2023 Annual Report

Pennant Hills High School

8438

Introduction

The Annual Report for 2023 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	2023 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 growth and performance	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
Low level adjustment for disability
Integration funding support
Aboriginal background

Summary of progress

Our focus in 2023 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. More intensive learning support was used to target identified and supported students who had fallen behind in their learning.

Professional learning sessions have been run regularly as part of Staff Development Days to expand knowledge of writing metalanguage and processes. This was closely aligned with the Writing In Secondary program which is now well established in the school. A new group of PDHPE, Science, HSIE and Visual Arts staff worked closely with the Network Writing Specialist (NWS) all year with a focus on on developing new programs and assessment tasks that incorporate writing strategies. Some staff also chose to team teach some of the new material with the NWS. The English Faculty has now engaged deeply with the NWS and is using the co-developed material in programming for 2024. The evidence has shown a significant increase in Writing results again, particularly demonstrated in improved HSC English Advanced and English EAL/D results along with steady results in English Standard results. This is despite an additional Advanced Class sitting the HSC in 2023, taking students who would otherwise have studied English Standard. Analysis of individual classroom results in writing have also shown an improvement in the quality of extended and short answer writing in both the depth and the accuracy of responses.

In 2023 NAPLAN results were very strong in Reading, Writing and Numeracy but these cannot be compared to previous years. Our focus across literacy and numeracy will continue into 2024 and our Writing in Secondary project will work closely with a new group of teachers to implement the 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
HSC attainment • Improvement in the percentage of HSC course results in top two bands to the lower bound target 49.3% or above.	• 44.59% of students attained results in the top two bands demonstrating an increase of 1.31% and progress toward the lower bound target.
Reading Growth An increase in Check-in Assessment mean scaled score for reading in Year	• An analysis of Check-in Assessment data for **reading** in **Year 8** for 2023 compared with Year 8 2022 indicates an increase in the mean scaled score from 55.0 to 60.9

8 2023 compared to Year 8 in 2022.	
Numeracy Growth An increase in Check-in Assessment mean scaled score for numeracy in Year 8 2023 compared to Year 8 in 2022.	• An analysis of Check-in Assessment data for **numeracy** in **Year 8** for 2023 compared with Year 8 2022 indicates an increase in the mean scaled score from 65.8 to 70.1.
Attendance Increase the percentage of students attending school 90% or more of the time to be at or above the lower bound system-negotiated target of 82.8%.	• The number of students attending greater than 90% of the time or more has increased from 47.8% in 2022 to 69.58% in 2023.

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
Socio-economic background

Summary of progress

Quality Teaching Rounds

In 2023, the Quality Teaching Rounds Team expanded with another new team being training in QTR and completing the full process of classroom observations and reflection. Experienced leaders mentored the next team leaders who successfully conducted the round, ensuring the continuity of the process. This was particularly pleasing given that two rounds in 2022 were undermined by a large teacher absence during the post-Covid return to school as well as a shortage of casual teachers. Similar factors meant that only one round could be completed but feedback from the team was that the QTR experience assisted in focusing on teaching process and in addition the feedback from colleagues on other approaches was very beneficial.

There was a demonstrated improvement in the HSC results for classes where staff had been QTR team members that engaged with the QTR process. There was also significant discussion regards the impact on teaching practice in Stage 4 and Stage 5.

In 2024, in this initiative, we will continue to train another team in the QTR process. Whilst difficult to scale to the position that we would like to the process is delivering serious benefits to those teachers who engage with it.

The Technology Integration Matrix - and a Learning Management System CANVAS

A professional Learning teams approach saw a group of teachers focus on the development of staff confidence using Canvas. A survey was created and staff feedback sought as a way to further develop skills in the use of Canvas as the Learning Management System. The teams process was helpful in focusing the staff on what areas of skill development needed to be addressed and the sharing of strategies to address those challenges was valued by staff. Meeting the needs of those advanced users of Canvas was more difficult to meet. The team felt that they did not necessarily have the skill to improve knowledge or skill sets for advanced users.

