

Annual School Report 2008

Pendle Hill High School

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NSW Public Schools—Leading the way



Our school at a glance

Pendle Hill High School is a coeducational, comprehensive secondary school providing quality education in a caring environment for students from Years 7 to 12. The school serves the Wentworthville, Pendle Hill and Toongabbie communities and was opened in 1965.

Pendle Hill High School was built on land originally used for farming and has extensive grounds and playing fields. Specialist school facilities include a large multi-purpose hall, performing arts room, photography and science laboratories, visual arts rooms, specialist technology rooms, a maths task centre and school farm. The school has 3 computer laboratories plus a computer centre in the Library, with all computers linked to the internet. A fully equipped Fitness Centre is available for use by students and staff.

In 2007 our school was successful in gaining over \$66,000 in funding under the Commonwealth's Investing in Our Schools Program. This funding has been used to provide air conditioning in the hottest areas of our school, with work completed for the start of the 2008 school year.

A \$77,000 major upgrade of both the girls and boys toilets and changerooms above the Canteen was completed during 2008, resulting in modern, clean, attractive and safe facilities for our students.

After more than 40 years of continuous use by students, the industrial benches in our main Woodwork room have also been replaced, giving our students much safer equipment with which to work.

Perimeter security fencing ensures the safety of our students, our staff and our facilities.

Our school reflects the diverse multicultural nature of our community, with students from 32 language backgrounds represented.

We are a school where students, parents and teachers work together to ensure that:

- learning is celebrated
- excellence is expected
- effort is rewarded
- diversity is respected.

Our school is an active member of the Toongabbie Learning Community, with a range of shared programs planned for 2009 with a focus on literacy, numeracy and science.

Messages

Principal's message

We can reflect with a great deal of pride on the many outstanding achievements of our students, our staff and our school in 2008.

At this school we are committed to creating a positive, safe and supportive learning environment where responsibilities, respect and rights are our focus for positive behaviour for learning.

Our school continues to be committed to improvement, excellence and equity in education for our students.

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 and that
- all students must have access to information and communication technology skills to meet their educational and vocational needs.

Our focus on literacy, numeracy and learning success along with our focus on positive behaviour for learning (Responsibilities Respect and Rights) underpin all school practices.

Our programs encourage all students to have and to fulfil the highest possible expectations of themselves and instil respect and tolerance for others.

This Annual School Report recognises and celebrates 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.

From 2009 our school will receive both additional funding and teaching staff under the Priority Schools Program. We also look forward to receiving our first allocation of laptop computers for students.

I certify that the information in this report is the result of a rigorous school self-evaluation process and is a balanced and genuine account of the school's achievements and areas for development.

Judy Sims

P&C message

The P&C would like to thank everyone who helped to support our activities in 2008.

Our school is fortunate to have a small but active parent association, committed to ensuring that our students receive the very best educational opportunities.

The P&C and the school continued to work in partnership during 2008, with monthly P&C meetings providing a forum for the school to canvass parent and community opinion on policies, procedures and practices.

We are fortunate to be part of a school which actively encourages parent participation and involvement in many aspects of school life.

A focus of P&C activities throughout 2008 was to

- promote a strong sense of local pride in our school and its community
- publicly recognise and celebrate the achievements of our students and our school
- develop and extend learning opportunities for our students
- enhance the school environment and provide additional learning resources for our students.

During the year we raised some much needed funds that were put towards enriching our student's learning. We supported a successful application by the school for funding for additional computers for classroom learning, as well as a parent survey program as part of an application to be considered for Priority Schools Funding.

In late 2008 the P&C reviewed meeting times in order to encourage greater parent involvement in our school. The P&C now meets between 4 and 6pm.

Please join us and take an active role in your child's education.

President Steve O'Donnell

Student representative's message

Our school values student leadership. Pendle Hill High School Student Representative Council (SRC) is a representative body of students that aims to bring forward the opinions and ideas of students, build a better school community, raise funds, organise social activities to promote school pride and participation and also to raise the profile of our school in the community.

In 2008 the SRC met regularly and established a high profile within the school. Students chaired and were part of all major school ceremonies throughout the year, including Recognition

Assemblies, Graduation Assemblies, Anzac Day and Values Forums.

The SRC also continued its role in coordinating the school's charity fundraising efforts, with a particular focus on children. Major fundraising efforts supported Jeans for Genes Day for children's medical research, the World Vision 40 Hour Famine, the Salvation Army Red Shield Appeal and the Smith Family Christmas Appeal.

**Urmi Vats and Maria Santiago
Michael Robb and Adam Sirianni**

School context

Student information

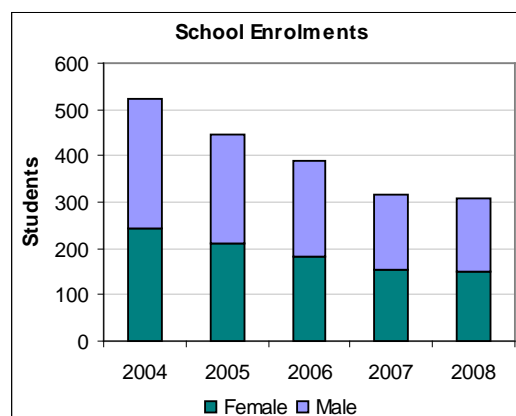
School enrolment profile

The school's total enrolment for 2008 was 316 students, 148 girls and 168 boys. Enrolment in Year 7 to 10 was 205, with 111 in Years 11 and 12.

Most students come from the Wentworthville, Pendle Hill and Toongabbie local areas, with enrolments reflecting the multicultural nature of our community.

An emerging trend is the growing demand for student enrolment throughout the year, especially in Years 7, 8 and 9.

Enrolments are expected to grow in 2009 as a result of strong demand for places in Years 7, 8 and 9.

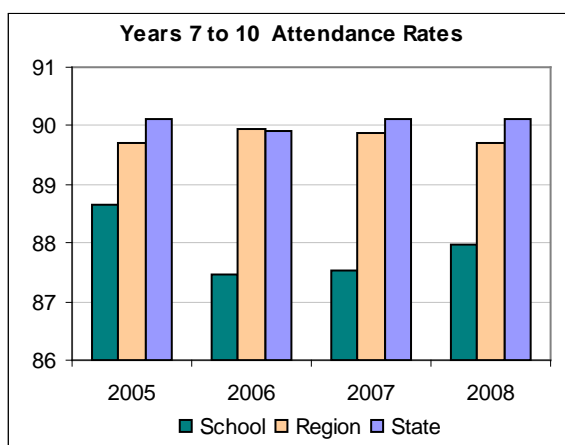


Student attendance profile

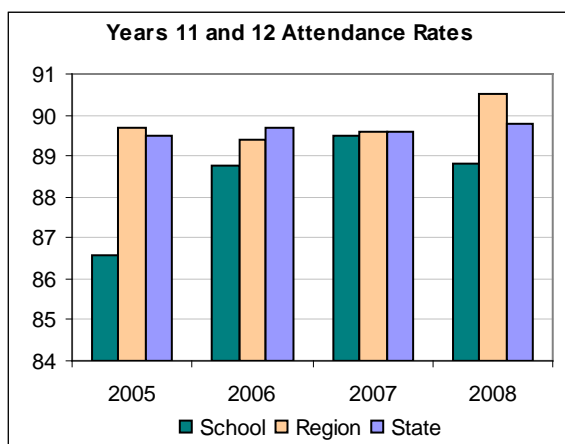
At Pendle Hill High we believe that developing a culture of regular attendance at school is an essential part of promoting student learning and achievement. We expect students to attend school every day and to attend all classes each day. Student attendance is closely monitored, using a computerised photo ID swipe card system to monitor absences, truancy, late arrivals and early departures. Intervention procedures include

regular telephone contact with parents and random truancy checks.

In Years 7 to 10, 88 percent of students attended school each school day in 2008, an improvement over 2007 attendance figures.



In Years 11 and 12, 88.8 percent of students attended school each day.



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.

An extension 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.

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

Retention Year 10 to Year 12

The majority of students enrolling in Year 7 remain at our school and successfully complete Year 10, achieving a School Certificate.

