teacher absences and the shortage of casual teachers in the second half of the year. The reinstatement of face-to-face gatherings for the Student Leadership Council Induction, Open Day and Parent Teacher interviews, information nights such as the Year 10 subject selection evening, the Transition to Senior School, and Presentation Night has contributed positively to community engagement. The Inaugural Winter Carnival which was a collaboration of parents, staff, students and local businesses that raised $25,000, the musical production of Shrek that included 60 students from our partner primary schools, and the re-establishment of the annual Penno Reno to beautify the school environs were also instrumental in improving the engagement of our community within the school. A close working relationship with the P&C and the parents in the school, and the ending of Covid restrictions, enabled community access to the school, and well-established connections with partner primary schools encouraged the commitment of their students to the musical. The impact of this initiative has been that parents, students and staff valued the opportunities available to positively interact together within the school community.

In 2023, in this initiative, we will continue to work collaboratively with the P&C and the local community to extend these projects and refine the processes to ensure an improvement in the outcomes.

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 • 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%.	• Analysis of Tell Them From Me data indicates a score of 5.9 of students reporting a positive learning culture. This is above the state norm. • Analysis of Tell Them From Me data indicates a score of 44% of students who report intellectual engagement. This is an increase of 2%
• Community Engagement • 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% 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.	• Analysis of Tell Them From Me data indicates 19% of parent/carers completed the survey. • Analysis of Tell Them From Me data indicates a score of 6.3 in the "School Supports Learning" trend report.

Funding sources	Impact achieved this year
Integration funding support $252,668.00	Integration funding support (IFS) allocations support eligible students at Pennant Hills High School in mainstream classes who require moderate to high levels of adjustment. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Literacy and Numeracy Project **Overview of activities partially or fully funded with this targeted funding include:** • additional staffing to assist students with additional learning needs • staffing release for individual case conferences and development of Personalised Learning and Support Plans (PLSPs) • employment of staff to provide additional support for students who have high-level learning needs • intensive learning and behaviour support for funded students • implementation of targeted programs to differentiate teaching and learning programs • release for classroom teachers to liaise with carers and stakeholders to develop and conduct regular reviews of students' personalised learning and support plans (PLSP) **The allocation of this funding has resulted in the following impact:** 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. **After evaluation, the next steps to support our students will be:** to continue 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.
Socio-economic background $33,502.00	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. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Literacy and Numeracy Project **Overview of activities partially or fully funded with this equity loading include:** • resourcing to increase equitability of resources and services • providing students without economic support for educational materials, uniform, equipment and other items **The allocation of this funding has resulted in the following impact:** equitable access for all students to engage in the curriculum and extra curricular activities. **After evaluation, the next steps to support our students will be:** to continue to support families financially so that they can engage in all school activities. employ an SLSO to support identified students.
Aboriginal background $8,160.70	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

Aboriginal background $8,160.70	educational measures, improves to match or better those of the broader student population, while maintaining cultural identity. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Literacy and Numeracy Project **Overview of activities partially or fully funded with this equity loading include:** • employment of additional staff to deliver personalised support for Aboriginal students • community consultation and engagement to support the development of cultural competency • employment of specialist additional staff (LaST) to support Aboriginal students • staffing release to support development and implementation of Personalised Learning Plans • employment of specialist additional staff (SLSO) to support Aboriginal students **The allocation of this funding has resulted in the following impact:** an increase in Aboriginal families engaging in the PLP process with conversations becoming more authentic as a result of the welcoming and informal setting. **After evaluation, the next steps to support our students will be:** engaging a literacy and numeracy focused Aboriginal identified position to deliver differentiated and personalised support to Aboriginal students.
English language proficiency $108,274.00	English language proficiency equity loading provides support for students at all four phases of English language learning at Pennant Hills High School. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Literacy and Numeracy Project **Overview of activities partially or fully funded with this equity loading include:** • 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 to implement co-teaching programs to provide intensive support for all students from EAL/D backgrounds • additional teacher time to provide targeted support for EAL/D students and for development of programs • engagement of an EAL/D specialist teacher to model EAL/D strategies, with the aim of increasing teacher confidence and practice in their classrooms **The allocation of this funding has resulted in the following impact:** 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. **After evaluation, the next steps to support our students 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 samples to assist in supporting EAL/D students.
Low level adjustment for disability $157,230.00	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. **Funds have been targeted to provide additional support to students**

