

2023 Annual Report

Pendle Hill High School



8395

Introduction

The Annual Report for 2023 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 and participated in an external validation. The Framework is a statement of what is valued as excellence for NSW public schools, both now and into the future. The Framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

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

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

Our self-assessment and the external validation process will assist the school to refine our 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/school-excellence>

Self-assessment using the School Excellence Framework

| Elements | 2023 School Assessment |
|--|------------------------|
| LEARNING: Learning Culture | Sustaining and Growing |
| LEARNING: Wellbeing | Sustaining and Growing |
| 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 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

Aboriginal background

Beginning teacher support

Integration funding support

Low level adjustment for disability

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 confirmed by external validation against the School Excellence Framework shows that our school is currently performing at Sustaining and Growing in this area.

In 2024 as part of our new school improvement plan we will continue to focus on strategies to further improve our Naplan and Check In reading and numeracy performance and to build on our HSC results. Analysing and improving the performance of students identified as struggling 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 and the development of a growth mindset by students.

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 |
|--|---|
| Increase HSC Top 3 Bands by 6.8% uplift. | <ul style="list-style-type: none">• A 10.3% uplift in HSC Top 3 bands performance was achieved at the 2023 HSC., above our target• All Year 12 students met HSC Minimum Standards Testing in Reading, Writing and Numeracy• Students were mentioned in the HSC Distinguished Achievers Merit list in Ancient History, Biology, Mathematics Advanced, Mathematics Extension 1, Mathematics Extension 2 and Physics with Band 6 performances• Band 1 and 2 performance decreased, while there was significant growth and consolidation of Band 4 and 5 performance across KLAs. Band 4 |

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| <p>Increase HSC Top 3 Bands by 6.8% uplift.</p> | <p>performance doubled. <ul style="list-style-type: none"> • Top Atars 96.45 and 96.05 </p> |
| <p>Staff report improved confidence and capacity in using data and evidence to identify learning gaps and strategies to improve literacy learning outcomes.</p> | <ul style="list-style-type: none"> • Faculty and whole school routines were established for the regular collecting, recording, 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 • While Tell Them From Me teacher data confirms that staff confidence and capacity in using data and evidence to inform practice was slightly below the state norm overall, the items of using assessments to identify areas of student difficulty, inform lesson planning and to give students feedback were above the state norm. |
| <p>An increase in Check-in Assessment mean scaled score for reading in Year 7 and 9 for 2023 compared with Year 7 and 9 in 2022.</p> | <ul style="list-style-type: none"> • Scaled score data shows that the Check-in assessment mean scaled score for reading in Year 7 2023 was 6.1 points above that achieved by Year 7 2022 • Scaled score data shows that the Check-in assessment mean scaled score for reading in Year 9 2023 was 15.5 points above that achieved by Year 9 2022 • Mean scaled score reading data shows a pattern of growth for students each year from Year 7 2021 to Year 9 2023 • Mean scaled score in reading for both Year 7 and Year 9 2023 is above the average achieved in similar schools |
| <p>An increase in Check-in Assessment mean scaled score for numeracy in Year 7 and 9 for 2023 compared with Year 7 and 9 in 2022.</p> | <ul style="list-style-type: none"> • Scaled score data shows that the Check-in assessment mean scaled score for numeracy in Year 7 2023 was consistent with that achieved by Year 7 2022 • Scaled score data shows that the Check-in assessment mean scaled score for numeracy in Year 9 2023 was 5.1 points below that achieved by Year 9 2022 • Mean scaled score numeracy data shows a pattern of growth each year for students from Year 7 2021 to Year 9 2023 |

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

Professional learning
Socio-economic background
Low level adjustment for disability
English language proficiency
Beginning teacher support
Student Support Officer

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 build the capacity of staff and students in contemporary teaching and learning as central to a transition to active and successful teaching and learning in new and purpose designed learning spaces in mid 2023 and to achieving whole school change in learning culture. Executive and teaching staff collaboratively identified Learning to Learn, Teaching with Impact as a key learning project for 2023, with staff professional learning in collaborative practice and the 8 Learning Modes. Cross faculty staff teams planned and delivered learning mode lessons to students, using a common template incorporating learning intentions and success criteria and student and staff reflections. 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 each learning mode.

