Introduction

The Annual Report for 2019 is provided to the community of Pendle Hill High School as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school 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.

School contact details

Pendle Hill High School
Knox St
Wentworthville, 2145
www.pendlehill-h.schools.nsw.edu.au
pendlehill-h.school@det.nsw.edu.au
9631 9651

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 @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

- 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. We are a multicultural school where cultural, linguistic and religious diversity is recognised, respected and celebrated.

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.

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.
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 school plan and annual report.

Our self-assessment process will assist the school to refine our school plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

Self-assessment using the School Excellence Framework

<table>
<thead>
<tr>
<th>Elements</th>
<th>2019 School Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>LEARNING: Learning Culture</td>
<td>Sustaining and Growing</td>
</tr>
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<td>LEARNING: Wellbeing</td>
<td>Sustaining and Growing</td>
</tr>
<tr>
<td>LEARNING: Curriculum</td>
<td>Sustaining and Growing</td>
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<tr>
<td>LEARNING: Assessment</td>
<td>Sustaining and Growing</td>
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<tr>
<td>LEARNING: Reporting</td>
<td>Excelling</td>
</tr>
<tr>
<td>LEARNING: Student performance measures</td>
<td>Sustaining and Growing</td>
</tr>
<tr>
<td>TEACHING: Effective classroom practice</td>
<td>Sustaining and Growing</td>
</tr>
<tr>
<td>TEACHING: Data skills and use</td>
<td>Sustaining and Growing</td>
</tr>
<tr>
<td>TEACHING: Professional standards</td>
<td>Sustaining and Growing</td>
</tr>
<tr>
<td>TEACHING: Learning and development</td>
<td>Excelling</td>
</tr>
<tr>
<td>LEADING: Educational leadership</td>
<td>Sustaining and Growing</td>
</tr>
<tr>
<td>LEADING: School planning, implementation and reporting</td>
<td>Sustaining and Growing</td>
</tr>
<tr>
<td>LEADING: School resources</td>
<td>Excelling</td>
</tr>
<tr>
<td>LEADING: Management practices and processes</td>
<td>Excelling</td>
</tr>
</tbody>
</table>
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

Improvement Measures

• 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.

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

Process 1:

• all teachers implement a systematic and sequenced approach to the explicit teaching of literacy and numeracy to ensure that literacy and numeracy standards improve and HSC minimum standards are met
• build teacher capacity to improve student engagement through a dynamic curriculum including STEM and future focussed learning opportunities.

Evaluation

• 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
• Growth in Naplan reading performance reflects the continuing positive impact of Focus on Reading and Writing 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, including the WSU Fast Forward program
• 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,

Funds Expended (Resources)

$387,284 across all 3 Strategic Directions
Progress towards achieving improvement measures

assessments, content and student surveys
• $150,000 School wide technology upgrade in 2019 to facilitate STEM and future focussed learning in every classroom.

Next Steps

To add further value to student learning and achievement our school will
• continue the online Best Start Year 7 program, using data to assist in class placement
• continue to focus on teachers using data and evidence based practice to support student learning and achievement
• 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 and writing 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
• develop teacher skill in using Google Classroom for online learning
• develop teacher skill in using a variety of online learning packages as part of daily teaching and learning for all 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.

Improvement Measures

- 100% of teachers participate in data based action learning projects to improve student learning and achievement
- 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
- 100% of teaching and non teaching staff have an agreed annual performance and development plan
- all teachers have engaged in lesson observation and structured feedback that links their teaching to the goals of their performance and development plan

Overall summary of progress

Over 2019 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 learning outcomes are maximised.

Progress towards achieving improvement measures

Process 1:
- All teachers use data and evidence to plan teaching and learning, assess student progress, identify interventions and modify teaching practice so that students have support which meets their learning needs
- All teaching and non teaching staff seek to improve their knowledge and practice through collaborative professional learning so that Performance Development Plans lead to improved teaching and learning and support for educational delivery.

Evaluation

<table>
<thead>
<tr>
<th>Funds Expended (Resources)</th>
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<tbody>
<tr>
<td>$387,284 across all 3 Strategic Directions</td>
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</table>

- Teacher performance was reviewed at individual, faculty and whole school levels against th eproficient standard of the Australian Teaching Standards and against the elements of the Learning, Teaching and Leading domains of the School Excellence Framework
- A focus on student centred learning with a breadth of curriculum options is evident at faculty and whole school levels
- 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 Istudents' capabilities and needs to plan for students' learning so as to engage them in rich learning experiences
- All staff completed a detailed review of 2019 HSC performance, with identification of required changes in practice for 2020
- An audit of faculty documentation and processes to assess compliance with required NESA standards was undertaken
- All staff; including temporary staff; developed, implemented and reviewed an annual performance and development plan, including lesson observations, to improve their teaching practice
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.