49 percent of our 2006 Year 10 students enrolled in Year 11 and successfully completed Year 12 in 2008, achieving a Higher School Certificate. Those students who left school at the end of Year 10 successfully entered employment or further education and training, usually at TAFE. These students often gained apprenticeships or traineeships, thereby continuing their education and training.

This reflects both the success of the school's School to Work programs and the availability of local employment.

In 2009 our school will receive additional funding under the Priority Schools Program to enable us to further address issues of student engagement and retention and to further promote community links.

Post-school destinations

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.

The majority of students graduating from Years 10, 11 and 12 in 2008 have been successful in finding full or part time employment or in entering full or part time continuing education at TAFE. A number of Year 12 students accepted offers of university study at a range of metropolitan and country universities.

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

Staff information

Our school had a total of 32 teaching positions in 2008. This included 6 executive staff, 20.8 classroom teachers and 3.3 specialist support teachers. The teaching staff were supported by 6.6 school administration and support staff, including office staff, a general assistant and a farm hand.

Staff establishment

Pendle Hill High continues to have a very stable 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 number of teachers and administration staff appointed to a school is dependent on the number of students enrolled. Additional staff such as ESL teachers and the Support Teacher Learning are appointed by the Department of Education and Training according to need.

Position	Number
Principal	1
Deputy Principal(s)	1
Head Teachers	6
Classroom Teachers	20.8
Support Teacher Learning	0.5
Teacher Librarian	1
Teacher of ESL	0.8
Counsellor	1
Careers Adviser	1

Staff retention

Pendle Hill High School is fortunate to have a very experienced and stable teaching staff, with minimal staff changes for 2008.

Mr John Edwards, Head Teacher Social Science chose to retire at the start of the year. We thank him for the contribution he has made to our school over many years.

New members of staff in 2008 included Mrs Kumar (Science), Mr Bernays (Technology) and Mrs Credaro, (Teacher Librarian).

Staff attendance

Staff have access to leave entitlements such as sick leave. In 2008 the average daily attendance rate for staff, as determined by the Department of Education and Training, was an extremely pleasing 96.1 percent.

Teacher qualifications

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

Many staff have undertaken additional specialist post graduate programs.

Qualifications	% of staff
Degree or Diploma	100
Postgraduate	54

Financial summary

This summary covers funds for operating costs and does not involve expenditure areas such as permanent salaries, building and major maintenance.

A full copy of the school's 2008 financial statement is tabled at the annual general meeting of the P&C. Further details concerning the statement can be obtained by contacting the school.

Date of financial summary:	30/11/2008
Income	\$
Balance brought forward	262 459.82
Global funds	233 945.29
Tied funds	134 077.25
School & community sources	70 293.27
Interest	17 838.04
Trust receipts	28 819.45
Canteen	104 171.98
<i>Total Income</i>	<u>851 605.10</u>
Expenditure	
Teaching & learning	
Key learning areas	50 005.89
Excursions	15 801.69
Extracurricular dissections	19 733.93
Library	7 522.50
Training & development	1 680.00
Tied funds	198 443.01
Casual relief teachers	48 312.22
Administration & office	91 389.83
School-operated canteen	108 402.14
Utilities	53 855.35
Maintenance	33 653.34
Trust accounts	21 564.54
Capital programs	0.00
<i>Total expenditure</i>	<u>650 364.44</u>
Balance carried forward	201 240.66
	=====

Of the balance carried forward of \$201,240.66, only \$42,342.83 is available for general purposes spending in 2009. The rest is held as tied or trust funds.

Tied funds are able to be spent on specific purposes only, eg integration funds to support students with identified special learning needs. Trust funds are monies held by the school for other groups eg the Student Representative Council.

The school appreciates the support of parents in the payment of voluntary and subject contributions. These monies have been used to improve facilities and to provide resources for students.

In 2009 the school will receive additional funding as a tied grant through the Priority Schools Program.

This funding is to be spent on improving literacy and numeracy outcomes for students; increasing

student participation and engagement in learning; further improving the quality of teaching and learning and strengthening school and community partnerships.

School performance 2008

This section provides an overview of student achievement in a range of areas, including the arts, sport, special celebrations and community involvement.

Achievements

The Arts

Pendle Hill High School is committed to providing opportunities to develop and enhance talent. Students are encouraged to develop their musical, performance and artistic skills through practical lessons, community performances and external competitions. In 2008:

- Congratulations to Tim Thomas of Year 10. Tim and his group "Zygotic" won the national Kool Skools Competition – a battle of the bands for school students.
- Sheena Krishna and Jerald Janolan gained first hand experience as "paparazzi", providing 4 schools with a photographic record of the visit of the Deputy Director-General to their school.
- Year 12 students had the opportunity to study a new course in Photography, Graphics and Digital Imaging as part of their HSC program.
- A Visual Arts exhibition afternoon was held to display the impressive HSC major works of our Year 12 students. The exhibition complements the regular A Block courtyard display of student work from Years 7 to 12.
- Katherine Edwards, Year 12, experienced great success in a number of Australian Dancesport championship events, both nationally and internationally.
- Students and staff performed a range of vocal, band and dance items at weekly assemblies, Year 10 and Year 12 graduation ceremonies and Recognition Assemblies, highlighting the depth of student musical and dramatic talent.

Sport

While the school has a proud sporting tradition, fitness, health and good sportsmanship are priorities for all students. Students continued to participate and excel in a range of individual and team sports, with

success at school, zone and regional and state competitions. In 2008:

- Luke McNaught, Year 12, received a prestigious Pierre de Coubertin award from the Australian Olympic Committee. Luke is a high achieving sportsman, performing at the elite level in athletics, swimming, cricket, touch football and soccer.
- Congratulations to the members of our Open Girls Cricket and Senior Volleyball teams, winners of the Summer Zone competition.
- Congratulations to Jacky Patrick, an active member of our PDHPE teaching staff. Jacky has been appointed as a Combined High Schools Sport Convenor for Touch Football in 2009! This prestigious appointment recognises Jacky's long involvement in coaching touch football and her widely acknowledged organisational skills.
- Jessica Eastcott, Year 11, was invited by the Primary Principals Association to umpire at the State PSSA Softball Carnival in Canberra.
- 14 students from our school were selected to represent Prospect Zone at the Sydney West Cross Country Carnival.
- Kerry Wyborn, Beijing Olympics Softball player, visited our school to talk with our Year 12 PDHPE students.
- Eight students from our school were selected to represent the Prospect Zone at the Sydney West Area Touch Football Championships.
- Students successfully participated in school carnivals in swimming, athletics and cross country, as well as at a range of Sydney West and Combined High Schools State Carnivals.

Special Celebrations

This school takes pride in recognising the many and varied achievements of our students and staff. In 2008:

- We welcomed the Deputy Director-General (Schools), Mr Trevor Fletcher, to our school. Mr Fletcher spoke with students and took part in a Counting On Numeracy lesson.
- We were especially pleased to have the Premier of NSW, Mr Nathan Rees; Mrs Kerrie Ikin, School Education Director, and Professor Stuart Campbell, University of Western Sydney as special guests at our Semester 2 Recognition Assembly.
- Leonid Soukhankine, Year 11, was one of 168 students in NSW to be awarded a \$2,000 Youth Scholarship.

- Daniel Parkinson of Year 12 was one of only 16 students in NSW to receive the prestigious Australian Defence Force Academy Education Award. More than 1,200 students applied for the award, which was presented to Daniel by Major La Galle at our Term 3 Recognition Assembly.
- Princess Espiritu Year 12, Simge Sercan, Year 11 and Maiza Espiritu, Year 10 each received an Australian government Long Tan Leadership and Teamwork Award.
- Virginia Thomas of Year 11 and Ben Bourke of Year 9 were each awarded a Two Ways Together Scholarship by the Western Sydney Region Aboriginal Education Advisory Committee. The scholarships are to encourage Aboriginal students to complete their secondary schooling and were presented at a special awards ceremony.
- An Open Day was held to showcase our students, our programs and our school to our local community. The community was able to meet students, parents and staff and see our school in action.
- Thanks to the expertise of Mr Avery, a number of promotional DVD's were produced in 2008 to highlight focus areas and programs, with a "virtual tour" of our school now incorporated into the school website.
- Jenny Peisley and Maiza Espiritu of Year 10 were selected from more than 80 students to be Peer Leaders at the 2008 Student Leadership Equity forum. Jenny was also selected as one of two state SRC representatives for Western Sydney Region.
- Kahlia Sinclair and Sean Bullivant of Year 12 were presented with awards by the Parramatta Schools Industry Partnership in recognition of their outstanding leadership, team skills and work skills as demonstrated in an industry setting. Kahlia received a VET award for Excellence in Hospitality and Sean an Outstanding Achievement Award.
- Six Year 11 and Year 12 students were selected by Lithgow TAFE to take part in an all expenses paid 10 day Outdoor Education program, gaining TAFE accreditation for their efforts.
- Year 8 students were able to attend a 3 day/2 night camp at Camp Yarramundi, Richmond as part of our student leadership program.