Self assessment confirmed by external validation against the School Excellence Framework shows that our school is currently performing at Sustaining and Growing in this area.

In 2024 as part of our new school improvement plan we will focus on ensuring ongoing school wide improvement in attendance by developing and implementing evidence informed whole school wellbeing approaches, with a focus on specific and responsive engagement, connection and resilience initiatives to empower students to take responsibility for their own learning and to strengthen the active involvement of families in supporting student attendance and learning.

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 |
|---|--|
| <ul style="list-style-type: none">• 75% of teachers participate in collaboratively developed cross-faculty practice which has influenced their teaching practice. | <ul style="list-style-type: none">• 100% of teaching staff participated in collaboratively developed cross faculty team meetings as part of a cycle of professional learning and collegial discussion to build collective teacher efficacy and improve student learning outcomes• 100% of teaching staff participated in the G5 Girraween Network 2023 Term 2 School Development Day, with a focus on teacher wellbeing and on faculty networking and sharing of practice• 100% of staff participated in collaboratively developed cross faculty |

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| <ul style="list-style-type: none"> • 75% of teachers participate in collaboratively developed cross-faculty practice which has influenced their teaching practice. | <p>practice to design, implement and co-reflect on the 8 modes of learning as part of whole school teaching and learning practice and learning culture</p> <ul style="list-style-type: none"> • Analysis of student progress and achievement data identifies trends and areas for improvement |
| <p>Increase Tell Them From Me Survey data in the area of teacher collaboration and culture compared to 2022</p> | <ul style="list-style-type: none"> • Tell Them From Me teacher survey collaboration and learning culture data shows an increase in 2023 over 2022 data, with the area of co-reflection above the state norm. The survey shows that collaboration in the areas of student engagement and learning difficulties were rated above the state norm • School Learning Environments and Change(SLEC) whole of staff learning culture and leadership survey data showed an increase from 40% in 2022 to 65% in 2023 of staff feeling supported to try new strategies • SLEC 2023 survey data also showed an increased staff understanding of the importance and role of the use of learning modes in supporting student wellbeing through a more explicit focus on successful learning and student engagement |
| <p>All faculties pilot changes in Stage 4 and 5 assessment, including learning intentions and success criteria, scaffolded faculty assessment practice.</p> | <ul style="list-style-type: none"> • Structures were established as part of staff professional learning to encourage staff to collaborate within and across faculties to share and evaluate teaching, learning and assessment best practice • Learning intentions and success criteria were modelled for all staff as part of the Learning to Learn, Teaching With Impact professional development project linked with the across the school implementation of the 8 modes of learning • 2022 baseline data on assessment task completion was analysed and in class completion of assessment tasks was trialled in Term 4 2022 and was adopted across all faculties for Years 7 to 10 in 2023, with scaffolded teacher support |

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

Refugee Student Support
Socio-economic background
Aboriginal background
English language proficiency
Student Support Officer
Professional learning
Beginning teacher support

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.

Analysis of 2022 data highlighted the need for a continued focus in 2023 on attendance, wellbeing, engagement, connection and Year 6 to 7 transition as part of the community component of our School Readiness Plan. The needs of Aboriginal students, refugee students, 15 to 17 year old pathways students and transitioning primary school students and their families were identified as areas of particular need, as were the needs of students with anxiety concerns. A range of specialist programs were introduced, including the Livin' Deadly, 8 modes of learning and TAFE+ programs.

Staff, students and parents were supportive of changes to 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.. Changes to daily organisation, a move to a stage based integrated sport model for Years 7 to 10 and a 4 day week for students in Years 11 and 12. were implemented across our school in 2023 and improvements to student attendance were achieved for all year groups compared to 2022 figures.

