

Picton High School

Annual Report



2016



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Introduction

The Annual Report for 2016 is provided to the community of Picton 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.

Mrs Michelle Sapsed

Principal

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Message from the Principal

2016 was a productive year as our whole school community worked towards creating a range of opportunities to support student achievement and success. The Higher School Certificate (HSC) class of 2016 worked with diligence towards their academic and career goals and we were once again happy to see the outstanding individual results that our students achieved across a wide range of courses. A number of our staff were recognised for excellence in their role at our regional and VET awards and our students again were recognised as some of the best Vocational Education and Training (VET) students in the state. Students from Picton High School have made the most of the extra curricula opportunities that our school provides, with excellence at all levels in debating, public speaking, the performing arts, leadership and sport.

With the continued support of our parents, partner primary schools, community groups and local businesses and organisations we have been very successful in meeting the important milestones that underpin our School Plan Strategic Directions. In 2016 we have implemented and expanded a number of individualised support mechanisms and programs to help each of our students achieve their academic and career goals. Underlying the academic success of our students has been a strong focus on wellbeing and social support.

Picton High School has an ongoing commitment to professional learning for all staff. A particular focus was placed on professional learning to meet the School Plan Directions. Twilight Workshops afforded the staff an opportunity to choose from a range of workshops that supported their Performance and Development Plan goals, as well as student and school needs. These were in addition to weekly team, staff and faculty meetings that focussed on the improvement of student outcomes. As a result of this commitment to continued improvement of student outcomes we saw the implementation of a range of initiatives including, but not limited to: STEM (Science, Technology, Engineering and Maths), Science Fair, Up for the Challenge project based learning, Beyond Books high school readiness program, Band Tour, Wakakirri, ALARM and much more.

I would like to extend my thanks to the many people that contribute to the success of Picton High School and who offer support in ensuring that we are able to deliver on our School Plan Directions and, in doing so, provide the best opportunities for our students. Our parent body, who work closely with teachers to ensure the link between school and home is productive, our Parents and Citizens' Association who undertake an important role in ensuring key decisions are a collective voice, those who represent a parent perspective on merit selection panels and those who attend our many events that celebrate our student achievement across a range of academic and extra curricula platforms. Our teachers who work tirelessly in and beyond the classroom to keep learning relevant and connected to student needs and interests. Our school administrative and support staff (SASS) who provide the administrative and support frameworks that are so important to our success as a school. Finally, I have to acknowledge and thank the many community organisations and local businesses that have partnered with us to provide our students with rich experiences.

School background

School vision statement

At Picton High School we believe that by working in an enthusiastic and purposeful way, we will inspire our students to achieve their personal best, developing into confident and innovative individuals, well prepared to take on leadership and to be responsible, productive citizens in the 21st Century.

We value:

- staff who are committed to the learning and achievement of every student in an environment where success is celebrated
- a culture of respect, tolerance and inclusivity where students strive to achieve their personal best
- a safe and health school that fosters mutually respectful partnerships with the community

School context

Picton High School is a comprehensive Years 7 to 12 school located in south-west Sydney. A large school, hovering around 1200 students, we have nine percent Aboriginal population and a 45 place support unit. The school focuses on teacher professional learning to promote best practice in teaching and learning programs. Students enjoy a very broad curriculum with a strong emphasis on vocational learning. The school is acknowledged as a leader in vocational learning, having won both state and national awards to support this. Facilities are constantly being upgraded, with additions being the trade training centre in hospitality and the trade training school in metals and engineering. The school actively promotes wellbeing through our PICTON Code and the VIVO rewards system.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

This section of the Annual Report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self-assessment using the School Excellence Framework and participated in an external validation. 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. During the external validation process, an independent panel of peer principals considered our evidence and assessment of the school's progress, aligned with the standards articulated in the School Excellence Framework.