Community Involvement

Pendle Hill High continues to place emphasis on the development of students as responsible citizens and encourages all students to be fully involved in the life of the school and community. In 2008:

- A special thank you to all students, parents and staff who donated books to the Papua New Guinea Book Appeal. As a result of your generosity, we were able to send many large boxes of books to this appeal.
- Parents and students gave up their time at weekends to run 2 highly successful fundraising BBQs at Bunnings, North Parramatta.
- Peer Support leaders from our school worked with Year 5 and Year 6 students in local primary schools as part of our Transition to High School initiatives.
- Students and parents supported a P&C Garden Working Bee as part of our school grounds improvement program.
- The Student Representative Council (SRC) successfully involved students and staff in a range of school-based activities to demonstrate our concern for the safety and wellbeing of those in need. More than \$1,500 was raised for charity, with children's medical research, Westmead Hospital, World Vision and the Smith Family the main beneficiaries of their efforts.
- Students and staff from our school took part in the ARCBS Vampire Shield Program, making a series of blood donations to the Red Cross.

Academic

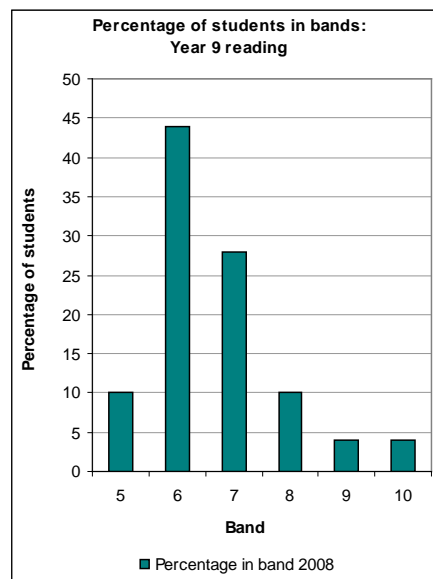
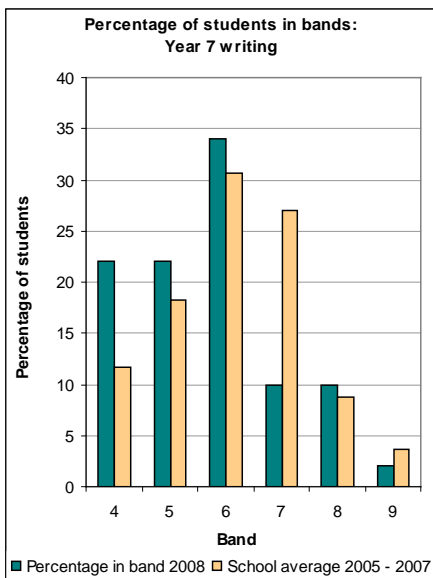
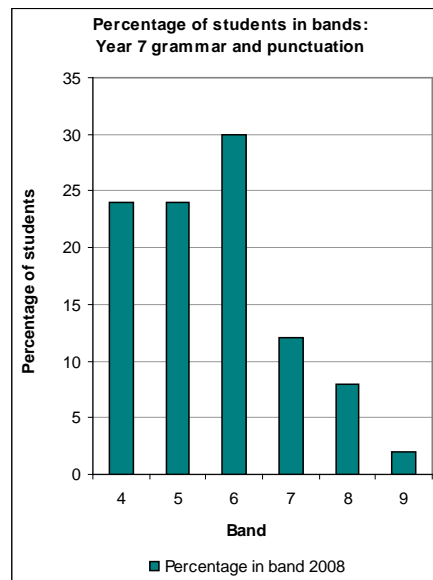
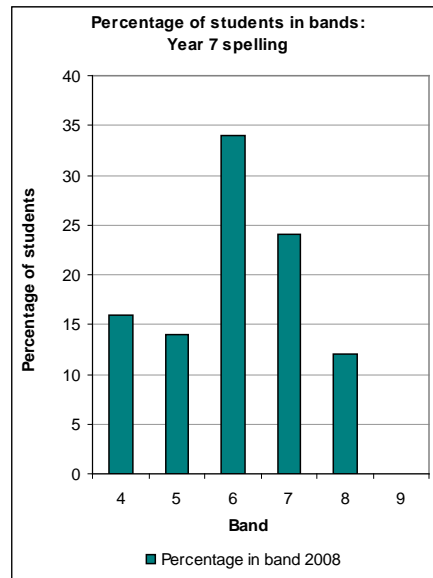
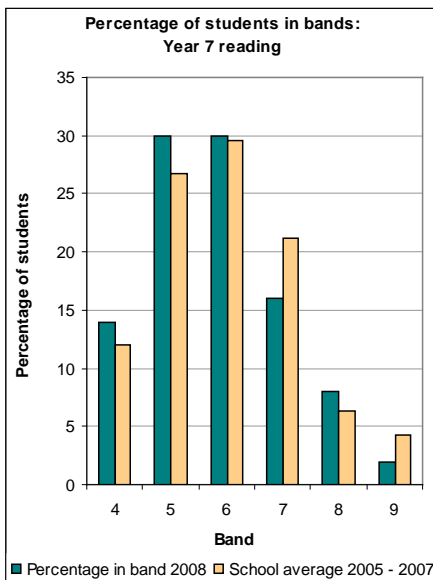
This section of the report provides information on the performance of our students in the following national and state-wide tests: the National Assessment Program (NAPLAN) Literacy and Numeracy tests; the School Certificate (SC) and the Higher School Certificate (HSC). These tests are set, marked and reported at a national or state-wide level, with all students in all schools sitting for these tests on the same day. In addition to state-wide tests, Pendle Hill High School provides parents with 2 reports each year which detail student achievement on school based assessment activities. These comprehensive reports provide information about achievement in relation to course outcomes, commitment to learning and social development.

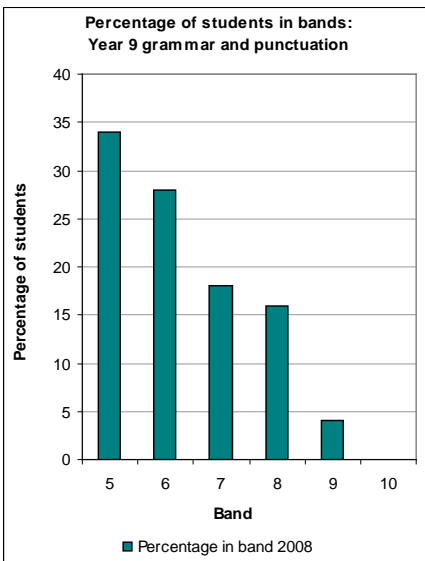
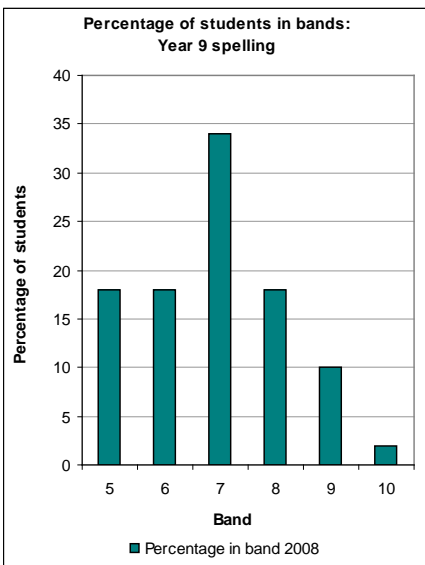
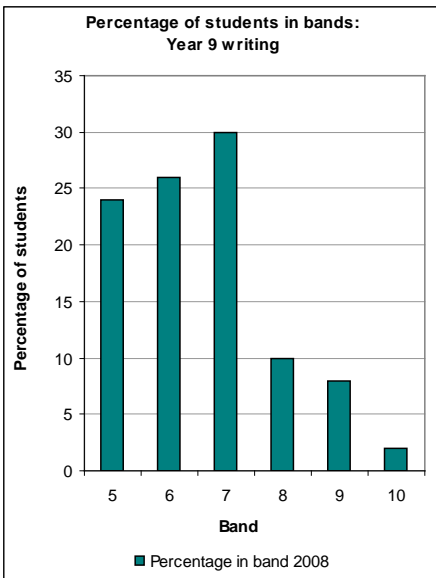
Literacy – NAPLAN Years 7 and 9

All students in Year 7 and Year 9 attempted the NAPLAN test, held for the first time in 2008. This

national test measures and reports student achievement in each of Reading, Writing, Spelling, Grammar and Punctuation. Performance of students is reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in the assessments.

