Introduction

The annual report for 2018 is provided to the school 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 each and every child as set out in the school plan. It outlines the findings from self-assessment that reflect on the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources including equity funding.


J Sims
Principal

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Message from the Principal

Pendle Hill High School is a proud public high school with strong links to the local community. Our school has a culture where excellence is not only valued but expected and where students are challenged in their learning. Our school is committed to promoting fairness, nurturing respectful relationships and developing personal responsibility. At Pendle Hill High School, we recognise and celebrate the partnership between students, parents and staff – a partnership essential to the successful improvement of student learning outcomes and to the personal growth of our students.

We have an experienced and dedicated staff who work together to provide an inclusive environment where all students are known, valued and cared for and encouraged to achieve their personal best in all that they do. Our students are passionate and motivated and are keen to learn and participate in the range of educational opportunities provided for them at our school.

Our school continues to enjoy excellent relationships with our partner primary and high schools and the broader community. Our goal is to send our students out into the community as resilient, independent and confident young people, ready to take up the challenges of work and further study.

Please take the opportunity to visit our school website at www.pendlehill-h.schools.nsw.edu.au and our Facebook page https://www.facebook.com/PendleHHS/ and see why we are so proud of our students and staff, our programs and our school.

.Mrs Judy Sims
School background

School vision statement

Pendle Hill High School is committed to the pursuit of excellence and the provision of high quality educational opportunities for each and every child.

We believe that, while students learn in different ways and at different rates, all students can and should experience success in their learning. We also believe that

- the quality of teaching makes a difference to the quality of student learning
- quality learning and teaching must be the main focus in every classroom
- high expectations are necessary for excellence to thrive
- good attendance at school is a vital part of student learning and achievement
- all students must have access to information and communication technology skills to meet their educational and vocational needs
- students, parents and teachers must work together to create a safe, caring and disciplined learning environment where improvement, commitment and excellence are recognised and rewarded
- a culture of continuous improvement and shared responsibility optimises student learning
- all students benefit from access to School to Work initiatives to support their transition from school to post–school education, training and/or employment.

School context

Pendle Hill High School is a coeducational, comprehensive secondary school for students from Years 7 to 12. 59.2% of students are from a language background other than English, with a total of 52 different languages represented. Our focus is on the delivery of high quality learning in a safe, caring, supportive and well-disciplined environment. Our school serves the Wentworthville, Pendle Hill and Toongabbie communities and was opened in 1965.

Pendle Hill High School is a school with strong community involvement and experienced and dedicated teaching, support and administrative staff. Our school is an active member of the Toongabbie Learning Community and the Girraween Network, with a range of shared programs planned and implemented with our 8 partner primary schools and our 4 network high schools.

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

Our students benefit from wide curriculum choices, strong and active community links, structured workplace learning opportunities, expert teaching and individual attention. Priorities include literacy, numeracy, the use of technology, student engagement and retention and student leadership.

Individual learning needs are met through a mix of graded 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.

A comprehensive welfare program integrates our school's core values of respect and responsibility to support all students in their learning.

Our school uses our Resource Allocation funding to support a broad curriculum, personalised learning, literacy and numeracy, transition programs and equitable academic opportunities to meet the needs of individual students.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

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 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.

Our self-assessment process indicates that in the School Excellence Framework domain of Learning our school is Sustaining and Growing overall.

Learning Culture

We believe evidence demonstrates a sustaining and growing learning culture where systematic policies, programs and processes identify, address and monitor student learning and build ongoing improvements in performance. Attendance data is regularly analysed and is used to inform planning.

Wellbeing

We believe evidence demonstrates a sustaining and growing strategic and planned approach which supports the cognitive, emotional, social, physical and spiritual wellbeing of students so that they connect, succeed and thrive.

Curriculum

We believe evidence demonstrates a sustaining and growing integrated and responsive approach to quality teaching, curriculum planning, delivery and assessment so that the learning needs of all students are met.

Assessment and Reporting

We believe evidence demonstrates a range of sustaining and growing practices where school performance data and other contextual information is collected, analysed and reported so that trends in student achievement are identified and monitored and teachers use their knowledge of students and how they learn to plan and implement effective teaching and learning strategies. Our school provides parents with information on the learning progress of their children, together with opportunities to discuss this progress.

Student Performance Measures

We believe evidence presented demonstrates that we are achieving good value added results and are sustaining and growing in this area. A whole school focus on student writing and an action learning approach to better support students to achieve at high levels of performance is being implemented.

Our self-assessment process indicates that in the domain of Teaching our school is Sustaining and Growing overall.

Effective Classroom Practice

We believe evidence demonstrates that teachers regularly review and revise teaching and learning programs and that classrooms are well managed. An action learning project approach has been implemented to better support teachers to regularly use performance data and other feedback to evaluate the effectiveness of their own teaching practices and implement the most effective teaching methods. Teacher feedback to students supports learning improvement.