Canvas remains the Learning Management System for the school and it continues to be used effectively to deliver course content to students in Stages 4-6. In 2024, in this initiative, we will be offering Canvas refreshers courses for all staff to access at their point of need. This is a different approach to last year with the aim of capturing those who are yet to engage fully with Canvas but also potentially serve the needs of more advanced users.

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 and demonstrated an observable	• Analysis of the QTR data indicates 19% of teachers have undertaken Quality Teaching Rounds and demonstrated an observable increase in intellectual quality and an increase in meaningful student learning.

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 88% of teachers effectively implementing and utilising Canvas as an online learning platform.

Strategic Direction 3: School Culture and High Expectations

Purpose

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

Initiatives

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

- High Expectations
- Positive Community Engagement

Resources allocated to this strategic direction

Student Support Officer
Professional learning
Beginning teacher support

Summary of progress

High Expectations

This initiative focused on elevating high expectations for staff and students. Student achievement is now acknowledged through regular Principal's Commendation and morning tea celebrations to reward students who have excelled in each subject. This was the second year of the Commendation program and the first for it to include all year groups. Parent and student feedback has been very positive and students are very excited to be recognised but also increasingly ambitious to be included. In addition, a program of Happy Letters, sent to recognise student effort and achievement, has been well received by our parent community.

The Academic Advisor position has continued to make a significant difference to the learning and wellbeing of our senior students with a demonstrable improvement in attendance during non-timetabled periods for the Senior school. Just as importantly, regular seminars on time management, study skills and motivation have been so popular with Stage 6 students that they were also run for students from Years 7 to 10 also. Large numbers of students attended these before-school sessions.

The High Potential and Gifted Education (HPGE) team has implemented the new HPGE policy, including monitoring student progress, and establishing a collaborative team of the HPGE teachers to facilitate communication, build capacity and share knowledge. The HPGE collaborative group now has 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. In addition, an accelerated Aboriginal Studies course commenced for selected Year 9 students with a goal of the first HSC cohort sitting in 2025.

Positive Behaviour for Learning (PBL) initiatives has 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 successful implementation of a Mobile Phone Policy.

Faculties have undertaken a process of reviewing their programs and have ensured that suitable tasks for both gifted learners and those who struggle with obtaining learning outcomes are embedded as appropriate.. The school's registration process has identified that 6 out of 9 faculties now have differentiated activities embedded in their teaching/learning programs. Staff room conversations regarding the quality and appropriateness of tasks have become a common event, with staff becoming far more aware of the available strategies. Program evaluations as written by the relevant teachers indicate that the added strategies were well received and led to better engagement during class time. In 2024, in this initiative, we will expand the differentiated programs to more faculties, and start to embed more differentiation into the new syllabuses that many faculties are obliged to introduce. We will also continue Happy Letters and Commendation Morning Teas. The Senior Study area within the library will be refreshed with new furniture to create a more positive space for future study.

Positive Community Engagement

With 2023 a more settled year than 2022, 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 have all contributed positively to community

engagement. The second Winter Carnival, a collaboration of parents, staff, students and local businesses, raised substantial funds for the school. In addition, the musical production of Little Women The Musical involved students and their families from across the school and partner primary schools were invited as audiences for matinee performances. The annual Penno Reno to beautify the school environs was also able to go ahead again in 2023, enabling another opportunity for engagement of our community within the school.

2023 also saw the establishment of a formal Community of Schools between Pennant Hills High School and partner primary schools, bringing benefit to all schools. This included opportunities for shared Professional Learning and visits to positively interact together within the school community. In 2024, 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 5.4 of students reporting a positive learning culture. This is 0.3 below the state norm. • Analysis of Tell Them From Me data indicates a score of 43% of students who report intellectual engagement. This remains stable.
• **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. This remains stable. • Analysis of Tell Them From Me data indicates a score of 6.0 in the "School Supports Learning" trend report.