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 confirmed by external validation against the School Excellence Framework shows that our school is currently performing at Sustaining and Growing in this area..

In 2024 as part of our new school improvement plan we will focus on providing meaningful post school pathways and innovative and future focussed teaching and learning practices and environments to prepare students with the skills they need to succeed as active and successful learners at the HSC and to succeed in university, training or work.

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 |
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| <p>Increase the number of students attending 90% of days by a 3.3% uplift.</p> | <ul style="list-style-type: none"> • Overall attendance at school was 82.7% in 2023, above the 2022 rate of 80.6% but slightly below the state average of 83.9% • Attendance rates for all year groups from Years 7 to 12 in 2023 were above the 2022 attendance rates, with attendance in Years 11 and 12 also above the 2023 state average • 51.68% of students had an attendance rate of 90% or more in 2023, an increase of 8.52% and slightly above that achieved in similar schools |
| <p>Lead learners provide support and collaborative professional learning for staff in teaching and learning in future-focussed spaces.</p> | <ul style="list-style-type: none"> • School Learning Environments and Change(SLEC) survey data showed an increase from 40% of staff in 2022 to 65% of staff in 2023 feeling supported to try new teaching and learning strategies • SLEC survey data showed an increase from 15% of staff in 2022 to 60% of staff in 2023 reporting seeing a clear and targeted direction in staff professional learning • All staff participated in the development and structured across school delivery of learning mode lessons as part of the Learning to Learn, Teaching With Impact project, with staff and student reflections • Ongoing building works meant that staff from many faculties gained extended experience in teaching in our new future focussed classroom spaces, with the opportunity to trial new teaching and learning approaches |
| <p>Increase Tell Them From Me student interest and motivation data from 2022.</p> | <ul style="list-style-type: none"> • Tell Them From Me student survey data showed a 5% increase in student interest and motivation over 2022 figures • The 2023 school mean for interest and motivation was 31%, above the state norm of 28% • Tell Them From Me student survey data showed student participation in extra curricular activities increased by 3% over 2022 figures, slightly above the state norm |
| <p>Increase Tell Them From Me student and parent levels of satisfaction with school culture and practices from 2022.</p> | <ul style="list-style-type: none"> • While 2023 Tell Them From Me student survey data shows that student sense of belonging is still below pre Covid figures, the data shows that students experiencing positive relationships has increased by 2% over 2022 figures and at 78% is only slightly below the state norm of 79% • Student data on Effective Learning Time is above both 2022 figures and slightly above the state norm • Student data on Explicit Teaching Practices and Feedback has increased over 2022 figures and is at the state norm • Data on students feeling that their teachers are responsive to their needs and encourage independence is slightly above the state mean, as is data on a positive learning climate in the classroom. Data on teachers holding high expectations for all students to succeed in their learning is at the state norm • Tell Them From Me parent survey data shows that the majority of parents responding to the survey were satisfied with the quality of school communication, especially progress reports, formal and informal meetings and written communications and felt welcome in our school. |

| Funding sources | Impact achieved this year |
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| <p>Refugee Student Support</p> <p>\$4,879.31</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"> • Improvement, Innovation and Change <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. Continue to implement the Ready Set Go program in 2024 for identified students.</p> |
| <p>Integration funding support</p> <p>\$83,825.00</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"> • 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"> • 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 in 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 2024.</p> |
| <p>Socio-economic background</p> <p>\$561,690.79</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> |

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| <p>Socio-economic background</p> <p>\$561,690.79</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 • Highly Effective Teaching Practice and Collaboration • Improvement, Innovation and Change <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 and access to curriculum • 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>Continue to expand the range of extracurricular activities available to students both within and after school hours with a special focus on Debating and Writing.</p> <p>Strengthen the Year 6 to 7 transition and partner primary school links programs.</p> <p>Introduce and consolidate learning skills and learning modes to further strengthen 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>\$33,675.10</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"> • Data and Evidence Driven Practice • Improvement, Innovation and Change <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>Participation in the Livin' Deadly program to build cultural connection, awareness and understanding and engagement for students and staff.</p> |