Low level adjustment for disability	**enabling initiatives in the school's strategic improvement plan including:**
$157,230.00	• Literacy and Numeracy Project
	Overview of activities partially or fully funded with this equity loading include:
	• 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
	• providing support for targeted students within the classroom through the employment of School Learning and Support Officers
	• targeted students are provided with an evidence-based intervention (IXL Program) to increase learning outcomes
	The allocation of this funding has resulted in the following impact: an increase of students achieving at or above expected growth in NAPLAN results. The school's value-add results have also improved. 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.
	After evaluation, the next steps to support our students 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.
Professional learning	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 Pennant Hills High School.
$94,657.00	
	Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:
	• Quality Teaching Rounds
	• The Technology Integration Matrix and the Learning Management System CANVAS
	Overview of activities partially or fully funded with this initiative funding include:
	• Professional learning and 3 QTR Teams across 5 faculties established and the QTR process completed.
	• engaging a specialist teacher to unpack evidence-based approaches to teaching writing and explore modelled, interactive, guided and independent writing
	The allocation of this funding has resulted in the following impact: increased capacity of all teachers to embed effective practices in the explicit teaching of writing, resulting in improved internal and external student results.
	After evaluation, the next steps to support our students will be: personalised and targeted professional learning in the form of mentoring and co-teaching.
COVID ILSP	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.
$35,000.00	
	Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:
	• Other funded activities
	Overview of activities partially or fully funded with this targeted funding include:

COVID ILSP $35,000.00	• 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 targeted, explicit instruction for student groups in literacy/numeracy. **The allocation of this funding has resulted in the following impact:** the majority of the students in the program achieving significant progress towards their personal learning goals **After evaluation, the next steps to support our students 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 classrooms. Providing additional in-class support for some students to continue to meet their personal learning goals will also be a priority.
Student support officer (SSO) $96,058.00	These funds have been used to support improved outcomes and the achievements of staff and students at Pennant Hills High School **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • High Expectations **Overview of activities partially or fully funded with this Staffing - Other funding include:** • developed and delivered evidence-based strategies to build students wellbeing, resilience and pro social behaviours in consultation with the school welfare team. **The allocation of this funding has resulted in the following impact:** individualised, sustainable support to meet student needs. proactive, preventative strategies employed to support students. created community connections through external agencies to support school wellbeing programs. **After evaluation, the next steps to support our students will be:** to continue to employ the student support officer. consolidate programs implemented in 2022. further development and implementation of targeted wellbeing programs. to build the capacity of the student support officer to meet the more complex needs of targeted students.

Student information

Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	570	593	574	562
Girls	449	469	500	513

Student attendance profile

School				
Year	2019	2020	2021	2022
7	94.9	96.1	94.2	89.6
8	93.6	94.8	93.5	88.0
9	92.1	93.4	91.2	89.0
10	92.3	93.8	90.5	85.8
11	89.2	94.6	91.9	85.8
12	89.2	92.6	90.7	88.7
All Years	92.0	94.3	92.1	87.8
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	2	0
Employment	0	2	10
TAFE entry	2	5	17
University Entry	0	0	67
Other	0	0	0
Unknown	0	2	6

Year 12 students undertaking vocational or trade training

9.52% of Year 12 students at Pennant Hills High School undertook vocational education and training in 2022.

Year 12 students attaining HSC or equivalent vocational education qualification

96.4% of all Year 12 students at Pennant Hills High School expected to complete Year 12 in 2022 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)	58.6
Learning and Support Teacher(s)	0.8
Teacher Librarian	1
Teacher ESL	0.4
School Counsellor	2
School Administration and Support Staff	18.57
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	2,230,331
Revenue	14,113,598
Appropriation	13,046,190
Sale of Goods and Services	44,074
Grants and contributions	928,523
Investment income	28,998
Other revenue	65,814
Expenses	-14,245,393
Employee related	-12,089,306
Operating expenses	-2,156,088
Surplus / deficit for the year	-131,795
Closing Balance	2,098,536

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	252,668
Equity Total	307,170
Equity - Aboriginal	8,161
Equity - Socio-economic	33,503
Equity - Language	108,275
Equity - Disability	157,232
Base Total	11,201,343
Base - Per Capita	278,130
Base - Location	0
Base - Other	10,923,213
Other Total	971,439
Grand Total	12,732,619