Funding sources	Impact achieved this year
Integration funding support $313,264.00	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:** • Highly Effective Teaching Practice **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 $36,755.30	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:** • The Technology Integration Matrix and the Learning Management System CANVAS **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 $8,405.14	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 background $8,405.14	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. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Highly Effective Teaching Practice **Overview of activities partially or fully funded with this equity loading include:** • employment of additional staff to deliver personalised support for Aboriginal students • employment of specialist additional staff (SLSO) to support Aboriginal students • staffing release to support development and implementation of Personalised Learning Plans • employment of specialist additional staff (LaST) to support Aboriginal students • community consultation and engagement to support the development of cultural competency **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 $89,356.88	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:** • Highly Effective Teaching Practice **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 $198,554.95	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.

Low level adjustment for disability $198,554.95	**Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Highly Effective Teaching Practice **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 $98,036.44	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. **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 • High Expectations **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 $22,610.36	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. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Other funded activities

COVID ILSP $22,610.36	**Overview of activities partially or fully funded with this targeted funding include:** • 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 $99,516.00	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 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 2023. 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			
	2020	2021	2022	2023
Boys	593	574	562	616
Girls	469	500	513	516

Student attendance profile

School				
Year	2020	2021	2022	2023
7	96.1	94.2	89.6	91.7
8	94.8	93.5	88.0	88.9
9	93.4	91.2	89.0	90.1
10	93.8	90.5	85.8	90.1
11	94.6	91.9	85.8	88.9
12	92.6	90.7	88.7	90.0
All Years	94.3	92.1	87.8	90.0
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	1	2
Employment	0	7	12
TAFE entry	1	11	18
University Entry	0	0	63
Other	0	0	5
Unknown	0	0	0

Year 12 students undertaking vocational or trade training

8.55% of Year 12 students at Pennant Hills High School undertook vocational education and training in 2023.

Year 12 students attaining HSC or equivalent vocational education qualification

97.3% of all Year 12 students at Pennant Hills High School expected to complete Year 12 in 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)	2
Head Teacher(s)	12
Classroom Teacher(s)	60.9
Learning and Support Teacher(s)	1.1
Teacher Librarian	1
Teacher EAL/D	0.2
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 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	2,098,536.35
Revenue	15,266,268.52
Appropriation	13,944,730.57
Sale of Goods and Services	46,780.36
Grants and contributions	1,102,950.26
Investment income	93,709.33
Other revenue	78,098.00
Expenses	-15,118,762.24
Employee related	-12,893,062.22
Operating expenses	-2,225,700.02
Surplus / deficit for the year	147,506.28
Closing Balance	2,246,042.63

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	313,264
Equity Total	333,072
Equity - Aboriginal	8,405
Equity - Socio-economic	36,755
Equity - Language	89,357
Equity - Disability	198,555
Base Total	11,778,059
Base - Per Capita	286,047
Base - Location	0
Base - Other	11,492,012
Other Total	1,036,443
Grand Total	13,460,838