Data Skills and Use

We believe evidence demonstrates a range of sustaining and growing practices whereby teachers incorporate data analysis into their planning for, and monitoring of, student learning progress and that our professional learning programs build teacher skills in the analysis, interpretation and use of data in classroom practice to build student achievement.

Learning and Development

We believe evidence demonstrates a sustaining and growing school wide culture where systematic policies, programs and processes support a focus on improving teaching quality through effective professional learning, management and development aligned to the strategic directions of the school plan. Collaboration is encouraged and supported to improve teaching practice. Teachers are actively engaged in planning their own professional learning and share this learning with others, with school wide systems for collaboration, classroom observation, mentoring and coaching.

Professional Standards

We believe evidence demonstrates a sustaining and growing culture where teachers are committed to, and take responsibility for, their ongoing development and achievement of professional standards and accreditation and work beyond their classrooms to contribute to broader school programs and the achievement of the school’s goals and strategic directions.

Our self-assessment process indicates that in the School Excellence Framework domain of Leading our school
**Educational Leadership**

We believe evidence demonstrates our school is sustaining and growing in this area. Our school has productive relationships with a broad range of external agencies to improve educational opportunities for our students. Our leadership strategy promotes leadership development, capacity building and organisational best practice as part of a focus on whole school improvement.

**School Planning, Implementation and Reporting**

We believe evidence demonstrates our school is sustaining and growing in this area. Clear processes, including timelines and milestones, enable the effective implementation of our school's vision and strategic directions as set out in our school plan. Parents and community members are supportive of our school and have opportunities to engage in a wide range of school related activities, as well as the opportunity to provide constructive feedback and receive information. Our Annual School Report measures the impact of our School Plan on student learning progress.

**School Resources**

We believe evidence presented demonstrates our school is excelling in this area. Financial, administrative and management practices ensure school resources are strategically used to support teaching and learning, community involvement, the achievement of improved outcomes for students and to drive whole school improvement.

**Management Practices and Processes**

We believe evidence demonstrates that strategic and flexible management systems, structures and processes underpin ongoing improvement in our school and encourage student achievement and community participation and that our school is excelling in this area.

Our self-assessment will assist our school to refine the strategic priorities in our School Plan, leading to further improvements in the delivery of teaching and learning so that our students continue to experience learning success.

For more information about the School Excellence Framework:

Strategic Direction 1

Improving Student Learning and Achievement

Purpose

Our school is committed to improvement, learning success and equity in education for our students. We want every student to achieve their potential to become successful learners, confident and creative individuals and active and informed citizens.

This means we aim to:
- improve the literacy and numeracy outcomes of every student
- increase the level of students’ participation and engagement in learning
- improve the quality of teaching and learning
- ensure all students achieve the syllabus standards for their stage of schooling
- raise expectations and provide opportunities
- strengthen partnerships between schools, parents and caregivers and community agencies

Overall summary of progress

Each of the identified improvement measures was addressed through the implementation of the processes, products and practices as stated in our 2018–2020 School Plan.

Progress towards achieving improvement measures

<table>
<thead>
<tr>
<th>Improvement measures (to be achieved over 3 years)</th>
<th>Funds Expended (Resources)</th>
<th>Progress achieved this year</th>
</tr>
</thead>
</table>
| • increase the percentage of students achieving above expected growth in literacy and numeracy, as measured by NAPLAN  
  • 10% reduction in Bands 1 and 2 and increase in Bands 3, 4, 5 and 6 in HSC over 3 years  
  • 20% reduction in Bands 4 and 5 (Year 7) and 5 and 6 (Year 9) and increase in Bands 7, 8, 9, 10 in NAPLAN over 3 years  
  • 100% of students identified for learning adjustments are placed on individual Learning Plans that support their specific learning needs  
  • 100% of teachers incorporate STEM and future focussed learning into units of work and assessment activities. | $379,538 across all 3 Strategic Directions | • Average scaled growth significantly above state average for Year 7 and Year 9 in all areas of NAPLAN  
  • NAPLAN value added achievement rated as excelling and letter of commendation from ACARA  
  • Growth in NAPLAN reading performance reflects the continuing positive impact of Focus on Reading strategies  
  • Significant growth in the percentage of students achieving in the top 2 NAPLAN performance bands since 2017  
  • Year 11 and 12 students have actively participated in support programs in preparation for the HSC.  
  • Pleasing increase in the percentage of HSC results in the top 2 performance bands since 2016 compared to similar schools  
  • Nationally Consistent Collection of Data accountability processes identified and recorded all students needing learning adjustments. Individual learning plans were developed and implemented using the Teaching For Inclusion resource.  
  • Increased use of Google Classroom by teachers for resources, assessments, content and student surveys  
  • Planning begun for school wide technology upgrade in 2019 to facilitate STEM and future focussed learning |