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.
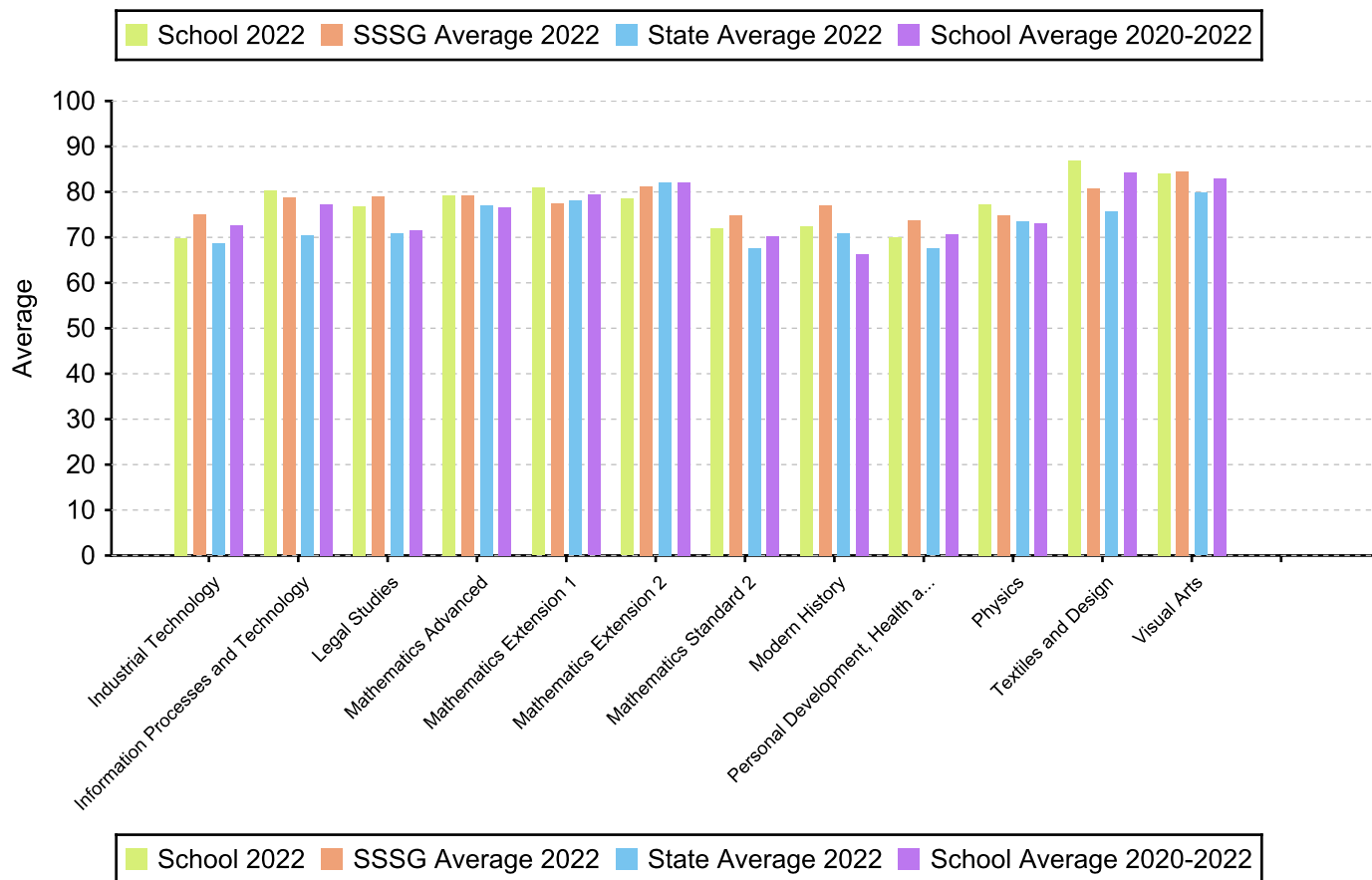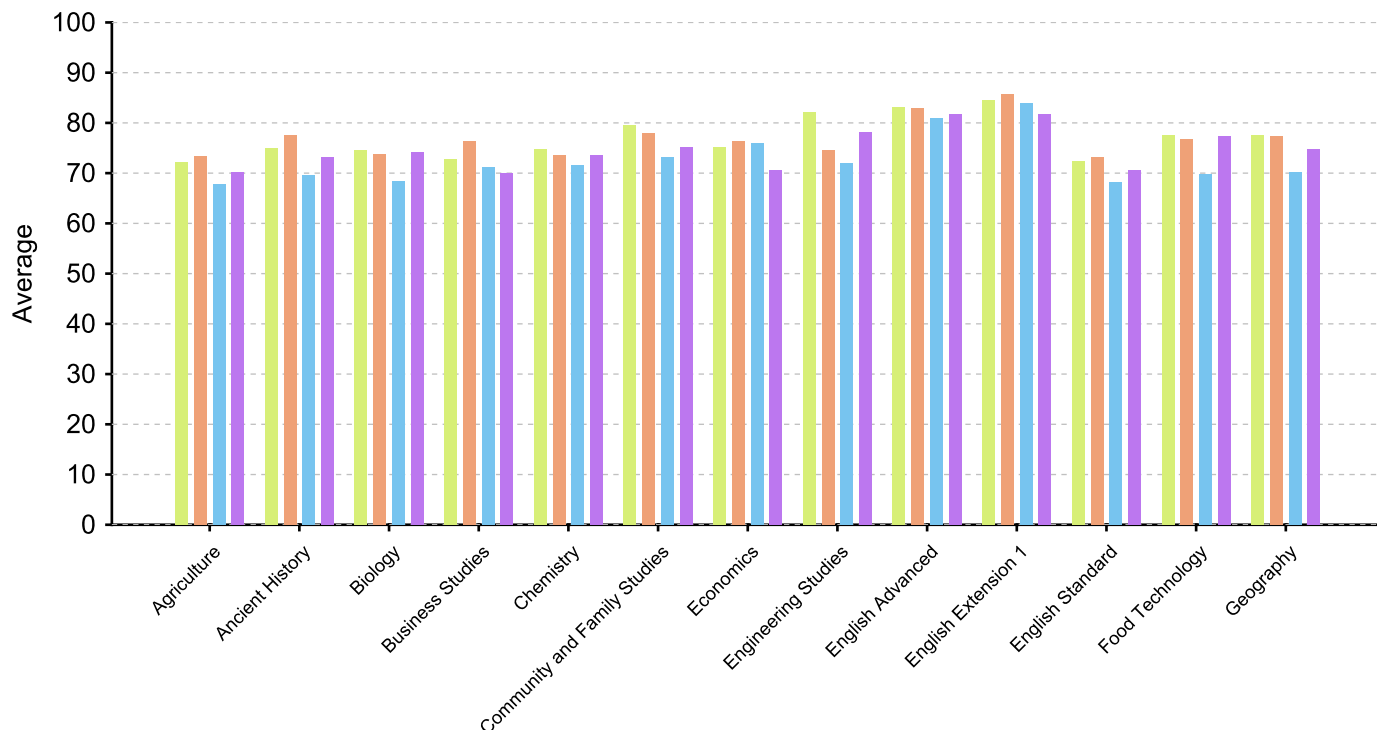
School performance - NAPLAN