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| <p>Aboriginal background</p> <p>\$33,675.10</p> | <p>The allocation of this funding has resulted in the following impact: As a result of these programs, there was improved student engagement and a marginal improvement in student attendance. All Aboriginal students sitting for the 2023 HSC were successful in gaining the HSC credential and one student was successful in gaining university entry under the early entry program. Our Aboriginal students successfully led a range of cultural programs hosted for our school community and for Aboriginal students and parents from local primary schools. One student was elected on merit as one of four School Captains as part of the student leadership initiative. All staff participated in professional learning to build capacity and cultural awareness and review data to improve student learning outcomes.</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 and attendance. Improving staff ability to engage with data to inform teaching and learning practice and improve student engagement and achievement. A continued focus on student leadership and opportunities for involvement in whole school programs.</p> |
| <p>English language proficiency</p> <p>\$276,232.78</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"> • Highly Effective Teaching Practice and Collaboration • Improvement, Innovation and Change <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 intensive support for students identified as being in the beginning and emerging EAL/D phases • 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 English classes where student numbers meet eligibility criteria.</p> |
| <p>Low level adjustment for disability</p> <p>\$253,308.27</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> |

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| <p>Low level adjustment for disability</p> <p>\$253,308.27</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 • Highly Effective Teaching Practice and Collaboration <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 • targeted students are provided with evidence-based interventions to improve 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 through greater curriculum choices.</p> <p>After evaluation, the next steps to support our students will be: The school will be exploring a range of activities to further improve student resilience and wellbeing, including the RIOT program.</p> |
| <p>Professional learning</p> <p>\$59,408.53</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"> • Highly Effective Teaching Practice and Collaboration • 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 through the Term 2 G5 Network Day • teacher relief provided for staff engaging in professional learning and payment of course costs for staff undertaking recognised courses. <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 and success criteria to lift student achievement.</p> |

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|--|--|
| Professional learning \$59,408.53 | <p>After evaluation, the next steps to support our students will be: Continue to collaboratively develop Learning How To Learn, Teaching With Impact initiatives focused on the 8 learning modes Provide professional learning in backward mapping for staff to continue to lift HSC achievement Provide professional learning for all school staff, both SAS and teaching, to enable the across school implementation of the RIOT program.</p> |
| Beginning teacher support \$15,673.00 | <p>Beginning teacher support funding is provided to enhance the professional growth of beginning teachers at Pendle Hill High School during their induction period.</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 • Highly Effective Teaching Practice and Collaboration • Improvement, Innovation and Change <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • ongoing feedback and support that is embedded in the collaborative practices of the school • professional learning that focuses on classroom and behaviour management, strategies to build student engagement, collaborative professional practices within the school and productive relationships with parents and caregivers. • mentoring structures and collaborative practices within the school or across a cluster of schools <p>The allocation of this funding has resulted in the following impact: Beginning teachers feel supported in their work. Ongoing improvement in knowledge, skills and understandings and classroom practice. Accreditation requirements are met.</p> <p>After evaluation, the next steps to support our students will be: Continue to support beginning teachers so that their capacity to design and implement teaching strategies and classroom practices that are responsive to the learning needs of students across the full range of abilities is further improved.</p> |
| COVID ILSP \$197,491.11 | <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 2023.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • 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: Check-in data shows significant growth in student achievement from Year 7</p> |