Next Steps

To add further value to student learning and achievement our school will
• pilot the online Best Start Year 7 program in 2019
• continue to focus on teachers using data and evidence based practice to support student learning and achievement
• investigate the introduction of technology based literacy and numeracy support for students identified in Year 7 and Year 9 as not yet achieving NAPLAN minimum benchmark standards in literacy and numeracy implement a range of teaching for inclusion action learning projects to better support students with identified learning, behaviour and under achievement concerns
• continue structured reading support groups in Years 7 and 8 and monitor the use of Focus on Reading strategies in classrooms to further improve student reading comprehension
• use targeted professional learning to support teachers to develop and use explicit and systematic literacy and numeracy teaching methods which include clearly stated short–term objectives and linked assessment strategies
• focus on reviewing the quality of student assessment strategies and teacher feedback to students to improve student achievement and learning success
• continue to explore a range of strategies which improve the ability of students to access information and communicate ideas in formal test and examination settings
• focus on the development of detailed student learning plans for targeted refugee students to support the development of English language and literacy skills, numeracy skills and the understanding of curriculum concepts
• continue successful support programs to prepare students for HSC assessments and exams
• continue using pre and post assessment data to plan learning and begin formally analysing the impact on student outcomes
• develop teacher skill in using Google Classroom to communicate with students.
**Strategic Direction 2**

Quality Teaching and Leadership to Improve Student Learning

**Purpose**

We know that the quality of teaching makes a difference to the quality of student learning.

Effective teachers understand how students learn, 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 focussed learning.

We are committed to building a school–wide culture of high expectations where teachers ensure they are meeting the learning needs of their students, challenging all students to improve their performance and making clear what all students are expected to know, understand and do.

**Overall summary of progress**

Over 2018 staff have engaged in collaborative, future focused professional learning aligned with the school's strategic directions, their individual performance and development plans and the Australian Teaching Standards. This means that staff have reflected on and applied their knowledge and understanding of how students learn to their teaching, so that student outcomes are maximised.

**Progress towards achieving improvement measures**

<table>
<thead>
<tr>
<th>Improvement measures (to be achieved over 3 years)</th>
<th>Funds Expended (Resources)</th>
<th>Progress achieved this year</th>
</tr>
</thead>
<tbody>
<tr>
<td>• 100% of teachers participate in data based action learning projects to improve student learning and achievement</td>
<td>$379,538 across all 3 Strategic Directions</td>
<td>• Teacher performance was reviewed at individual, faculty and whole school levels against the proficient standard of the Australian Teaching Standards and against the elements of the Learning, Teaching and Leading domains of the School Excellence Framework</td>
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<td>• teaching and learning programs and assessment strategies show evidence of the use of data to identify student progress and implement interventions to improve student learning</td>
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<td>• A focus on student centred learning with a breadth of curriculum options is evident at faculty and whole school levels</td>
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<td>• 100% of teaching and non teaching staff have an agreed annual performance and development plan</td>
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<td>• Professional learning for all teachers facilitated a greater understanding of how data is used to improve teaching programs and practices. Staff more consistently use information about individual students' capabilities and needs to plan for students' learning so as to engage them in rich learning experiences</td>
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<tr>
<td>• all teachers have engaged in lesson observation and structured feedback that links their teaching to the goals of their performance and development plan</td>
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<td>• All staff completed a detailed review of 2018 HSC performance, with identification of required changes in practice for 2019</td>
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<td>• A review of faculty documentation and processes to assess compliance with required NESA standards was undertaken.</td>
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<td>• All staff; including temporary staff; developed, implemented and reviewed an annual performance and development plan, including lesson observations, to improve their teaching practice</td>
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</tbody>
</table>

**Next Steps**

To further support and encourage a culture of learning achievement and improvement through a process of staff professional learning and reflection, our school will

• continue to evaluate individual staff, faculty and school practice against both the Australian Teaching Standards and the Department of Education's School Excellence Framework
• evaluate the implementation of the Performance Development Framework to assess the impact of staff
professional learning plans on the capacity of staff to cater for learner diversity and high level achievement

• provide further professional learning for staff so that they have the knowledge and skills to use data and evidence based analysis to better monitor student learning and plan for improvement to meet the learning needs of students of all ability levels, using a student action planning process
• continue to support teachers seeking higher levels of accreditation or to maintain their accreditation
• use the School Leadership Self–Assessment Tool to identify specific strengths and needs to create a plan for further learning and growth linked to the School Excellence Framework
• continue to monitor faculty programs, units of work, teaching resources and assessment tasks to ensure there is a focus on identifying and addressing learner diversity in the classroom
• ensure faculty planning has focused on the interpretation of performance data to set targets, implement strategies to address identified needs and more clearly link lesson material to prior knowledge
• review faculty documentation and processes to ensure that expected NESA standards are met.
Strategic Direction 3
Promoting high expectations, personal excellence, positive values and student wellbeing

Purpose
A sense of belonging and feeling safe at school is essential if students are to be interested and motivated in their learning.

We believe that positive and respectful relationships across our school community, with high levels of student, staff and community engagement, are essential for promoting student learning, engagement and achievement.

A consistent whole–school approach to student wellbeing with clear behaviour expectations leads to a teaching and learning environment where all students have the opportunity to connect, succeed, take responsibility and make a positive contribution to our school, our community and our society.