Improvement Measures

• 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

Overall summary of progress

In 2019 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

Process 1:

• Review the effectiveness of current student wellbeing programs and practices so that students connect, succeed and thrive at each stage of their schooling
• Promote increased community participation, communication and connection with our school so that home, school and community partnerships better support student learning and the development of positive behaviour and relationships

Evaluation

<table>
<thead>
<tr>
<th>Evaluation</th>
<th>Funds Expended (Resources)</th>
</tr>
</thead>
<tbody>
<tr>
<td>• 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</td>
<td>$387,284 across all 3 Strategic Directions</td>
</tr>
<tr>
<td>• 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</td>
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<tr>
<td>• Department of Education attendance data shows overall student attendance at 86%, similar to the state average. Attendance rates for Year 11 were above the state average.</td>
<td></td>
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<tr>
<td>• Whole school review of PBL procedures undertaken, with significant changes made to merit and student monitoring procedures.</td>
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<tr>
<td>• NAPLAN data shows a continuing growth in value added achievement in Years 7 and 9.</td>
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<tr>
<td>• Significant increase in HSC in Band 4 and 5 achievements.</td>
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<tr>
<td>• A range of STEM, robotics and project based learning initiatives were introduced to extend student learning and engagement.</td>
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<tr>
<td>• Students involved in a greater range of learning experiences beyond the classroom as part of our community links program.</td>
<td></td>
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<tr>
<td>• Increased access of the Breakfast and Homework Club programs by at risk</td>
<td></td>
</tr>
</tbody>
</table>
### Progress towards achieving improvement measures

| 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
- 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 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
- a secure parent and student portal in Sentral to allow remote access of attendance, timetable and interim student progress report information
- consolidate a secure parent and student portal in Sentral
- timetable pastoral care lessons for Year 7 to assist with a successful Year 6 to Year 7 transition.
### Key Initiatives

<table>
<thead>
<tr>
<th>Initiative</th>
<th>Resources (annual)</th>
<th>Impact achieved this year</th>
</tr>
</thead>
</table>
| Aboriginal backgroundloading                         | $29,992 in flexible funding                            | • A range of cultural inclusion programs were undertaken to support cultural identity and inclusion.  
• 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  
• All Aboriginal and Torres Strait Islander students in Year 10 achieved their ROSA and those in Year 12 their HSC  
• 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  
• 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  
• 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  
• An after school homework club was established to better support student learning                                                                                                                                                                                                                                                                                                                     |
| English language proficiency                         | $30,093 in flexible funding plus a 1.0 EAL/D teacher entitlement | • 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.  
• 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.  
• 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.  
• 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                                                                                                                                                 |
| Low level adjustment for disability                  | $63,999 in flexible funding plus 1.3 Learning and Support teacher entitlement | • 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  
• Personalised Learning Plans were developed and implemented for identified students in consultation with teaching staff                                                                                     |
### Low level adjustment for disability

$63,999 in flexible funding plus 1.3 Learning and Support teacher entitlement

and parents. This enabled students to participate more fully in their learning

- School Learning Support Officers and additional teaching staff were employed to 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 for the varied needs of all students

### Socio-economic background

$327,199 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, improved school website and a Parent Portal 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.
- An after school homework club was established to better support student learning

### Support for beginning teachers

$34,000

- 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
| Support for beginning teachers | $34,000 | and teaching and learning strategies  
|                               |       | • All beginning teachers developed an individual Performance and Development Plan, setting out their professional goals earning 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 | $6,780 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 enrolment profile

<table>
<thead>
<tr>
<th>Students</th>
<th>2016</th>
<th>2017</th>
<th>2018</th>
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<tbody>
<tr>
<td>Boys</td>
<td>183</td>
<td>189</td>
<td>207</td>
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<tr>
<td>Girls</td>
<td>144</td>
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Student attendance profile

<table>
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<tr>
<th>School</th>
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<tr>
<td>All Years</td>
<td>89.5</td>
<td>89.2</td>
<td>87.7</td>
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<th>State DoE</th>
<th>Year</th>
<th>2016</th>
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<tr>
<td>All Years</td>
<td>89.7</td>
<td>89.6</td>
<td>88.4</td>
<td>88</td>
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</tbody>
</table>

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

<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>2</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Employment</td>
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<td>University Entry</td>
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<tr>
<td>Unknown</td>
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<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

### Year 12 students undertaking vocational or trade training

48.72% of Year 12 students at Pendle Hill High School undertook vocational education and training in 2019.