The results of this process indicated:

In the domain of Learning, the school's self-assessment is consistent with the evidence presented and is validated using the School Excellence. Our assessment and reporting practices show that student reports contain detailed information about individual learning achievements and are aligned with the reporting policy to ensure quality reports are provided to parents to update them on the progress of their child. In curriculum and learning the school provides equitable opportunities to students seeking both academic and alternative pathways. Extra-curricula offerings that support transition, such as work experience and wellbeing programs, provide students with the skills and knowledge needed to be successful after school. Our learning culture shows that programs like STEM and The Write Way have been successful in achieving positive outcomes for select groups of students and show potential beyond the current pilot stage to be extended to meet the needs of a wider audience. Our attendance in 2016 showed improvement, suggesting the new monitoring and engagement processes are successful. Our student performance measures show that students in Years 9 to 12 have shown positive value added growth and programs such as The Write Way have positively impacted on student performance. Our wellbeing programs have been successful in supporting a range of students in the development of skills and positive behaviours. For many students who have undertaken these programs, there has been an improved ability to take responsibility for their actions and to recognise factors that contribute to specific incidents.

In the domain of Teaching, the school's self-assessment is consistent with the evidence presented and is validated using the School Excellence Framework. In the area of collaborative practice our teachers are engaged in planned constructive feedback from their peers and school leaders to improve teaching and learning. Quality Teaching Rounds enabled formal mentoring and coaching support through the structured conversation model and Quality Teaching coding sheets. The school uses a range of data to inform planning for the future. Teachers are provided with professional

learning to build their expertise in data use and collection and they use this knowledge to build profiles of students so they can deliver programs that meet student's individual needs. Milestones are regularly monitored to ensure that the school is working towards its goals. The use of data underpins both the development and evaluation of the school plan. Effective teaching and learning is strengthened through the provision of professional learning to teachers on evidence based practice within the school. Through collaborative practices that utilise feedback for improvement the school provides a positive environment for teachers to reflect. To ensure a continued focus on effective classroom practice that improves student outcomes, the school has completed a school wide program evaluation that provided feedback to all staff in best practice programming. Learning and development is reflected in our professional learning calendar that is structured to ensure a shared responsibility for the development and delivery of professional learning. There is a strong focus on literacy development and 21st century learning, which are both priorities in our school plan. Through the Performance Development process, in line with the school Performance Development Plan (PDP) procedures, teachers and their supervisor engage in professional discussions to identify relevant areas for improvement. These plans are formulated using a range of documents such as the School Plan and Australian Professional Teaching Standards for teachers, to ensure that the focus of PDPs and the professional learning that underpins them is evidence based. Professional standards are prioritised in our school processes that provide equitable opportunities for staff to access professional learning that is relevant to meeting the goals set in their PDPs. Staff act ethically in ensuring that the professional learning they undertake is relevant to their PDP and align with NSW Education Standards Authority (NESA) and school plan targets. The majority of staff participate in programs outside of their classroom, reflecting a culture of shared responsibility for driving school plan targets.

In the domain of Leading, the school's self-assessment is consistent with the evidence presented and is validated using the School Excellence Framework. Future leadership directions are informed by a range of feedback from staff, students and the community. We have an effective Expression of Interest (EOI) policy in place to ensure equitable access to a range of leadership opportunities within the school. We also have a strong culture of working outside of our classrooms towards whole school goals which is effective in ensuring our staff collectively drive the directions of the school plan. Our school fosters strong relationships with universities, businesses and organisations that create educational opportunities for our students and have been successful in supporting students in accessing a range of post school destinations. The school has a range of processes in place to solicit feedback from the community which in turn is used to inform school management practices and processes. Picton High School has a range of communication strategies to strengthen parental engagement that are timely and easily accessible. Through our website, parents can access assessment tasks, permission notes, information, key dates and events, contact information, school policies and procedures and other relevant information. From the school plan, milestones are created and monitored regularly to ensure the school prioritises a commitment to achieving these milestones and strategic direction purposes. The directions are a reflection of the diversity of students at Picton HS and aim to share resources equitably to be responsive to the changing needs of the school. Innovative use of school resources and strategic financial management have been used to achieve the intentions of the school plan. Our school develops flexible learning spaces and has recently upgraded our technology to ensure that it is accessible to all staff and students.