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.

Legend: School 2022 | SSSG Average 2022 | State Average 2022 | School Average 2020-2022

Legend: School 2022 | SSSG Average 2022 | State Average 2022 | School Average 2020-2022

Subject	School 2022	SSSG	State	School Average 2020-2022
Agriculture	72.2	73.4	67.8	70.1
Ancient History	74.9	77.5	69.6	73.2
Biology	74.5	73.7	68.5	74.1
Business Studies	72.8	76.3	71.2	70.1
Chemistry	74.8	73.6	71.7	73.6
Community and Family Studies	79.5	78.0	73.2	75.2
Economics	75.1	76.3	76.0	70.7
Engineering Studies	82.2	74.5	72.0	78.1
English Advanced	83.2	82.9	81.0	81.8
English Extension 1	84.6	85.7	83.9	81.7
English Standard	72.3	73.2	68.1	70.6
Food Technology	77.5	76.7	69.7	77.3
Geography	77.5	77.4	70.2	74.8
Industrial Technology	69.8	75.0	68.6	72.6
Information Processes and Technology	80.4	78.7	70.5	77.3
Legal Studies	76.8	79.0	70.8	71.6
Mathematics Advanced	79.2	79.2	77.1	76.6
Mathematics Extension 1	80.9	77.5	78.0	79.4
Mathematics Extension 2	78.5	81.2	82.2	82.0
Mathematics Standard 2	72.1	75.0	67.6	70.3
Modern History	72.5	77.0	70.9	66.3
Personal Development, Health and Physical Education	70.1	73.7	67.5	70.6
Physics	77.2	74.8	73.5	73.2
Textiles and Design	87.0	80.8	75.7	84.3
Visual Arts	84.0	84.5	79.8	83.0

Parent/caregiver, student, teacher satisfaction

2022 Partners in Learning Parent Survey

The 'Partners in Learning' parent survey provided feedback to our school indicating that they feel welcome and particularly value the support of the administrative staff when they have any queries. Parents believe that our school is a safe environment which supports positive behaviour and learning. Parents state that students understand the expectations of the school, that they are satisfied with school communications and that they would recommend the school to others.

2022 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 and on strategies to engage students, that our teachers use data to inform practice, set high expectations and value and support the inclusive nature of the school.

2022 Tell Them From Me Student Survey

On all measures of social engagement, our students report score strongly with 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 out school is also above the NSW norms for providing quality instruction, positive teacher student relations, learning climate and they have increasingly 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.