In Year 7 achievement is reported from Band 4 (lowest) to Band 9 (highest); in Year 9 from Band 5 (lowest) to Band 10 (highest).





of reading ability and ESL needs gives our school base line data on the entry level ability of our Year 7 students as they make the transition from primary school to high school.

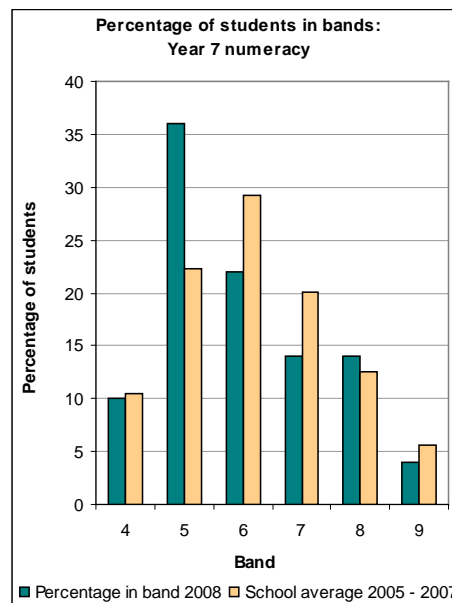
NAPLAN literacy test results for Year 7 show that the overall literacy achievement of girls was higher than that of boys and that Aboriginal and Torres Strait Islander students performed above the national average for that group. Students performed best in the Spelling and Reading sections of the test, with Grammar and Punctuation the weakest area.

Year 9 NAPLAN literacy test results also show that the overall literacy achievement of girls was higher than that of boys and that indigenous students performed above the national average for that group. As for Year 7, students performed best on the spelling and reading sections of the test, with grammar and punctuation the weakest area.

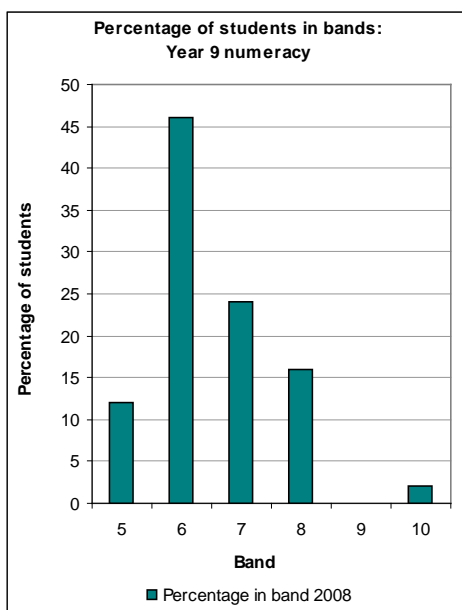
Further improving literacy outcomes for all students from Years 7 to 10 is a school target for 2009.

Numeracy – NAPLAN Years 7 and 9

Years 7 and 9 students participated in the 2008 NAPLAN test. This test covered the areas of Number and Data; Patterns and Algebra; Measurement and Space and Geometry.



The results of the Year 7 NAPLAN assessment together with our own school based assessments



Year 7 boys performed better than girls in terms of overall numeracy. Students performed best in the Measurement and Data strands of the test, and achieved similar levels of performance on the Space and Geometry and Number, Patterns and Algebra sections of the test. Indigenous student performance was consistent with the national average.

Year 9 NAPLAN numeracy test results also show that the overall numeracy achievement of boys was higher than that of girls and that students performed best on the measurement, space and geometry strand of the test. Patterns and algebra was the weakest performance area for Year 9 students. The performance of indigenous Year 9 students was below the national average.

Progress in Literacy and Numeracy

Data for 2008 shows that growth in NAPLAN scores for Year 7 students in overall literacy was well above both state average and the average for our School Education Group and that the growth in reading was especially pleasing.

In Year 9, growth in NAPLAN scores was also above state average. The growth in Reading Scores for Year 9 was well above both state and School Education Group averages, although growth in Writing was below the state average.

While growth in overall numeracy scores in Year 7 was above the state average, growth for Year 9 students was well below state average.

School Certificate

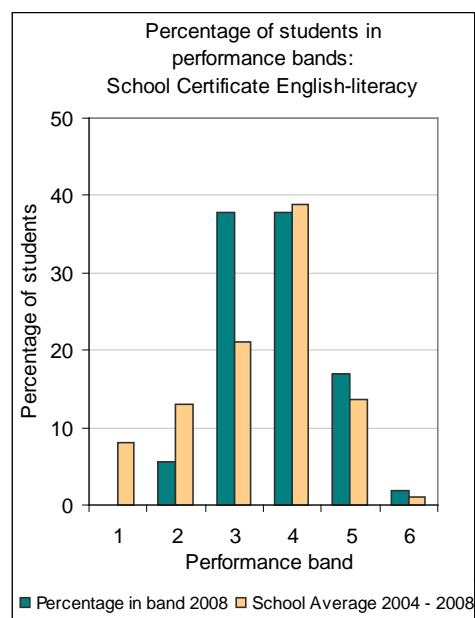
In 2008, 53 students sat for the statewide School Certificate tests in English-literacy; Mathematics; Science; Australian History, Civics and Citizenship; Australian Geography, Civics and Citizenship and the online Computing Skills test.

The achievement of students in these tests is reported in performance bands which indicate increasing levels of student performance. Band 6 is the highest level of achievement and Band 1 the lowest. Almost half of our Year 10 students (twenty two) achieved at Band 5 or 6 level, most in more than one course.

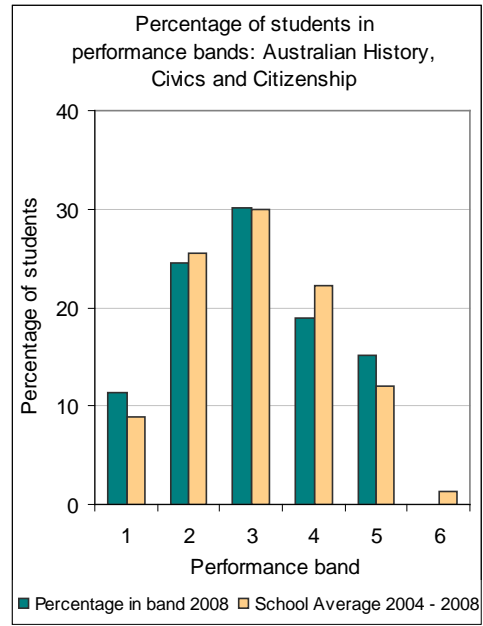
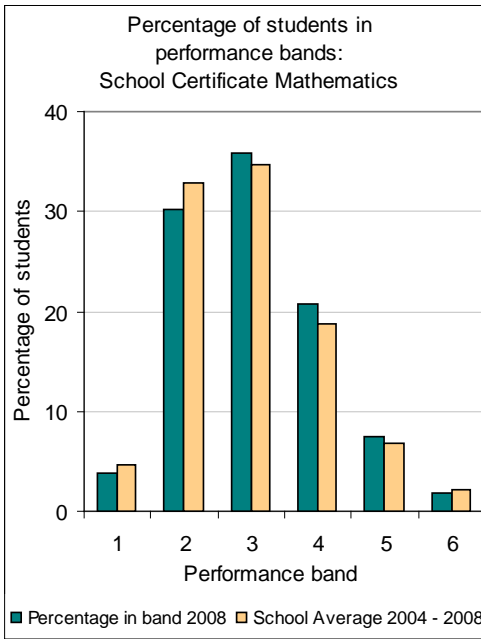
While in all tests students were under-represented in the two highest performance bands, the percentage of students in Bands 3 and 4 was generally similar to or exceeded state averages.