Overall summary of progress
In 2018 we have focused on whole school programs that aim to improve student engagement, positive behaviour for learning, student wellbeing and learning success.

Progress towards achieving improvement measures

<table>
<thead>
<tr>
<th>Improvement measures (to be achieved over 3 years)</th>
<th>Funds Expended (Resources)</th>
<th>Progress achieved this year</th>
</tr>
</thead>
</table>
| • Tell Them From Me surveys show increasing levels of satisfaction with school culture and practices, increased learning engagement and evidence of stronger community connections
• PBL data shows a reduction in student referrals, suspensions, truancy & N award warnings over 3 years
• PBL data shows student attendance at or above the state average over 3 years
• growth of students as learners is evident in NAPLAN, SMART, HSC and school–based learning assessment data
• all staff are trained and use PBL strategies to support student behaviour in class and in the playground
• 100% of students at risk of non — completion are identified and supported | $379,538 across all 3 Strategic Directions | • Tell Them From Me teacher, parent and student surveys implemented and analysed by staff and students. Survey findings generally at or above Department of Education norms, showing high levels of satisfaction with school culture and practices
• PBL data shows a significant continuing decline in student referrals, as well as in the number and duration of student suspensions linked with improved whole school student welfare support and behaviour management systems to better support student social and emotional wellbeing
• Department of Education attendance data shows overall student attendance at 87.7%, similar to the state average. Attendance rates for Years 8, 10 and 12 were above the state average.
• Whole school review of PBL procedures undertaken, with significant changes made to merit and student monitoring procedures.
• NAPLAN data shows a continuing growth in value added achievement in Years 7 and 9.
• Significant increase in 2018 HSC in Band 4, 5 and 6 achievements.
• A range of STEM, robotics and project based learning initiatives were introduced to extend student learning and engagement.
• Students involved in a greater range of learning experiences beyond the classroom as part of our community links program.
• Increased access of the Breakfast and Homework Club programs by at risk students |

Next Steps
To continue to promote a school culture focused on high expectations, personal excellence, positive values and staff and
student wellbeing our school will