| | |
|---|--|
| <p>COVID ILSP</p> <p>\$197,491.11</p> | <p>2021 to Year 9 2023, especially in literacy and reading. Student growth in numeracy was below that achieved in literacy and reading. Due to an ongoing shortage of tutors, the in school tuition program was extended in Terms 3 and 4 to include an after school program, staffed by school teaching staff. This option, while strongly supported by parents and students, was less effective in targeting areas of need for individual students.</p> <p>After evaluation, the next steps to support our students will be: Focus on the small group tuition of students identified in Naplan as struggling in literacy and numeracy. Match Naplan and Check-in achievement data to determine areas of need and provide explicit teaching of skills across the school to supplement the Small Group Tuition program initiative. Provide literacy support to identified students using the MultiLit program.</p> |
| <p>Student Support Officer</p> <p>\$99,516.00</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"> • Highly Effective Teaching Practice and Collaboration • Improvement, Innovation and Change <p>Overview of activities partially or fully funded with this Staffing - Other 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 • Improve the wellbeing, resilience, and pro-social behaviours of students by working in partnership with the wellbeing team and the school counselling service to prioritise and deliver individual, small group and whole-school evidence-based programs and strategies. • Identify and establish support networks for students with staff, the school community, and locally based government services and community agencies. <p>The allocation of this funding has resulted in the following impact: Students have been supported to improve school belonging and connection, engagement and attendance. 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: Continue to work within a tiers of intervention and stepped care model of support for students. 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> |

Student information

Student enrolment profile

| Students | Enrolments | | | |
|----------|------------|------|------|------|
| | 2020 | 2021 | 2022 | 2023 |
| Boys | 224 | 244 | 276 | 300 |
| Girls | 171 | 188 | 193 | 227 |

Student attendance profile

| School | | | | |
|-----------|------|------|------|------|
| Year | 2020 | 2021 | 2022 | 2023 |
| 7 | 92.0 | 89.2 | 85.7 | 86.6 |
| 8 | 87.5 | 83.8 | 81.4 | 82.9 |
| 9 | 87.6 | 84.1 | 79.7 | 80.1 |
| 10 | 87.9 | 82.3 | 77.6 | 75.1 |
| 11 | 80.3 | 83.6 | 77.7 | 82.9 |
| 12 | 89.1 | 83.3 | 79.5 | 89.1 |
| All Years | 87.8 | 84.6 | 80.6 | 82.7 |
| State DoE | | | | |
| Year | 2020 | 2021 | 2022 | 2023 |
| 7 | 92.1 | 89.7 | 85.5 | 87.9 |
| 8 | 90.1 | 86.7 | 82.1 | 84.6 |
| 9 | 89.0 | 84.9 | 80.5 | 82.8 |
| 10 | 87.7 | 83.3 | 78.9 | 81.1 |
| 11 | 88.2 | 83.6 | 80.0 | 81.7 |
| 12 | 90.4 | 87.0 | 83.9 | 86.0 |
| All Years | 89.6 | 85.9 | 81.7 | 83.9 |

Attendance

NSW student attendance data in 2020 is not comparable to other 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.

While there were no lockdowns or learning from home periods in Semester 1 2023, there was still a high prevalence of sick attendance codes as students were encouraged to stay home if they were even slightly unwell. Advice for families were still in place, recommending students and staff to stay home when sick and only returning to school when they were symptom free. (See <https://education.nsw.gov.au/schooling/covid-19/advice-for-families> for advice).

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 | 3 |
| Employment | 0 | 5 | 20 |
| TAFE entry | 0 | 2 | 27 |
| University Entry | 0 | 0 | 50 |
| Other | 0 | 0 | 0 |
| Unknown | 0 | 0 | 0 |

Year 12 students undertaking vocational or trade training

14.29% of Year 12 students at Pendle Hill High School undertook vocational education and training in 2023.

Year 12 students attaining HSC or equivalent vocational education qualification

94.8% of all Year 12 students at Pendle Hill High School expected to complete Year 12 in 2023 received a Higher School Certificate or equivalent vocational education and training qualification.