In the English-literacy test, 2008 saw a growth in the percentage of students in Bands 3, 5 and 6 and a reduction in those performing at Bands 1 and 2 compared to our average for the previous 5 years.

The significant decline achieved in Band 1 performance compared to previous years is especially pleasing and reflects the success of our strong ESL programs and initiatives.

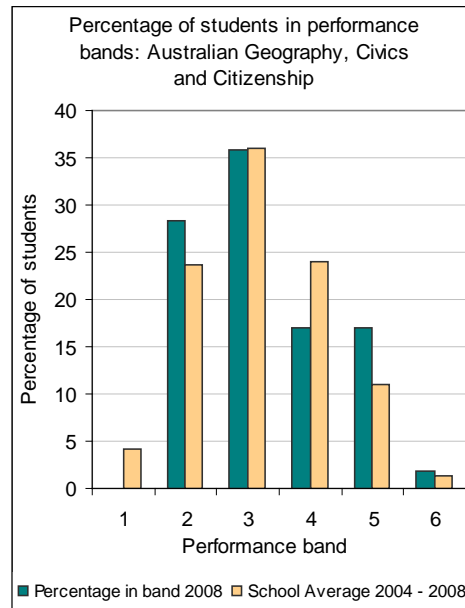
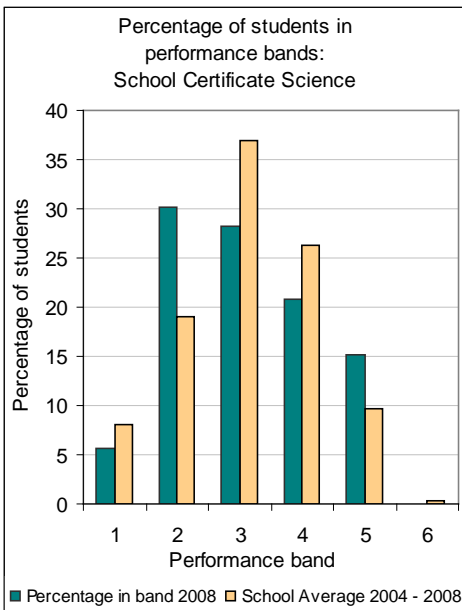


The percentage of students achieving at Bands 3, 4 and 5 level in Mathematics was greater than our average for the past 5 years, with performance at Band 6 level similar to that achieved in previous years. Improving the performance of students achieving at Band 1 and 2 is a priority.



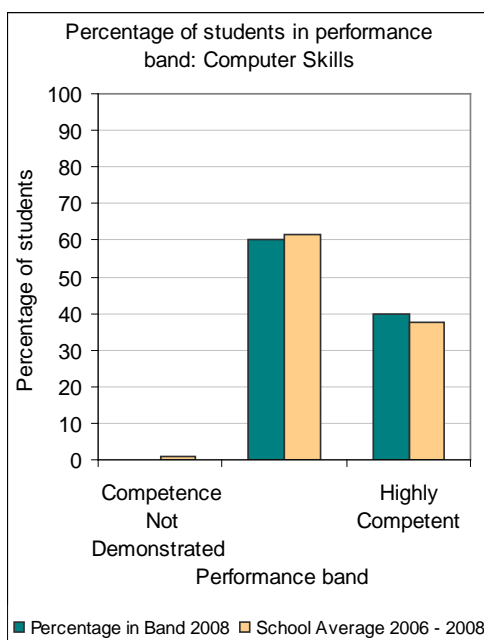
Our results in the Science test show a continuing reduction in the percentage of students performing at Band 1 level compared to our past average. The significant growth in performance achieved at each of Bands 5 and 6 is especially pleasing and reflects a renewed focus on Science teaching within the school.

Results in Australian Geography, Civics and Citizenship show a pleasing growth in achievement at each of Bands 2, 5 and 6 compared to previous years, with a significant reduction in the percentage of students achieving at Band 1 level.



In the Australian History, Civics and Citizenship tests, the significant improvement achieved in students' performance in Band 5 is especially pleasing compared to our past average, as is the reduction in Band 2 performance.

In the online Computing Skills test, 21 students were rated as Highly competent, achieving marks from 80 to 100, with a further 32 students rated as Competent. No student failed to demonstrate computer competency.



School Certificate relative performance comparison to Year 5 (value-adding)

When School Certificate test results are matched against Year 5 Basic Skills Test results, it is possible to determine the relative progress, or value-added performance, of students.

Analysis of this data for our school shows that relative performance in Australian History, Australian Geography and English-literacy was closest to the state average and to that of similar schools, while relative performance in Science showed the greatest negative difference between school performance and the state average.

In all courses, there was a pleasing improvement in School Certificate relative performance from Year 5 (value-added) in 2008 compared to the school's average over the past 5 years.

The data shows that Mathematics, Science and Australian Geography have each been most successful in adding value to the performance of students in both the middle and higher performing groups, a very pleasing trend.

Higher School Certificate

Fifty-two students sat for the HSC in 2008 in 23 courses of study. In addition to HSC courses studied within the school, students undertook a further 13 HSC courses away from school, usually at TAFE. These included courses in Hairdressing, Plumbing, Signcraft, Animal Care, Aged Care Work, Aircraft Operations and Beauty Therapy.

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 Biology, Business Studies, Hospitality, Visual Arts and Personal Development, Health and Physical Education.

Although the 2008 HSC group was small in size, they achieved outstanding success at the HSC. The Dux of Year 12, Daniel Piotrowski, achieved a Universities Admissions Index (UAI) of 97.6. The Principal's Award for Academic Excellence went to Pooja Priyanka, with a UAI of 88.2 and to Daniel McBride and Jessica Baitieri.

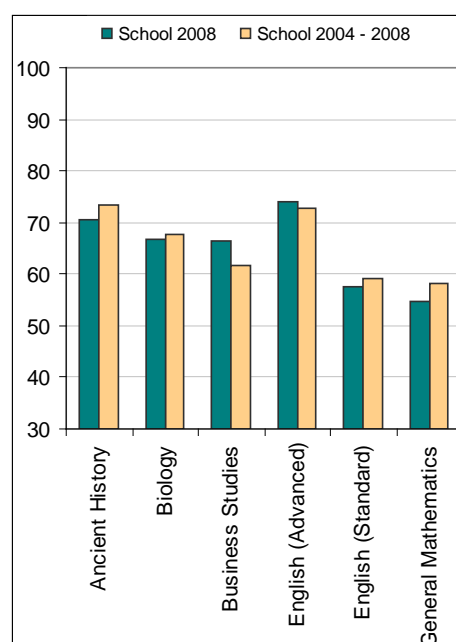
As student numbers were fewer than 15 in all but 6 courses, reliable statistical analysis of HSC results is difficult.

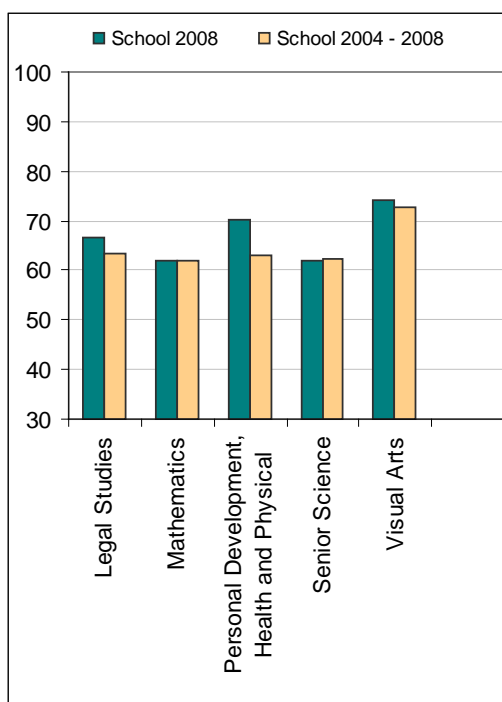
Outstanding individual results were achieved across a range of courses and a High Achievers Recognition Assembly was held to publicly celebrate the Band 5 and 6 achievements of our 2008 HSC students.