- continue to review whole school student welfare and wellbeing support and behaviour management systems
- introduce a STEM team to plan for enhanced student learning in Science, Technology and Mathematics, including coding courses for girls
- continue to resource a Robotics program for students in Years 7 and 8 and Years 9 and 10
- review Technology teaching and curriculum to further build student interest
- plan and implement whole school strategies to better support high achieving students and reinforce a culture of high expectations
- provide a greater range of experiences outside the classroom to make learning, teamwork and leadership real for our students and regularly promote these experiences on Facebook to our community
- work to further improve the attendance and retention of students in Years 11 and 12
- focus on further strengthening home, school and community partnerships to encourage parent involvement, support student learning and raise expectations using new technologies
- establish a learning and wellbeing team to provide innovative programs and initiatives to better address the wellbeing and learning needs of students
- refocus the Positive Behaviour for Learning program to ensure it is known, understood and implemented across our school so that students show daily positive behaviour, personal best completion of work and involvement in the classroom and in whole school programs
- continue to work with our Toongabbie Learning Community and Girraween Network partner schools to ensure a consistent approach to student transition, learning and wellbeing
- work to ensure financial management approaches maintain optimum standards in staffing, curriculum, facilities and resources based on LSLD, LMBR and RAM reforms
- plan for the introduction of a secure parent and student portal in Sentral to allow remote access of attendance, timetable and interim student progress report information.
<table>
<thead>
<tr>
<th>Key Initiatives</th>
<th>Resources (annual)</th>
<th>Impact achieved this year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aboriginal background loading</td>
<td>$27,570 in flexible funding</td>
<td>• Identification of major learning needs and the implementation of Personal Learning Plans saw our Aboriginal and Torres Strait Islander students generally achieve improved learning performance within our school, as well as improved attendance&lt;br&gt;&lt;br&gt;• All Aboriginal and Torres Strait Islander students in Year 10 achieved their ROSA and those in Year 12 their HSC&lt;br&gt;&lt;br&gt;• Additional funding enabled Years 7 to 10 students to be provided with learning assistance with a focus on literacy, while senior Aboriginal students were provided with tutorial assistance as part of an HSC assessment support program&lt;br&gt;&lt;br&gt;• Students received individual and small group assistance with a particular focus on understanding and completing assessment and coursework requirements, resulting in fewer N Award notifications to students&lt;br&gt;&lt;br&gt;• Aboriginal students from Years 10 and 11 worked with Aboriginal Employment Services as part of our School to Work program, enabling our students to explore future study and work options, including traineeships&lt;br&gt;&lt;br&gt;• An after school homework club was established to better support student learning</td>
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<tr>
<td>English language proficiency</td>
<td>$41,117 in flexible funding, plus a 0.6 EAL/D teacher entitlement</td>
<td>• Additional specialist EAL/D staffing was used to support teachers and EAL/D students in the classroom to provide strategies to support the development of subject specific literacy and numeracy skills and curriculum concepts.&lt;br&gt;&lt;br&gt;• EAL/D staff collected and analysed a range of student data and matched students against the EAL/D phases of Beginning, Emerging, Developing and Consolidating in English proficiency to determine what level of support was required for each student.&lt;br&gt;&lt;br&gt;• Students were supported in the classroom and by withdrawal resulting in higher rates of completion and submission of tasks and progression along the literacy continuum.&lt;br&gt;&lt;br&gt;• Support provided assisted students to complete their courses and transition to the next stage of their schooling, with significant increases in student English language proficiency, engagement, participation and achievement.</td>
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<tr>
<td>Low level adjustment for disability</td>
<td>$57,881 in flexible funding, plus a 1.3 Learning and Support teacher entitlement</td>
<td>• All staff completed professional learning on supporting students with additional learning needs in the classroom. Resources were created to assist staff with program modifications and learning adjustments for students with specific needs, using the Teaching for Inclusion resource.&lt;br&gt;&lt;br&gt;• Personalised Learning Plans were developed and implemented for identified students in consultation with teaching staff and parents. This enabled students to participate more fully in their learning.&lt;br&gt;&lt;br&gt;• School Learning Support Officers and additional teaching staff were employed to support students with additional learning needs in the classroom. Resources were created to assist staff with program modifications and learning adjustments for students with specific needs, using the Teaching for Inclusion resource.</td>
</tr>
</tbody>
</table>
| Low level adjustment for disability | $57,881 in flexible funding, plus a 1.3 Learning and Support teacher entitlement | provide classroom assistance for students, including assistance with organisation skills, clarification of instructions and assistance with classroom activities and assignments.  
- A Deputy Principal Learning and Wellbeing position continued to lead and co-ordinate teaching and learning and student support programs.  
- The school supported the Nationally Consistent Collection of Data (NCCD) and this created opportunities for teachers to engage in meaningful professional dialogue about how to cater for the varied needs of students. |
| Socio–economic background | $252,970 in flexible funding plus a 1.0 teacher entitlement | Funds were used to provide additional learning support for students and to provide assistance for course fees, uniform, stationery items, excursions and other resources, including textbooks and reading program resources. Course costs for students to participate in workplace learning programs, including WHS White Cards, were subsidised for students. This resulted in higher levels of engagement and attendance.  
- The staffing allocation was used to maintain a broad curriculum for Years 7 to 10 students, with access to a range of specialist programs and activities within and beyond the school.  
- Funding was used to support targeted learning and wellbeing programs and strategies to improve student literacy, numeracy, engagement, achievement and retention.  
- Facebook, an expanded SMS contact system and improved school website were used to strengthen the learning partnership between parents and our school.  
- A Breakfast Club was introduced to ensure students had access to a healthy breakfast. Teacher feedback indicates participating students were more alert and engaged in classroom learning.  
- Programs focused on improving literacy and numeracy outcomes for students; raising levels of student engagement and participation in learning; improving the quality of teaching and learning and strengthening home/school partnerships as outlined in our school's Strategic Directions.  
- Funds were used to purchase resources to support future focussed and STEM learning initiatives. |
| Support for beginning teachers | Our school received no funding for beginning teachers in 2018 | New Scheme teachers received coaching and mentoring support to enable them to successfully complete accreditation requirements at Proficient status and to improve their teaching practice.  
- School professional learning funds were used to support New Scheme Beginning Teachers to improve classroom management and teaching and learning strategies.  
- All beginning teachers developed an individual Performance and Development Plan, setting out their professional goals. |
| **Support for beginning teachers** | Our school received no funding for beginning teachers in 2018 | learning required to achieve those goals and the types of evidence to be used to show progress towards achieving their professional goals.  
• All Beginning teachers were involved in a structured program of lesson observations and performance improvement feedback to improve the quality of their teaching and learning.  
• Mentoring programs provided opportunities for collaboration and classroom observation leading to improved teaching practice. |
|---|---|---|
| **Targeted student support for refugees and new arrivals** | $4,343 plus term by term individual student support funding to meet the needs of refugee students | Funding was used to employ specialist learning support staff to help students integrate into our school and to address identified learning needs. Intensive English language support was provided both individually and in the classroom, as well as financial support to pay fees and purchase uniform.  
• Support provided enabled students to develop and consolidate their English literacy and numeracy skills.  
• A Tamil speaking teacher was employed 3 days per week to support Sri Lankan refugee students. |
### Student information

#### Student enrolment profile

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#### Student attendance profile

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</tr>
</tbody>
</table>

#### Management of non-attendance

At Pendle Hill High we believe that developing a culture of regular attendance at school is an essential part of promoting student learning and achievement. We expect students to attend school every day and to attend all classes each day.

The overall student attendance rate for our school in 2018 was a very pleasing 87.7%. This was similar to the state average of 88.4%.

In Years 8, 10 and 12 attendance rates exceeded the state average.