Our self-assessment and the external validation process will assist the school to refine the strategic priorities in our School Plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

<http://www.dec.nsw.gov.au/about-the-department/our-reforms/school-excellence-framework>

Strategic Direction 1

Producing Successful Global Citizens

Purpose

To provide an environment where every student will learn, grow and be equipped with the skills, knowledge, values and capabilities to be successful 21st century global citizens.

Overall summary of progress

A number of 21st century initiatives have been implemented to support students in building the skills needed to be successful in life and employment beyond school. Staff have participated in a range of professional learning opportunities to gain the skills and knowledge needed to successfully implement these new pedagogies.

The introduction of Point Explain Example Link (PEEL) and A Learning And Response Matrix (ALARM) has seen early success with improved results in exams that have extended responses. Feedback from students and staff is positive with students indicating that the use of ALARM has raised their confidence in structuring responses.

A range of academic, wellbeing, transition and leadership initiatives have been developed and are having a positive impact on the school culture. This c focus on nurturing the whole child towards success, has seen a continuation of achievement by students across a broad range of academic, sporting, cultural and creative and performing arts settings.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
All students have access to 21st century pedagogies An increased variety of flexible learning environments An increase in the academic performance of our students An increase in the number of Year 9 students achieving in the top two bands in NAPLAN for reading and numeracy by 1% in 2017 A reduction in negative behaviours Improvement in student engagement for targeted students	<ul style="list-style-type: none">• 21st century initiatives have been implemented across the school, including: STEM, e-portfolios, PEEL, ALARM, 4Cs, STAR and Beyond Books. All year groups now have access to 21st century pedagogies that support learning.• Targeted groups within Years 7, 10, 11 & 12 have accessed a ranged of flexible learning spaces that enhanced 21st century learning capabilities. was designed and is utilised by CAPA and Support.• There has been a 2.2% increase in Year 9 students achieving in the top band of reading and 0.6% increase in the top band of numeracy, in 2016. There is still a small increase needed in the second top band to meet our goals• A 37% reduction in negative incidents resulting in suspension was achieved• Feedback from students on the newly introduced 21st century learning initiatives STEM, ALARM, 4Cs, STAR, Beyond Books etc has been overwhelmingly positive in the area of engagement	<ul style="list-style-type: none">• \$97,200

Next Steps

- Development of a whole school wellbeing framework that promotes positive, respectful relationships among students and staff and provides an environment for learning to take place
- Development of Individual Learning Plans and/or Individual Transition Plans for all students
- Timetabled literacy program for years 7–10, coordinated by the Learning and Support Team
- The expansion of the PEEL paragraph writing program to structure written responses across 7–10
- Introduction of a whole school numeracy program that involves collaboration with primary feeder schools
- Expansion of The Write Way program to include Aboriginal students
- Development of further 21st century learning pedagogies

Strategic Direction 2

Developing Outstanding Lead Learners

Purpose

To build a culture of teaching excellence where staff actively reflect on teaching and learning practices and where teacher professional learning is guided by school data and informed by current pedagogical research.

Overall summary of progress

There is a clear alignment between our Professional Learning Calendar and the goals set out in the School Plan Strategic Directions, Department of Education (DoE) mandatory requirements, student needs and learning data. Our staff have undertaken a wide range of professional learning experiences to build our collective capacity in delivering teaching and learning that engages students in meaningful activities for improvement.

A range of structures and programs have been implemented successfully to build staff capacity, including a quality induction program for all new staff, which includes mentoring from experienced teachers. Our continued commitment to collaborative practices and feedback for improvement is evident in the new induction program and has continued with the Quality Teaching Rounds that all teaching staff have participated in. Feedback from the Quality Teaching Rounds has been overwhelmingly positive across both semesters with staff acknowledging the value of such a collaborative practice.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
All new staff participate in the PHS Induction Program 100% of staff participate in professional learning events that are driven by school data Staff self- reflection and feedback drives professional learning directions All programs comply with DoE requirements and use the PHS program template	<ul style="list-style-type: none">• 100% of new staff participated in the PHS Induction with a new Executive Induction Program piloted• The PHS Professional Learning Calendar was designed using staff PDP goals, School Plan goals and DoE mandatory requirements. A range of professional learning was made available at staff development days, twilight workshops, Quality Teaching Rounds, staff and faculty meetings. 100% of staff participated professional learning events• All teaching staff participated in the PDP process to design SMART goals for improved practice. These goals informed professional learning.• Audit of programs undertaken and feedback provided to ensure all comply with requirements. More work on formative assessment required.	<ul style="list-style-type: none">• \$150,600• Cost neutral