Daniel Piotrowski was named in the statewide HSC Order of Merit List, with Band 6 performances in Ancient History, English Advanced, English Extension 1 and Personal Development, Health and Physical Education.

Fifteen students achieved at Band 5 level, with a mark above 80, in Ancient History, Arabic Continuers, Biology, Business Studies, Advanced English, English Extension 1, Food Technology, History Extension, Information Processes and Technology, Legal Studies, General Mathematics, Mathematics, Personal Development Health and Physical Education and Visual Arts.

That means that 16 of our 52 HSC students in 2008 performed at Band 5 or Band 6 level in at least one HSC course – an outstanding result from such a small group!





Especially pleasing were the results in Biology, Business Studies, Advanced English, Legal Studies, Mathematics, Personal Development, Health and Physical Education, Senior Science and Visual Arts, which were at or above the school average for the past 5 years. Performances in other subjects were generally similar to those of previous years.

Higher School Certificate relative performance comparison to School Certificate (value-adding)

When HSC results are matched against previous School Certificate performance, it is possible to determine the relative progress, or value-added performance, of Year 12 students.

Analysis of this data for our school in 2008 shows that we have been most successful in adding value to the performance of students in the higher performing group (Bands 5 and 6).

Performance in this group was above the state average and was the same as that for similar schools.

There was also a pleasing improvement in average HSC relative performance from Year 10 (value-added) for middle performing students in 2008 compared to the school's average over the past 5 years.

The data also shows that, overall, the Key Learning Areas of PDHPE, Technology, Human Society and Its Environment and English were most successful in terms of improving statewide student performance, with Science the least successful.

There will be a continuing focus in 2009 on improving student learning outcomes, with a particular emphasis on middle and higher performing students.

Thirteen students accepted offers of university study following the completion of the HSC. Students not seeking university entry have been successful in gaining employment and/or entry to courses at TAFE.

Minimum Standards

The Commonwealth Government sets minimum desirable standards for reading, writing, grammar and punctuation, spelling and numeracy for Years 3, 5, 7 and 9.

The performance of the students in our school in the National Assessment Program – Literacy and Numeracy (NAPLAN) is compared to these minimum standards. The percentages of our students achieving at or above these standards are reported below.

Percentage of Year 7 students in our school achieving at or above the minimum standard in 2008

Percentage of Year 7 students achieving at and above minimum standard	
Reading	86.0
Writing	78.0
Spelling	84.0
Punctuation and grammar	76.0
Numeracy	90.0

Percentage of Year 9 students in our school achieving at or above the minimum standard in 2008

Percentage of Year 9 students achieving at and above minimum standard	
Reading	90.0
Writing	76.0
Spelling	82.0
Punctuation and grammar	66.0
Numeracy	88.0

Significant Programs and Initiatives

Aboriginal education

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

implement the major goals of the Aboriginal Education Policy.

Pendle Hill High School is part of the Dare to Lead Coalition, which aims to improve educational outcomes for indigenous students.

A focus of our efforts is to ensure that all curriculum areas include information about Aboriginal history, culture and contemporary issues.

Commonwealth funding was used to employ an Aboriginal Education Assistant in Semester 2 of 2008, working to improve student attendance, student health and student achievement.

Identification of major learning needs and the implementation of individual learning plans saw our Years 7 and 9 Aboriginal and Torres Strait Islander students generally achieve at or above the average for that group in the 2008 NAPLAN assessments.

All Aboriginal and Torres Strait Islander students in Year 10 in 2008 achieved their School Certificate.

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.

Two students, one from Year 9, and one from Year 11, were each presented with a Two Ways Together Scholarship by the Western Sydney Regional Aboriginal Education Advisory Committee. The scholarships recognise leadership qualities, values, motivation and commitment to education.

One student from Year 11 was selected to participate in the state Koori Action Towards Careers in Health high school student residential workshop, held in Sydney.

Multicultural education

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

While the school is currently experiencing a growth in the direct enrolment of overseas students, more than 32 different language backgrounds are represented in the school.

Whole school practices actively support a learning and working environment which is culturally inclusive and free of racism and discrimination.

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:

- A highly successful program of activities was held as part of Refugee Week 2008 – an African food feast, hair braiding, henna demonstrations and a drumming expo!
- An after school homework centre operated to support the learning needs of refugee students. School Certificate and HSC results in 2008 show that the proportion of refugee students achieving at the lowest performance band has been significantly reduced as a direct result.
- Multicultural perspectives are integrated into teaching programs across the key learning areas
- Student involvement in Saturday School of Community Languages classes to maintain first language continuity
- Students from a range of ethnic backgrounds took on high profile student leadership roles within the school, including those of school captain, vice captain, prefect, peer mediator and peer support leaders
- Several parent and community events were held for our African students as part of a specially targeted and funded School to Work initiative.

Respect and responsibility

Measures to promote respect, responsibility and values education as an integral part of our school culture underpin our student welfare, student leadership and positive behaviour for learning programs.

Targeted social skills are explicitly taught to all students and reinforced by staff as part of our Positive Behaviour For Learning initiative, based on our core values: Responsibilities, Respect and Rights.

Our school values and expectations are regularly communicated to our community through school assemblies, newsletters, brochures, handbooks and our school DVD.

We expect our students to embody these values every day – in the classroom, in the playground and in our community.

Progress on 2008 targets

Target 1

To improve student literacy and numeracy outcomes in Stages 4 and 5

Our achievements include:

- Use of SMART data to identify major learning needs and establish learning priorities
- Redefinition of the role and composition of the Learning Support Team to better support student learning
- Revision of school reports to improve readability, with a clear focus on student achievement, commitment to learning and social development
- A whole school focus on assessment for learning
- Improved communication to students, parents and staff of the benchmark standards required for high level achievement in external examinations
- More structured identification and support of gifted and talented students
- Implementation of a Counting On numeracy program in Year 7.
- Implementation of a reading program for Year 8
- Improved School Certificate results, with an increase in middle and high performance bands and a decrease in lower performance bands
- Improved HSC results in English and Mathematics
- A decline in the number of Board of Studies warning letters issued in Years 10 and 12, with all students qualifying for their School Certificate or HSC.

Target 2**To improve whole school student welfare support and behaviour management****Our achievements include:**

- Continued implementation of the Positive Behaviour for Learning process, with a focus on responsibilities, respect and rights and action plans in place for the playground, walkways, toilets, assemblies and roll call
- PBL expectations, rewards and consequences explicitly taught to all students
- Systematic teaching of social skills to all students identified as in need of behaviour support
- A greater focus on primary school links as part of our student leadership development program and community links program

- Implementation of comprehensive, whole school systems to monitor student attendance and lateness to school
- All staff trained in First Aid and CPR to enhance student health management
- A Values Forum to promote Positive Behaviour for Learning and survey student and parent satisfaction with school policies and procedures in this area was held in Term 1.
- Positive feedback from student, staff and parent evaluations of specific welfare program activities
- Evidence of positive student satisfaction with school life as seen by a reduction in reported incidents of serious conflict and misbehaviour
- Improved Years 7 to 10 student attendance at school and a reduction in student lateness to school and to class

Target 3**To improve communication with the school community****Our achievements include:**

- Continued review and development of the school website to better promote school programs, policies and student achievements
- Development of a school publicity photo bank to better promote student achievements
- Review of the format of the school newsletter to better promote the Our Students Our Programs Our School theme
- The primary school linkages program was extended, with a focus on Year 5 students and High School Experience Days
- A Learning Community is now established with local primary schools to share best practice and promote learning continuity from Years 5 and 6 to Year 7
- High levels of compliance with the new Pendle Hill High School uniform, with a reduction in the wearing of non uniform items
- Evidence of a cleaner, more attractive physical school environment

Target 4**To improve the school to work and further education transition for students****Our achievements include:**

- A RAVE program for Years 10 and 11 girls and a Hip Pocket program for boys implemented

- Within school OH&S accreditation courses provided to enable students to qualify for a “white card” as part of a structured workplace learning program
- “Learn It For Life” program piloted with Year 9 students
- Evidence of greater student involvement in a range of HSC pathways, including TVET and School Based Traineeships and Apprenticeships
- Positive feedback from student, parent and staff evaluations of specific workplace learning programs
- Continuing high levels of student participation in workplace learning activities, TVET and industry accredited courses
- Individual school to work transition plans developed for at risk students
- Post school destination surveys which indicate students are in employment or further education and training rather than unemployment.