Workforce information

Workforce composition

| Position | FTE* |
|---|-------|
| Principal(s) | 1 |
| Deputy Principal(s) | 1 |
| Head Teacher(s) | 8 |
| Classroom Teacher(s) | 32.9 |
| Learning and Support Teacher(s) | 1.5 |
| Teacher Librarian | 1 |
| Teacher EAL/D | 1.8 |
| School Counsellor | 1 |
| School Administration and Support Staff | 12.68 |
| 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 2023, 2.5% 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 | 2023 Aboriginal and/or Torres Strait Islander representation ² |
|----------------|------------------------|---|
| School Support | 3.00% | 3.60% |
| Teachers | 3.00% | 3.40% |

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 2023 to 31 December 2023. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with department policy requirements.

| | 2023 Actual (\$) |
|---------------------------------------|------------------|
| Opening Balance | 2,201,845.45 |
| Revenue | 9,853,470.46 |
| Appropriation | 9,747,899.14 |
| Sale of Goods and Services | 6,209.52 |
| Grants and contributions | 64,131.85 |
| Investment income | 33,929.95 |
| Other revenue | 1,300.00 |
| Expenses | -10,503,463.55 |
| Employee related | -7,941,691.82 |
| Operating expenses | -2,561,771.73 |
| Surplus / deficit for the year | -649,993.09 |
| Closing Balance | 1,551,852.36 |

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.

| | 2023 SBAR Adjustments (\$) |
|-------------------------|-----------------------------------|
| Targeted Total | 100,173 |
| Equity Total | 1,124,907 |
| Equity - Aboriginal | 33,675 |
| Equity - Socio-economic | 561,691 |
| Equity - Language | 276,233 |
| Equity - Disability | 253,308 |
| Base Total | 6,907,312 |
| Base - Per Capita | 123,629 |
| Base - Location | 0 |
| Base - Other | 6,783,683 |
| Other Total | 538,679 |
| Grand Total | 8,671,072 |

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

The National Assessment Program - Literacy and Numeracy (NAPLAN) is an annual assessment for students in Years 3, 5, 7 and 9.

From 2023, student achievement in NAPLAN is reported against 4 levels of proficiency (<https://www.nap.edu.au/naplan/results-and-reports/proficiency-level-descriptions>). These measure student progress against challenging yet reasonable expectations based on the Australian curriculum. They replace the previous numerical NAPLAN bands and national minimum standards.