Next Steps

- All programs are differentiated using Individual Learning Plan data and reflect the Quality Teaching Framework.
- Development of alliances to draw on expert knowledge for HSC workshops
- A closer analysis of a greater range of internal and external data to investigate the needs of particular groups within the school and to provide a more accurate picture of student achievement
- Implement Internal Assessment procedures to enable staff to reflect on strengths and weaknesses of tasks
- Provide further professional learning to staff that focuses on effective use of data to inform teaching practice
- A school wide assessment strategy to be implemented that ensures teachers consistently give meaningful, constructive feedback based on assessment criteria to assist students to build on their knowledge and skills
- The school to make better use of Tell Them From Me (TTFM) data by further involving the community
- Teachers encouraged to actively pursue higher accreditation levels
- Professional readings incorporating John Hattie's research promoted
- Continued staff professional learning on creative pedagogies to engage student learners
- Seek expertise in strategically allocating resources long term through the engagement of a Business Manager

Strategic Direction 3

Enhancing Real World Connections

Purpose

To promote learning connections to the world outside the classroom and to establish strong school and community partnerships.

Overall summary of progress

Our school has been very successful in developing partnerships with primary schools, organisations and businesses within the local and wider community to support student achievement. The Middle School Learning Coalition has been developed with members from our school and our feeder primary schools attending regular meetings where we have collaboratively developed a timeline of implementation for a range of transition and learning initiatives such as: STEM, Regional Science Fair, Newman's Error Analysis, Graphing across the KLAs and technology.

Picton High School has developed and implemented a range of work programs to strengthen post school opportunities of our students. A range of individualised student transition programs and supports have been implemented to ensure students can identify and achieve their individual career goals. Our post school destination data shows that we are highly successful in creating a large range of employment and tertiary education opportunities for our diverse student body.

A number of culturally significant programs have been implemented to strengthen the engagement and belonging of our ATSI students. External agencies and providers have been engaged to support positive engagement of our students. Stronger links between parents and PHS have been established through a number of information nights and celebrations of achievement.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Enhanced productive partnerships between PHS and our Community of Schools (CoS) An increased number of students that are recognised for their achievements Post School Destination Surveys indicate an increase in students achieving career aspirations Increased participation in events that promote an inclusive school culture	<ul style="list-style-type: none">• The Middle School Learning Coalition meetings are attended by most of our seven feeder primary schools. The following initiatives have been designed for implementation in 2017: Newman's Error Analysis, Graphing across the KLAs, STEM challenge and Science Fair.• Deputy Principal Post Cards, Year Advisor Awards and Vivo Rewards have been implemented to increase the number of students that are recognised for their achievement. These are on top of the existing range of awards.• 2016 Post School Destination Data shows that 91% of our Year 12 students left school to undertake post school employment or education.• All year groups participated in readings and activities on culturally significant events including NAIDOC, Harmony Day and Multicultural Week.	<ul style="list-style-type: none">• \$65,200

Next Steps

- The school will utilise existing events and create new opportunities to engage the wider community in meaningful feedback practices and decision making processes and in turn ensure the wider community is informed of key decisions
- School facilities are optimised by being used within the local community to best meet their needs
- Processes are established to engage the community in reflection on student performance data to develop collective capacity in informing the school's future directions
- Greater involvement of parents in the learning and support process such as Individual Learning Plans
- Further expansion of NAIDOC week to include primary feeder schools as well as targeted literacy and numeracy programs to support students that are EAL/D