Key evaluations

Evaluations inform the identification of longer term targets in school planning.

It is a requirement for all NSW public schools to conduct at least two annual evaluations – one related to educational and management practice and the other related to curriculum. In 2008 our school carried out evaluations of our Student Engagement and Retention and Library programs.

Educational and management practice

Improving School Systems – Student Engagement and Retention

Background

From 2010 the school leaving age is to be raised to 17 years from the current 15 years, with all students expected to complete at least Year 10 and achieve the School Certificate qualification. Research shows that students who do not complete Year 12 or an equivalent vocational qualification, such as an apprenticeship, are more likely to experience restricted work and further education opportunities over their lifetime and are more likely to experience periods of unemployment.

While the majority of students enrolling in Year 7 at our school successfully complete Year 10 and achieve a School Certificate, just over 50 percent of Year 10 students in recent years have chosen

to continue into Years 11 and 12 and complete the HSC.

At Pendle Hill High School we believe that an effective transition from primary school to high school and from the middle years of high school to Years 11 and 12 is essential for student learning success, student wellbeing and to ensure that students achieve their potential for full participation in further education and training, work, family and community life.

Research consistently shows that negative attitudes to school, the quality of academic performance and engagement in learning often accompany the change from primary to high school and the transition from the middle to the senior years of high school, especially for at risk students.

Findings and conclusions

Improving the school to work and further education transition for students has been a school target from 2006 to 2008. Analysis of data from a variety of sources identified the need to further improve school systems to promote increased student engagement and retention. 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.

- Post school destination surveys identified that the majority of students who left school at the end of Year 10 successfully entered employment or further education and training, usually at TAFE. These students often gained apprenticeships or traineeships, continuing their education and training.
- Exit surveys conducted at the end of Year 10 and Year 12 showed a high degree of student satisfaction with the quality of teaching and the range of courses available.
- Surveys of students indicate a high level of involvement with part-time work for students in Years 9 to 12.
- The Board of Studies Work Education course was introduced for students in Years 9 and 10 to give students a broader understanding of the world of work and to provide additional School Certificate credentialling. An individual release work experience program allows students to engage in a combination of school and workplace learning.

- Our school was one of eight schools to pilot the “Learn It For Life” program in 2008. This program is designed to support students in Years 9 or 10 who may be at risk of disengaging from school, training or employment.
- The subject selection process for Years 8 and 10 was reviewed, with an increased focus on small group discussion to complement printed materials.
- The dual accredited Hospitality, Business Services and Construction courses were promoted to students as part of their HSC programs. These courses include a mandatory 70 hour work placement component, with students assessed at industry standards. Successful completion of these competency based courses provides advanced standing within TAFE, as well as university accreditation.
- Surveys of Year 7 students indicate a greater connectedness to, and satisfaction with, our school.
- Our Positive Behaviour for Learning Program is introduced to students in Years 5 and 6 as part of our High School Experience and Transition to High School programs.
- Recognition ceremonies were held to celebrate the achievements of high performing students at the School Certificate and HSC.
- A formal Learning Community has been established with local primary schools to share best practice and promote learning continuity.
- Greater promotion of workplace learning opportunities has resulted in greater numbers of students taking advantage of the broader range of HSC options available. Students are currently undertaking courses at TAFE (eg Aviation, Animal Care, Plumbing, Aged Care); university courses in Registered Nursing and school-based apprenticeships (Carpentry).
- Teachers use a wide range of teaching strategies to create a positive classroom culture with a focus on learning and constructive feedback on performance.
- There is an increased use of data analysis to set directions for teaching and learning.

Future Directions

We will continue to work to:

- Develop in students a strong sense of pride in and identification with our school and our programs
- Ensure quality teaching practices focus on personalised learning using a range of strategies to support and improve student participation in learning
- Use interactive technologies in the classroom, including the use of laptops, to improve learning and teaching and student engagement
- Improve literacy and numeracy outcomes for students through a broad and challenging curriculum
- Provide models of quality work and assessment practices so that students have a better sense of what quality work is and what standard is expected
- Provide a greater range of experiences outside the classroom to make learning, teamwork and leadership real for our students.
- Strengthen home, school and community partnerships to support student learning and raise expectations
- Develop student understanding of and commitment to the importance of gaining formal educational qualifications.

Refer to Target 3 for 2009.

Curriculum

Information Literacy - Library

Background

The school Library's function is to support all teaching and all learning within the school, to provide access to resources and assist in the development of Information Literacy across all faculties. The Library also provides access to recreational reading materials to support functional literacy, lifelong learning and citizenship development through exposure to age and ability appropriate resources.

School Libraries have a positive impact on student achievement, in terms of reading ability, literacy skills and general learning. Research clearly shows that higher test results are achieved in schools that have quality library programs and that quality library programs contribute to building student confidence, independence and a sense of responsibility for learning.

Findings and conclusions

The appointment of a specialist Teacher Librarian to our school at the start of 2008 provided an opportunity to review many aspects of the role and function of the Library in our school to better support student learning and achievement.

A Collection Quality Assessment was conducted to review the currency, relevance and functionality of the existing collection and to identify specific areas of deficiency to guide future spending.

A Library Stocktake was completed, with a focus on the Fiction and Reference collections, Teachers' Reference and Visual Texts. Extensive culling was conducted, with fiction books that had not been borrowed for 15 or more years removed. Many of the reference and non-fiction resources published before 1970 were removed from the collection, especially in the Science and Technology subject areas.

Staff were surveyed, both formally and informally, to review staff use of the Library and to plan for refurbishment and resource collection development.

As a result:

- 921 new resources were added to the collection, including more than 350 topic areas not previously covered
- reference materials were replaced with an online subscription to Britannica Online for approximately 20% of the cost of one new set of hard copy encyclopaedias. The online Britannica is updated daily and can be accessed by staff and students both within the school and from home. During 2008 there were 4,430 "hits" on the online site
- The school's P&C funded both the school-wide subscription to Britannica Online and a 12 month subscription to Foxtel
- a small group reading program was implemented for Year 8 students, run in conjunction with the ESL teacher, the Support Teacher Learning and the English staff
- The display of new books and their accessibility were improved through the donation by Raeco of a high tech "paperback spinner". Book covering was facilitated

through the donation by Colour Presentations of a book covering machine

- student use of the Library increased dramatically, with 980 library resources borrowed during 2008 compared with 274 in 2007 and 1,341 recorded individual uses by senior students using the Library for independent study and internet access
- staff were able to access use of the Library for classes via the internal "Book-It" system
- the physical layout of the Library was changed to increase open displays, provide more user friendly seating arrangements and improved student access to materials
- The Teacher Librarian took over responsibility for the school website, creating a comprehensive and functional service which better promotes our school, our programs and our achievements
- The Library has hosted a number of school-wide and special activities, including a panel discussion with students by Trevor Fletcher, Deputy Director-General (Schools) from the Department of Education and Training.
- The school newsletter is used to provide regular updates to students, parents and staff about what's new in the Library.

Future directions

We will continue to work to:

- Improve the depth, scope and currency of the Library collection
- Undertake further aesthetic and operational improvements to the Library as a learning environment
- Promote improved student literacy by offering a wide range of high quality and challenging texts on topics that interest our students
- Extend the reading program to include students from both Years 7 and 8
- Support reading and writing across the curriculum to improve student learning and achievement
- Support the introduction of laptops for learning by working with staff to develop student information literacy skills and the ability to undertake independent research.

Parent, student, and teacher satisfaction

Throughout the year our school sought the opinions of parents, students and staff about our school's programs and policies. Regular forums that provide opportunities for this include SRC, P&C, faculty and staff meetings, Parent/Teacher

evenings, School Development Days and Recognition Assemblies.

Parents and students considered that their concerns were taken seriously and were acted upon, with regular follow-up communication.

Students and parents indicated at the Term 1 Values Forum that the introduction of Positive Behaviour for Learning (PBL) had a positive effect on student behaviour. Evaluations show that students, parents and staff believe that our community is strongly aware of the PBL values of Responsibilities, Respect and Rights.

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.