Student attendance and lateness are closely monitored, using a computerised photo ID swipe card system to identify absences, truancy, late arrivals and early departures. Intervention procedures include regular telephone contact with parents, random truancy checks, the development of attendance improvement plans for targeted students and Home School Liaison Officer intervention to improve attendance.

An SMS message service notifies parents daily of student absence from school and late arrival to school.

Our school has purchased the SENTRAL program to enable more detailed student attendance analysis from Term 2 2018.

#### Structure of classes

At Pendle Hill High School our focus is on the continuous improvement of the quality and effectiveness of student learning. Classes are organised to maximise the learning opportunities for all students, allowing teachers to both provide more challenging work and to focus support for students who require assistance with their learning.

Students in Years 7 to 12 follow a pattern of courses which enables them to meet Record of School Achievement and Higher School Certificate curriculum requirements.

An enrichment class operates in each of Years 7 and 8 to better meet the needs of identified high achieving students, together with mixed ability classes for other students. In Years 9 and 10 and 11 and 12, students are generally allocated to classes based on proven academic performance, except for elective classes.

This organisation of classes allows us to better meet the diverse learning needs of our students, ensuring that all students are appropriately challenged and have the opportunity to achieve at their best and experience success in their learning.

Individual student class placement is reviewed each semester, with a comprehensive report issued to parents.

#### Post-school destinations

<table>
<thead>
<tr>
<th>Proportion of students moving into post-school education, training or employment</th>
<th>Year 10 %</th>
<th>Year 11 %</th>
<th>Year 12 %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Seeking Employment</td>
<td>0</td>
<td>0</td>
<td>2</td>
</tr>
<tr>
<td>Employment</td>
<td>0</td>
<td>5</td>
<td>15</td>
</tr>
<tr>
<td>TAFE entry</td>
<td>0</td>
<td>2</td>
<td>25</td>
</tr>
<tr>
<td>University Entry</td>
<td>0</td>
<td>0</td>
<td>56</td>
</tr>
<tr>
<td>Other</td>
<td>0</td>
<td>0</td>
<td>2</td>
</tr>
<tr>
<td>Unknown</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>
The majority of students graduating from Years 10, 11 and 12 have been successful in finding full or part time employment or in entering full or part time continuing education at TAFE or university. All students who applied received offers of university study at a range of metropolitan and country universities, with more than 80% enrolled in further education and training. Many students received early entry offers to university and a $20,000 scholarship to Western Sydney University was awarded.

Our school is responding to the needs of students in Years 11 and 12 with a range of individual learning pathways, including HSC, TAFE, School based Apprenticeships, Traineeships and University options.

An active School to Work program supports students in their transition from school to work and/or continuing education.

Year 12 students undertaking vocational or trade training

Students in Years 11 and 12 are able to access a range of vocational and further education and training courses as part of their HSC program. Within our school, students are able to access courses in Construction and Hospitality. Students also access a wide range of TVET courses at TAFE, as well as School Based Apprenticeship and Traineeship courses.

These courses provide opportunities for students to develop the knowledge and skills required for employment, and to gain TAFE and industry accreditation while completing their HSC studies.

In 2018, 42% of Year 12 students undertook a vocational or trade training course as part of their HSC program. The Hospitality course and the Warehousing Operations Traineeship course were the most popular vocational courses taken by students.

Other popular courses included the Human Services, Retail Services and Information and Digital Technology certificate courses.

Year 12 students attaining HSC or equivalent vocational education qualification

All students completing Year 12 were successful in attaining their HSC. All students completing Vocational and TAFE training courses met course requirements.

Workforce information

<table>
<thead>
<tr>
<th>Position</th>
<th>FTE*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal(s)</td>
<td>1</td>
</tr>
<tr>
<td>Deputy Principal(s)</td>
<td>1</td>
</tr>
<tr>
<td>Head Teacher(s)</td>
<td>5</td>
</tr>
<tr>
<td>Classroom Teacher(s)</td>
<td>24.2</td>
</tr>
<tr>
<td>Learning and Support Teacher(s)</td>
<td>1.3</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>1</td>
</tr>
<tr>
<td>Teacher ESL</td>
<td>0.6</td>
</tr>
<tr>
<td>School Counsellor</td>
<td>1</td>
</tr>
<tr>
<td>School Administration and Support Staff</td>
<td>6.98</td>
</tr>
<tr>
<td>Other Positions</td>
<td>1</td>
</tr>
</tbody>
</table>

*Full Time Equivalent

Pendle Hill High continues to have a very stable, highly qualified and experienced staff, both teaching and non–teaching. The majority of teaching staff have more than 10 years teaching experience, many with more than 20 years teaching service.

The teaching staff were supported by school administration and support staff, including office staff, a general assistant and a farm hand.

The number of teachers and administration staff appointed to a school is dependent on the number of students enrolled. Additional staff such as EALD teachers and the Learning and Support Teachers are appointed by the Department of Education according to need. No indigenous staff are currently appointed to the school.