### Year 12 students attaining HSC or equivalent vocational education qualification

- Courses in Construction and Hospitality were delivered at school, while courses in Early Childhood Education, Aviation, Information and Digital Technology and Human Services were studied at TAFE as part of our EVET program.
- 17% of Year 12 students completed 2 vocational courses as part of their HSC program in 2019.
- Overall, 66% of Year 12 students at Pendle Hill High School undertook either a school delivered or TAFE delivered vocational course in 2019.
Workforce information

Workforce composition

<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>2</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>1</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

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, scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2019, 3.9% of the Department's workforce identify as Aboriginal people.

Workforce ATSI

<table>
<thead>
<tr>
<th>Staff type</th>
<th>Benchmark¹</th>
<th>2019 Aboriginal and/or Torres Strait Islander representation²</th>
</tr>
</thead>
<tbody>
<tr>
<td>School Support</td>
<td>3.30%</td>
<td>7.20%</td>
</tr>
<tr>
<td>Teachers</td>
<td>3.30%</td>
<td>2.90%</td>
</tr>
</tbody>
</table>

Note 1 – The NSW Public Sector Aboriginal Employment Strategy 2014–17 introduced an aspirational target of 1.8% by 2021 for each of the sector's salary bands. If the aspirational target of 1.8% is achieved in salary bands not currently at or above 1.8%, the cumulative representation of Aboriginal employees in the sector is expected to reach 3.3%.

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 summary

The information provided in the financial summary includes reporting from 1 January 2019 to 31 December 2019. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

<table>
<thead>
<tr>
<th></th>
<th>2019 Actual ($)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Opening Balance</td>
<td>1,371,941</td>
</tr>
<tr>
<td>Revenue</td>
<td>6,619,677</td>
</tr>
<tr>
<td>Appropriation</td>
<td>6,246,246</td>
</tr>
<tr>
<td>Sale of Goods and Services</td>
<td>134,764</td>
</tr>
<tr>
<td>Grants and contributions</td>
<td>226,584</td>
</tr>
<tr>
<td>Investment income</td>
<td>6,165</td>
</tr>
<tr>
<td>Other revenue</td>
<td>5,919</td>
</tr>
<tr>
<td>Expenses</td>
<td>-6,057,892</td>
</tr>
<tr>
<td>Employee related</td>
<td>-5,527,239</td>
</tr>
<tr>
<td>Operating expenses</td>
<td>-530,653</td>
</tr>
<tr>
<td>Surplus / deficit for the year</td>
<td>561,786</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.
Financial summary - Equity loadings

The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

<table>
<thead>
<tr>
<th></th>
<th>2019 Approved SBA ($)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Targeted Total</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>111,646</td>
</tr>
<tr>
<td><strong>Equity Total</strong></td>
<td></td>
</tr>
<tr>
<td>Equity - Aboriginal</td>
<td>29,992</td>
</tr>
<tr>
<td>Equity - Socio-economic</td>
<td>433,915</td>
</tr>
<tr>
<td>Equity - Language</td>
<td>136,809</td>
</tr>
<tr>
<td>Equity - Disability</td>
<td>202,730</td>
</tr>
<tr>
<td><strong>Base Total</strong></td>
<td>4,541,169</td>
</tr>
<tr>
<td>Base - Per Capita</td>
<td>87,238</td>
</tr>
<tr>
<td>Base - Location</td>
<td>0</td>
</tr>
<tr>
<td>Base - Other</td>
<td>4,453,930</td>
</tr>
<tr>
<td><strong>Other Total</strong></td>
<td>527,092</td>
</tr>
<tr>
<td><strong>Grand Total</strong></td>
<td>5,983,352</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.
School performance - NAPLAN

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

From 2018 to 2021 NAPLAN is moving from a paper test to an online test. Individual schools are transitioning to the online test, with some schools participating in 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 be treated with care.

NAPLAN Online

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. 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.
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.
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 2019, 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 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 supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. Principals are responsible for examining school practices and procedures to ensure they are consistent with the policy. All schools have an Anti–Racism Contact Officer who is trained to respond to concerns in relation to racism.

Multicultural Education Policy

Teachers address the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. Principals are 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.