Parents of students in Years 7, 8 and 9 were surveyed to gather evidence to support our successful application for inclusion in the Priority Schools Program from 2009.

Professional learning

In 2008, \$19,140 was received from the Department of Education and Training to support the professional learning of teachers. All teachers participated in professional learning, with the average expenditure per teacher being approximately \$600. 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 staff participated in school development days at the beginning of Terms 1, 2 and 3 and in faculty programming days in Term 4. The major topics for the school development days were Improving Performance in Literacy and Numeracy – Data Analysis, First Aid training including CPR training and Student Assessment for Learning.

The major categories of professional learning expenditure were Quality Teaching, Welfare and Equity, Use of ICT and Career Development.

School development 2009 – 2011

The School Plan 2009 – 2011 sets out the strategic directions for the school over the long term and is reviewed and updated each year in consultation with staff, students and parents. The plan contains specific targets for improvement, strategies to achieve those targets, staff responsibilities, budget allocations and evaluation indicators. Our plan has as priority areas Literacy and Numeracy and Student Engagement and

Retention. Our targets are 3 year targets, over 2009-2011.

From 2009 to 2011 our school will receive extra funding and staffing under the Priority Schools Program.

Targets for 2009

Target 1

To raise the literacy achievements of all students

Strategies to achieve this target include:

- Use of SMART data to identify major learning needs and establish learning priorities
- Provide time for teams of teachers to systematically compare student work samples between students and classes and match to Board of Studies examples
- Undertake a benchmarking literacy skills assessment for students in Years 7 and 9 to enable the mapping and tracking of literacy tasks to be taught across Key Learning Areas (KLAs)
- Develop an across KLA referral system for students identified as not meeting expected literacy skill levels in assignments, assessments and tests
- Use Priority Schools (PSP) funding to establish a staffed Learning Centre to support the learning program of targeted students
- Introduce team timetabling of specialist and above establishment staff (ESL, STL, PSP) to ensure students most in need of assistance receive it
- Explore creative approaches to teaching literacy, such as making student videos, email buddies, websites, story books and class newspapers
- Raise student, parent and teacher expectations of student achievement by showing, discussing and comparing student work samples with syllabus requirements at parent workshops
- Professional Learning Program supports teachers to develop and use explicit and systematic literacy teaching methods which include clearly stated short-term objectives and linked assessment strategies
- Teachers access TaLe, the Linking NAPLAN to the Curriculum and Priority Schools Program Websites to support teacher learning and promote explicit links between assessment and the curriculum

- Establish structured reading support groups in Years 7 and 8 using a range of interesting, relevant and challenging texts
- Encourage involvement of Aboriginal parents in learning by negotiating personalised learning plans for Aboriginal students
- Adopt a whole school approach to the communication to students of assignment/assessment requirements for tasks
- Identifying and addressing the specific literacy demands for School Certificate courses to assist lower performing students to understand course content, assessment tasks and examination questions
- Implement a Multilit literacy program for identified students, including African refugee new arrivals and ESL students.
- Participation in numeracy Lesson Study and Syllabus Familiarisation initiatives with partner primary schools
- Undertake a benchmarking numeracy skills assessment for students in Years 7 and 9 to enable the mapping and tracking of numeracy tasks to be taught across KLAs
- Provide time for teams of teachers to systematically compare student work samples between students and classes and match to Board of Studies work samples
- Develop an across KLA referral system for students identified as not meeting expected numeracy skill levels in assignments, assessments and tests
- Use PSP funding to establish a staffed Learning Centre to support the learning program of targeted students

Our success will be measured by:

- An increased use of data analysis by teachers in setting directions for teaching and learning
- An annual reduction in any negative gap between current learning performance and state average performance as measured by NAP, School Certificate and HSC testing
- Value added data showing positive growth between Year 7 and Year 9 NAP performance and for the School Certificate and HSC
- An above the school average percentage of students in Bands 5 and 6 in the School Certificate English – literacy tests
- An increase in the percentage of students achieving Band 5 and 6 in the HSC in all courses
- School literacy programs which are based on high expectations of student achievement and reflect explicit standards and assessment criteria
- A decline in the number of Board of Studies warning letters issued in Years 9, 10, 11 and 12.
- Raise student, parent and teacher expectations of student achievement by showing, discussing and comparing student work samples with syllabus requirements at parent workshops
- Professional Learning Program supports teachers to develop and use explicit and systematic numeracy teaching methods which include clearly stated short-term objectives and linked assessment strategies
- Encourage involvement of Aboriginal parents in learning by negotiating personalised learning plans for Aboriginal students
- Identifying and addressing the specific numeracy demands of School Certificate courses to assist lower performing students to understand course content, assessment tasks and examination questions
- Development and/or purchase of innovative numeracy teaching resources to promote student interest and support student learning

Our success will be measured by:

- An increased use of data analysis by staff in setting directions for teaching and learning
- An above the school average percentage of students in Bands 5 and 6 in the School Certificate Mathematics test
- An increase in the percentage of students achieving Band 5 and 6 in HSC Mathematics courses
- An annual reduction in any negative gap between current learning performance and state average performance as measured by NAP, School Certificate and HSC testing

Target 2

To raise the numeracy achievements of all students

Strategies to achieve this target include:

- Analysis of NAP, SC and HSC results to determine areas that require support at whole school, classroom and individual student levels
- Continued participation in the Counting On In The Middle Years Numeracy project

- Value added data showing positive growth between Year 7 and Year 9 NAP performance and for the School Certificate and HSC
- Individual learning plans with a numeracy focus are in place for all NAP identified students performing below the national standards
- Explicit numeracy strategies evident in teaching and assessment programs in all subjects
- An increased proportion of students demonstrating progress towards their individual numeracy goals

Target 3

To increase the percentage of students completing Year 12

Strategies to achieve this target include:

- Analyse attendance, retention and post school destination data to identify trends and priorities for whole school action
- Develop an attendance action and monitoring plan for identified students
- Provide a range of special initiatives targeting specific students to enhance engagement, achievement and retention eg
 - TVET courses at TAFE
 - Flexible Work Experience/Business Links
 - School based apprenticeships and traineeships
 - HSC Tutorial Support Program
 - Toongabbie Learning Community initiatives
 - Merit reward programs
 - Parent conferences
- Continued implementation of the Positive Behaviour for Learning program
- Employ a community contact officer (SASS one day a week equivalent) to improve parent awareness and understanding of school programs, maximise parent involvement and establish effective partnerships with families to better support student learning
- Review whole school merit system and Recognition Assemblies to better recognise and reward personal best performances
- Review the effectiveness of the Learning Support Team in supporting students with special needs

- Participate in Toongabbie Learning Community initiatives, (including debating, science, astronomy, mentoring, numeracy, athletics) as part of a Middle Schooling initiative to improve student achievement, engagement and retention across partner schools.

Our success will be measured by:

- An annual increase in the percentage of students retained from Year 10 to Year 11 and from Year 11 to Year 12
- Year 11 and 12 subject options which are innovative and responsive to student needs
- High quality transition programs in place to support students and their families from Year 6 to Year 7; Year 8 to Year 9 and Year 10 to Year 11
- An improvement in attendance rates for students in Years 7 to 10 and in Years 11 and 12
- A reduction in the number of students late to school each day and/or late to class
- Students at risk of non completion are identified early and individual support programs put in place
- NAPLAN, School Certificate and HSC trend data showing an increased percentage of students achieving at the higher performance bands
- Increased interactive use of ICT evident in classrooms, with improved competency demonstrated by staff and students
- An effective and active Learning Community partnership is established with partner schools as part of a focus on the middle years of schooling
- Improved student and parent satisfaction with the school, as evidenced through surveys, focus groups and involvement in a range of school activities.

About this report

In preparing this report, the self-evaluation committee has gathered information from evaluations conducted during the year and analysed other information about the school's practices and student learning outcomes. The self-evaluation committee and school planning committee have determined targets for the school's future development.

Judy Sims - Principal

Saher Youssef – Deputy Principal

Mark Avery – Coordinator Administration

Steve O'Donnell – President P&C Association

Louise Campbell – School Administration Manager

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Parents can find out more information about Annual School Reports, how to interpret information in the reports and have the opportunity to provide feedback about these reports at:

<http://www.schools.nsw.edu.au/asr>