Teacher qualifications

All teaching staff meet the professional requirements for teaching in NSW public schools.

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Undergraduate degree or diploma</td>
<td>100</td>
</tr>
<tr>
<td>Postgraduate degree</td>
<td>0</td>
</tr>
</tbody>
</table>

Professional learning and teacher accreditation

Participation in ongoing professional learning has ensured that staff are able to maintain their accreditation and build on their teaching skills, with time to engage in professional dialogue and reflect on current teaching practice.
A total of $36,645 was received from the Department of Education to directly support the professional learning of teachers.

All teaching and administrative staff participated in professional learning. Major focus areas for training were identified in the School Plan and the Professional Learning Plan, with attendance at one day conferences and courses the most common form of training outside of school.

Within the school all teaching staff participated in school development days at the beginning of Terms 1, 2 and 3 and in faculty programming days at the end of Term 4.

All staff are either working towards achieving or maintaining their Proficient accreditation status.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2018 to 31 December 2018.

<table>
<thead>
<tr>
<th>2018 Actual ($)</th>
<th>2018 Actual ($)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Opening Balance</td>
<td>888,137</td>
</tr>
<tr>
<td>Revenue</td>
<td>6,204,570</td>
</tr>
<tr>
<td>Appropriation</td>
<td>5,860,833</td>
</tr>
<tr>
<td>Sale of Goods and Services</td>
<td>123,911</td>
</tr>
<tr>
<td>Grants and Contributions</td>
<td>212,308</td>
</tr>
<tr>
<td>Gain and Loss</td>
<td>0</td>
</tr>
<tr>
<td>Other Revenue</td>
<td>323</td>
</tr>
<tr>
<td>Investment Income</td>
<td>7,194</td>
</tr>
<tr>
<td>Expenses</td>
<td>-5,720,766</td>
</tr>
<tr>
<td>Recurrent Expenses</td>
<td>-5,720,766</td>
</tr>
<tr>
<td>Employee Related</td>
<td>-5,166,226</td>
</tr>
<tr>
<td>Operating Expenses</td>
<td>-554,541</td>
</tr>
<tr>
<td>Capital Expenses</td>
<td>0</td>
</tr>
<tr>
<td>Employee Related</td>
<td>0</td>
</tr>
<tr>
<td>Operating Expenses</td>
<td>0</td>
</tr>
<tr>
<td>SURPLUS / DEFICIT FOR THE YEAR</td>
<td>483,804</td>
</tr>
<tr>
<td>Balance Carried Forward</td>
<td>1,371,941</td>
</tr>
</tbody>
</table>

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.

A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

School performance

NAPLAN

All students in Year 7 and Year 9 attempted the NAPLAN test. This national test measures and reports student achievement in each of Reading, Writing, Spelling, Grammar and Punctuation for Literacy and
Number Patterns and Algebra and Data Measurement Space and Geometry in Numeracy.

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

From 2018 to 2020 NAPLAN is moving from a paper test to an online test. Individual schools are migrating to the online test, with some schools attempting NAPLAN on paper and others online.

Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should take into consideration the different test formats and are discouraged during these transition years.

In 2018 all students in Year 7 and Year 9 at Pendle Hill High completed NAPLAN online as part of the Department’s online pilot program.

Expected growth measures the improvement in student performance from Year 5 to Year 7 and from Year 7 and Year 9. It provides an indication of the positive contribution our school is making to improving the learning progress of our students.

In Year 7, our average growth score was 45.7 in Grammar and Punctuation (36.9 for the state); 77.8 in Numeracy (54.2 for the state); 67.2 in Reading (40.9 for the state); 74.6 in Spelling (51.2 for the state) and 52.3 in Writing (34.8 for the state).

In Year 9, our average growth score was 74.2 in Grammar and Punctuation (38.4 for the state); 59.9 in Numeracy (47.0 for the state); 64.5 in Reading (44.6 for the state); 51.3 in Spelling (38.5 for the state) and 46.7 in Writing (34.3 for the state).

The My School website provides detailed information and data for national literacy and numeracy testing. Go to http://www.myschool.edu.u to access the school data.

ACARA has congratulated our school for achieving above average scaled growth in all strands of NAPLAN in both Year 7 and Year 9 compared to both similar school and state average growth figures.

ACARA has congratulated our school for achieving above average scaled growth in all strands of NAPLAN in both Year 7 and Year 9 compared to both similar school and state average growth figures.

The My School website provides detailed information and data for national literacy and numeracy testing. Go to http://www.myschool.edu.au to access the school data. As schools transition to NAPLAN online, the band distribution of results is not directly comparable to band averages from previous years. While the 10 band distribution available to schools who completed NAPLAN online is a more accurate reflection of student performance, caution should be taken when considering results relative to what was formerly a six band distribution. As the full transition of NAPLAN online continues, the most appropriate way to communicate results for NAPLAN online is by scaled scores and scaled growth. This is the reporting format agreed by state and territory education ministers, and is reflected on the myschool website.