Key Initiatives	Impact achieved this year	Resources (annual)
Aboriginal background loading	<ul style="list-style-type: none"> • Individualised Personalised Learning Pathways (PLPs) created for all Aboriginal students in consultation with parents, students and staff • Implementation of a tutoring program for all junior and senior Aboriginal students. • Coordination of an Aboriginal dance troupe • Development of the Artucation program • Involvement in cultural programs such as BroSpeak and SistaSpeak, AIME and Pathways to Dreaming • NRL Indigenous Mentoring Program initiated 	\$24,868
English language proficiency	<ul style="list-style-type: none"> • Release time provided for teacher support of students with additional learning needs associated with their English language proficiency • Professional learning courses attended to keep current pedagogical knowledge 	\$3,551
Low level adjustment for disability	<ul style="list-style-type: none"> • All students requiring adjustments and learning support are catered for within class programs and other whole school and wellbeing strategies 	\$61,961
Quality Teaching, Successful Students (QTSS)		
Socio-economic background	<ul style="list-style-type: none"> • provision of third Deputy Principal • Student Leadership Development Program and Conference • Employment of additional Career and Transition teacher • Google Accredited training for staff • Quality Teaching Rounds facilitated for all staff with inbuilt teacher release 	\$148,287
Support for beginning teachers	<ul style="list-style-type: none"> • All beginning teachers are supported with an induction program, mentoring, professional development, resources, reduced teaching loads and/or release time. 	Beginning Teacher Allocation Funding– \$52,375

Student information

Student enrolment profile

	Enrolments			
Students	2013	2014	2015	2016
Boys	641	619	625	613
Girls	599	551	519	520

In 2016, student enrolment was 1133. Applications for enrolment were slightly down on the previous year.

Student attendance profile

School				
Year	2013	2014	2015	2016
7	92.9	91.5	91	91
8	89.1	89.1	88.7	89.5
9	88.2	88	85.4	87.3
10	86	83.9	84.5	85.7
11	85.1	83.7	86.7	81.9
12	87.6	86	87.9	90.3
All Years	88.2	87	87.1	87.4
State DoE				
Year	2013	2014	2015	2016
7	93.2	93.3	92.7	92.8
8	90.9	91.1	90.6	90.5
9	89.4	89.7	89.3	89.1
10	87.7	88.1	87.7	87.6
11	88.3	88.8	88.2	88.2
12	90.1	90.3	89.9	90.1
All Years	89.9	90.2	89.7	89.7

Management of non-attendance

The overall student attendance rate of 87.40% was slightly below the state average of 89.7%. However there has been an improvement in attendance rates for each year group since last year, except Year 11. In 2016 new Attendance procedures were introduced to support positive attendance by engaging and consulting with students, parents, teachers, the Learning and Support team, the Wellbeing team, Counsellors and our Home School Liaison Officer.

Post-school destinations

Proportion of students moving into post-school education, training or employment	Year 10%	Year 11%	Year 12%
Seeking Employment	0	2.1	7
Employment	7.3	12.8	38
TAFE entry	1.8	2.06	18
University Entry	0	0	35
Other	0	0	1
Unknown	0	0	1

Our Year 12 students, in 2016, have been overwhelmingly successful in obtaining employment and tertiary education opportunities, with 35% of Year 12 students gaining university entry and 91% of students leaving to employment or further education.

Year 12 students undertaking vocational or trade training

The number of students undertaking Vocational training was 54 per cent of the total student numbers.

Year 12 students attaining HSC or equivalent vocational education qualification

122 students attained a Higher School Certificate

19.6 per cent (13) students achieved Certificate III Qualifications

81.8 per cent (54) students achieved Certificate II Qualifications

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	2
Head Teacher(s)	13
Classroom Teacher(s)	58.2
Learning and Support Teacher(s)	3.2
Teacher Librarian	1
School Counsellor	0
School Administration & Support Staff	18.97
Other Positions	3

*Full Time Equivalent

The Australian Education Regulation, 2014, requires schools to report on Aboriginal composition of their workforce. Picton High School has an experiences staff of teachers and administrative staff. The Aboriginal composition of staff at Picton High School is 3 per cent.

Teacher qualifications

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

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	50

Professional learning and teacher accreditation

100% of staff participated in the PHS professional learning program in 2016. The whole school professional learning program consisted of school development days, Quality Teaching Rounds, twilight workshops, staff meetings, faculty meetings, team meetings and executive meetings where professional learning was the central focus.