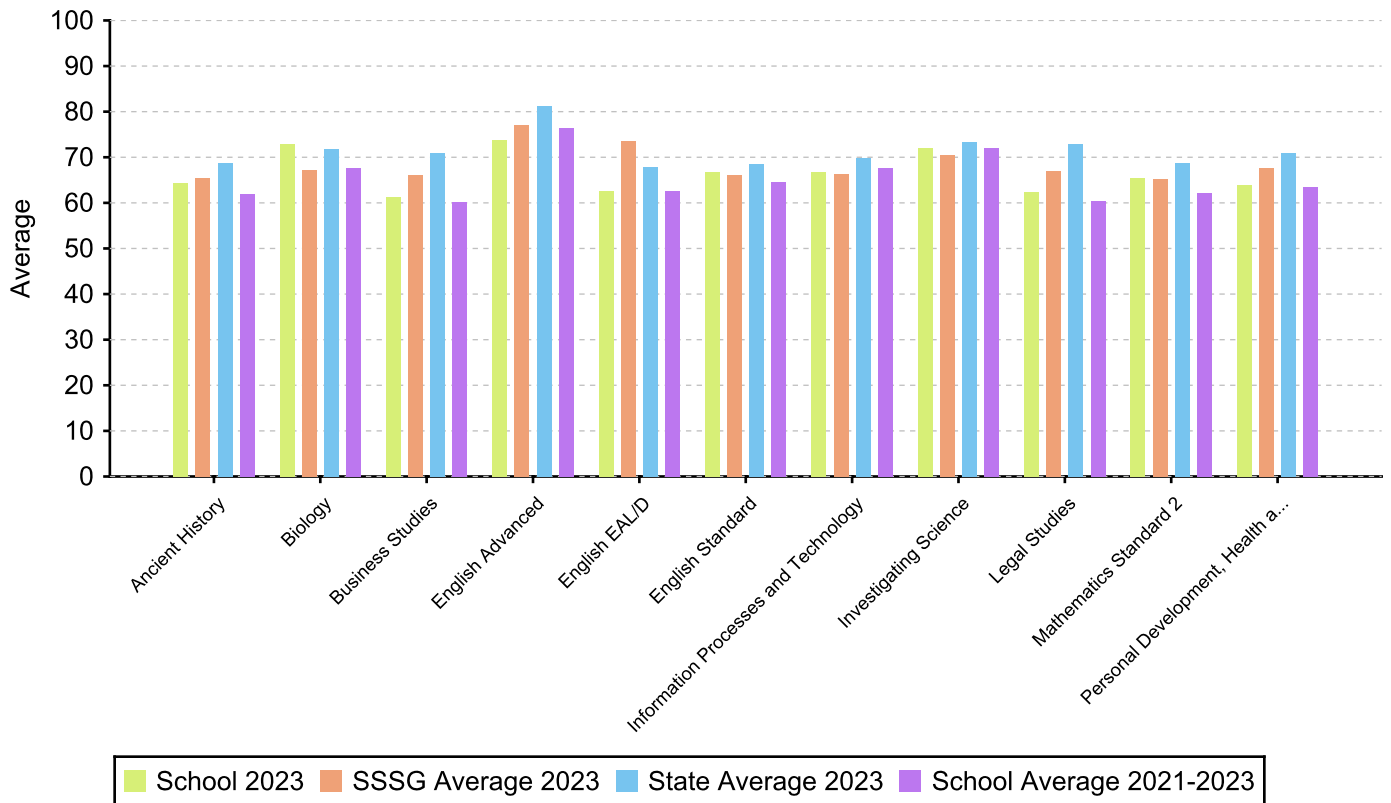
In addition to the shift to proficiency standards, the NAPLAN testing window moved up from May to March and the scale was reset. As such, NAPLAN scaled scores from 2023 and onwards cannot be compared to NAPLAN results prior to 2023.

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 2023 | SSSG | State | School Average 2021-2023 |
|---|-------------|------|-------|--------------------------|
| Ancient History | 64.3 | 65.6 | 68.7 | 61.9 |
| Biology | 72.8 | 67.3 | 71.8 | 67.7 |
| Business Studies | 61.3 | 66.1 | 70.9 | 60.1 |
| English Advanced | 73.7 | 77.0 | 81.2 | 76.3 |
| English EAL/D | 62.5 | 73.5 | 67.8 | 62.5 |
| English Standard | 66.7 | 66.1 | 68.5 | 64.5 |
| Information Processes and Technology | 66.7 | 66.4 | 69.8 | 67.6 |
| Investigating Science | 72.0 | 70.4 | 73.4 | 72.0 |
| Legal Studies | 62.4 | 66.9 | 72.9 | 60.3 |
| Mathematics Standard 2 | 65.4 | 65.3 | 68.7 | 62.1 |
| Personal Development, Health and Physical Education | 64.0 | 67.5 | 71.0 | 63.6 |

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, information sessions 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 2023 related to significant structural, organisational and teaching and learning changes related to the completion of our new buildings and facilities.

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 communications, including Facebook, 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 2023. Parent survey responses in the areas of Parents Feel Welcome, Parents Are Informed, School Supports Learning and Inclusive School were generally positive. Teacher shortages had a major impact on staff wellbeing, with staff reporting a growing sense of overload, with their role increasingly seen to be more complex and challenging. Survey results in the areas of Inclusive School, Leadership, Collaboration, Teaching Strategies and Overcoming Obstacles to Learning were at or above 2022 levels.

Student responses to the Tell Them From Me survey 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 Participation in Extracurricular Activities, Positive Relationships, Interest and Motivation, Effective Learning Time and Explicit Teaching Practices and Feedback increased since the last survey and were at or 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.

Our surveys and discussions showed strong support for a move from Google Classroom to Canvas in 2024 as our major curriculum management platform.

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.