Premiers Priorities

In 2018 19.22% of students achieved results in Reading and Numeracy which placed them in the top 2 performance bands of Naplan. This represents a significant growth over the 2017 figure of 12.55%. 16.67% of Aboriginal students achieved results in the top 2 bands in Naplan 2018 compared to zero students in 2017.

Higher School Certificate (HSC)

In the Higher School Certificate the performance of students is reported in performance bands ranging from Performance Band 1 (lowest) to Performance Band 6 (highest).

As student numbers were fewer than 10 in all but 8 courses, reliable statistical analysis of HSC results for our school is difficult and a limited number of performance graphs are available.
Performances in all subjects were generally similar to those of previous years, with a pleasing increase in Band 6 performance.

Forty-five students sat for the HSC in 20 courses of study. In addition to HSC courses studied within the school, students also undertook HSC courses away from school, usually at TAFE. These included courses in Human Services, Warehousing Operations and Retail Services as well as a range of other specialised courses. Students were also able to complete the Hospitality industry accredited vocational course as part of their HSC program within our school.

This wide range of courses and learning pathways was offered to cater for the needs and interests of the full range of students.

Apart from English and Mathematics, the most popular HSC subject choices were Ancient History, Biology, Business Studies, Community and Family Studies, Hospitality, Legal Studies, Personal Development Health and Physical Education and Visual Arts.

The Extension One English and Mathematics courses were also studied.

Although the HSC group was small in size, pleasing individual results were achieved across a range of courses, with a significant improvement in Band 4, 5 and 6 performance.

Students achieved Band 6 results in Food Technology and Mathematics, an E3 result in Extension 1 English and an E4 result in Extension 1 Mathematics.

Our results clearly reflect the hard work of students and teachers and our school's commitment to improvement, excellence and equity in education for our students.

In 2019 and beyond there will be an ongoing focus on improving value added performance from Year 9 to Year 12.

**Parent/caregiver, student, teacher satisfaction**

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

In 2018, students, parents and teachers were again surveyed as part of the Tell Them from Me initiative, with extremely positive responses from all groups. Parents, students and staff considered that their concerns were taken seriously and were acted upon, with regular follow-up communication. Our school will continue to further improve school programs in response to feedback from parents, students and staff.

Parents were especially positive about improvements made to the school website and Facebook, especially the inclusion of access to assessment tasks. The improved SMS messaging service relating to attendance, lateness and the wearing of uniform also rated highly with parents.

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 10 and Year 12.

**Policy requirements**

**Aboriginal education**

Our school continues to work to promote and extend the achievements of our Aboriginal students.

A focus of our efforts is to ensure that all curriculum areas include information about Aboriginal history, culture and contemporary issues and to improve the retention, engagement and wellbeing of all Aboriginal and Torres Strait Islander students across all years.

An after school homework club has been established to better support student learning.

Additional funding enabled junior students to be provided with learning assistance with a focus on literacy, while senior Aboriginal students were provided with tutorial assistance as part of an HSC assessment support program.

Identification of major learning needs and the
implementation of Personal Learning Plans saw our Aboriginal and Torres Strait Islander students generally achieve improved learning performance within the school.

All Aboriginal and Torres Strait Islander students in Year 10 achieved their ROSA and those in Year 12 their HSC.

Aboriginal and Torres Strait Islander students continue to be represented in our extension classes, established to meet the learning needs of our more academically able students.

Aboriginal students from Years 10 and 11 worked with Aboriginal Employment Services as part of our School to Work program, enabling our students to explore future study and work options, including traineeships.

**Multicultural and anti-racism education**

Pendle Hill High is a multicultural school where cultural, linguistic and religious diversity is recognised, respected and celebrated.

More than 52 different language and cultural backgrounds are represented in our school. Major languages spoken in addition to English include Arabic, Hindi, Tagalog and Tamil.

Whole school practices actively support a learning and working environment which is tolerant, culturally inclusive and free of racism and discrimination. Our school core values of Responsibility, Respect and Rights further promote the concepts of acceptance and inclusivity.

As a result, the school tone is characterised by generally positive relations among students, regardless of cultural background. While the school has a trained anti-racism contact officer (ARCO) to investigate and mediate complaints of racism, few complaints have been made.

Indicators of success in developing in all students the knowledge, skills and attitudes required for a culturally diverse and harmonious learning community include:

- Multicultural perspectives are integrated into teaching programs across the key learning areas
- A team teaching approach to the provision of EAL/D support within the classroom, with a particular focus on refugee students
- Student involvement in Saturday School of Community Languages classes to maintain first language continuity, both for the Record of School Achievement and HSC
- Students from a range of cultural backgrounds took on high profile student leadership roles within the school, including those of school captain, vice captain, and SALSA and AAA program leaders and mentors
- University of Western Sydney Pacific Islander Focus programs were well attended
- Students took advantage of special opportunities made available at no cost to our students by our business and university partners, as well as volunteering for a range of community service activities and raising funds for charity.
- Our school received additional funding in 2018 to support refugee and asylum seeker students.