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.
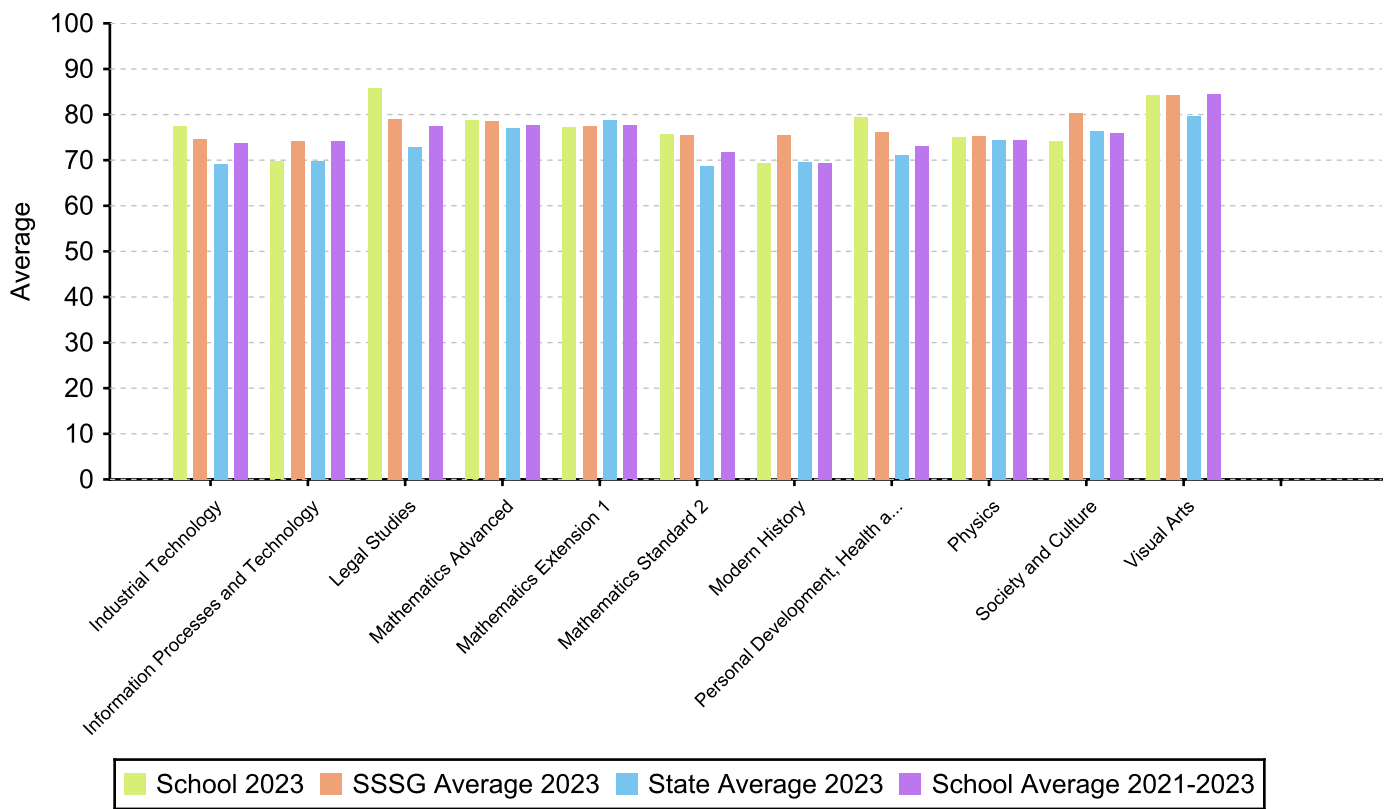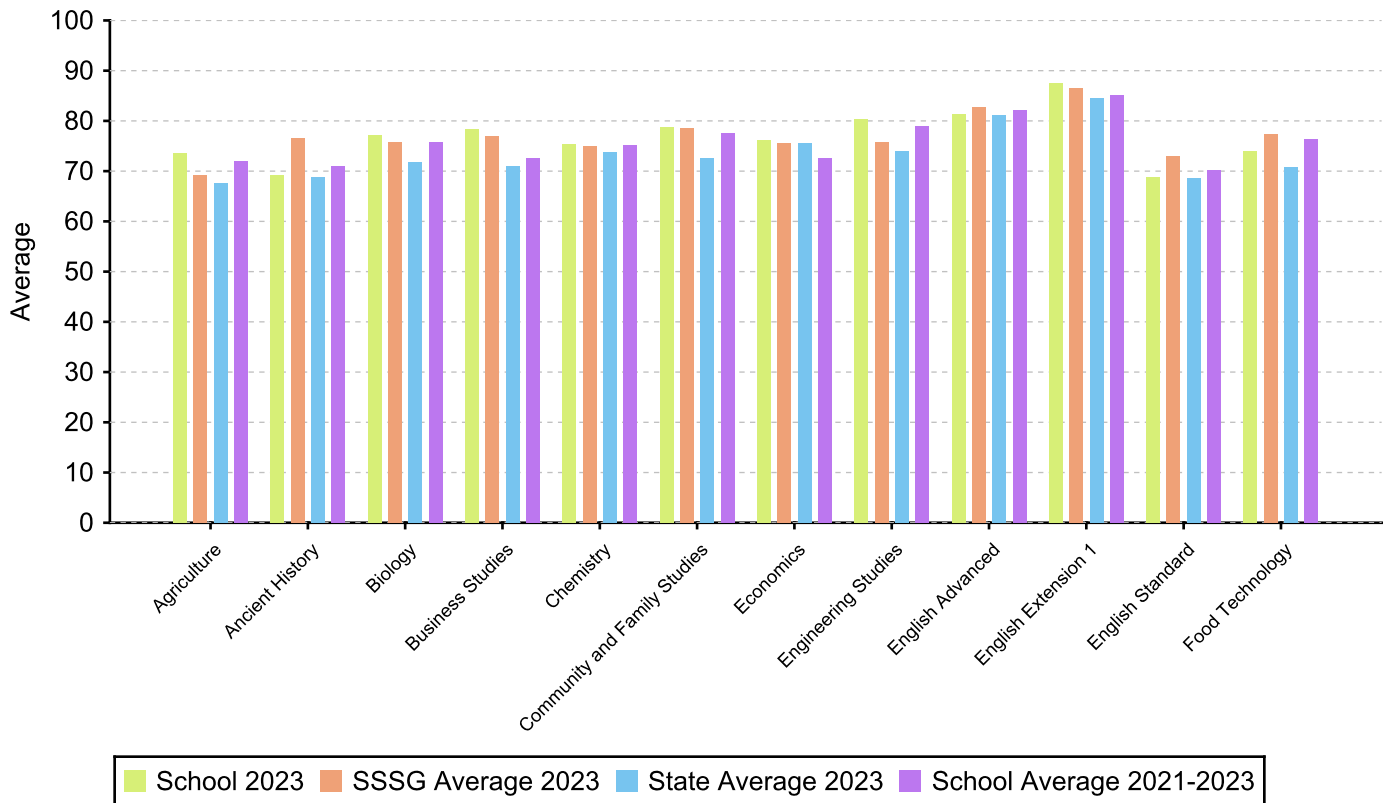
Subject	School 2023	SSSG	State	School Average 2021-2023
Agriculture	73.6	69.2	67.5	72.1
Ancient History	69.2	76.6	68.7	71.0
Biology	77.1	75.7	71.8	75.7
Business Studies	78.4	77.0	70.9	72.6
Chemistry	75.4	74.9	73.7	75.1
Community and Family Studies	78.8	78.6	72.7	77.6
Economics	76.1	75.5	75.5	72.5
Engineering Studies	80.3	75.8	73.9	78.9
English Advanced	81.4	82.8	81.2	82.1
English Extension 1	87.4	86.6	84.5	85.1
English Standard	68.7	72.9	68.5	70.3
Food Technology	74.0	77.3	70.8	76.4
Industrial Technology	77.5	74.6	69.1	73.8
Information Processes and Technology	69.7	74.1	69.8	74.2
Legal Studies	85.9	79.0	72.9	77.4
Mathematics Advanced	78.7	78.6	77.0	77.8
Mathematics Extension 1	77.3	77.6	78.7	77.6
Mathematics Standard 2	75.8	75.5	68.7	71.8
Modern History	69.3	75.5	69.6	69.4
Personal Development, Health and Physical Education	79.4	76.1	71.0	73.1
Physics	75.1	75.3	74.4	74.4
Society and Culture	74.2	80.4	76.3	75.9
Visual Arts	84.3	84.4	79.8	84.5

Parent/caregiver, student, teacher satisfaction

2023 Partners in Learning Parent Survey

The 'Partners in Learning' parent survey provided feedback to our school indicating that they feel welcomed when they visit the school and that written information provided by the school is in clear, plain language. 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.

2023 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.

2023 Tell Them From Me Student Survey

On all measures of social engagement, our students score strongly with high levels of participation in sports and other extra-curricula school activities along with positive friendships at school. Our students demonstrate exceptionally high levels of behaviour at school. 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 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.