A significant proportion of the professional learning funds was used to fund casual relief for teachers attending professional learning that underpins staff Performance Development Plans, school and Department of Education initiatives and student needs. Total expenditure on teacher professional learning at the school was in excess of \$43000 with an average of \$530 being spent on each teacher.

Quality Teaching Rounds were key in developing the mindsets and capabilities of our staff to reflect on current practice, partake in professional dialogue and build sustainable professional learning communities. The Quality Teaching Rounds consisted of professional learning communities that observed and coded teachers' lessons using the Quality Teaching Framework, feedback that utilised the Structured Conversation Model and professional dialogue on key educational initiatives. The Quality Teaching Rounds were funded through RAM socio-economic background funds of \$73,000.

The school professional learning days focused specifically on school and departmental priorities in regard to teaching and learning. The content of these days included:

Term 1: Staff Induction, Mandatory Child Protection Training, an Introduction to PEEL, HSC monitoring, evacuation procedures, Code of Conduct, Anaphylaxis training and School Plan presentation.

Term 2: ALARM: A Learning And Response Matrix to support student writing, Validation and the School Excellence Framework and E-emergency Care training

Term 3: Google Classroom and the Wellbeing Framework, using data to lead learning, leadership pathways and community partnerships, Adobe Education, Aboriginal Education, Disability Standards for Education and STEM.

Term 4 and Twilight Sessions: Asthma Response training, Fraud and Corruption Prevention, We're all in this together, CPR, The Accidental Counsellor, Personality and learning profiles, Non-violent Crisis Intervention, Enhancing Learning Environments, e-portfolios, Managing Challenging Behaviours, Differentiating the curriculum for all learners and Programming and Assessment.

Picton High School has a number of beginning teachers working towards BOSTES accreditation and maintaining accreditation at Proficient Teacher level. We have two staff members accepted into the Lead Development Initiative and who are working towards Lead Teacher level.

Financial information (for schools using OASIS for the whole year)

Financial information

This summary financial information covers funds for operating costs to 30/11/2016 and does not involve expenditure areas such as permanent salaries, building and major maintenance.

Income	\$
Balance brought forward	1 439 300.98
Global funds	813 789.58
Tied funds	963 435.33
School & community sources	461 400.17
Interest	35 032.52
Trust receipts	45 834.70
Canteen	0.00
Total income	3 758 793.28
Expenditure	
Teaching & learning	
Key learning areas	184 938.22
Excursions	138 564.35
Extracurricular dissections	248 775.70
Library	6 457.39
Training & development	6 572.26
Tied funds	988 932.89
Short term relief	255 284.76
Administration & office	237 809.17
School-operated canteen	0.00
Utilities	140 872.17
Maintenance	152 863.25
Trust accounts	41 919.84
Capital programs	62 904.49
Total expenditure	2 465 894.49
Balance carried forward	1 292 898.79

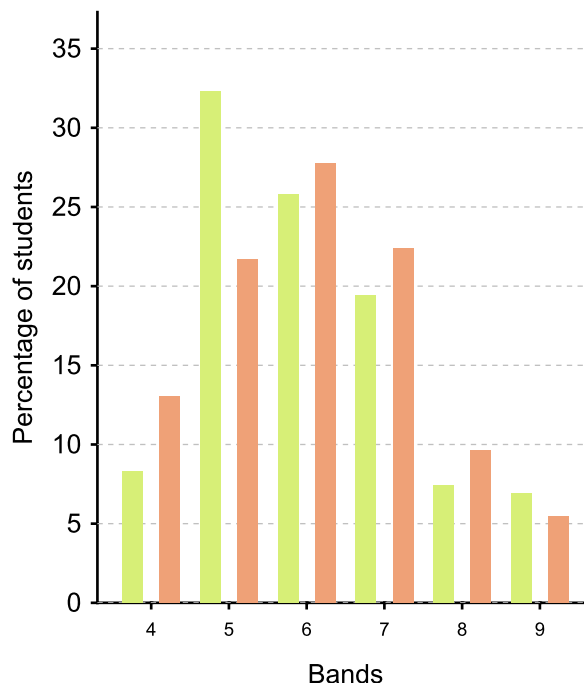
A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

School performance

NAPLAN

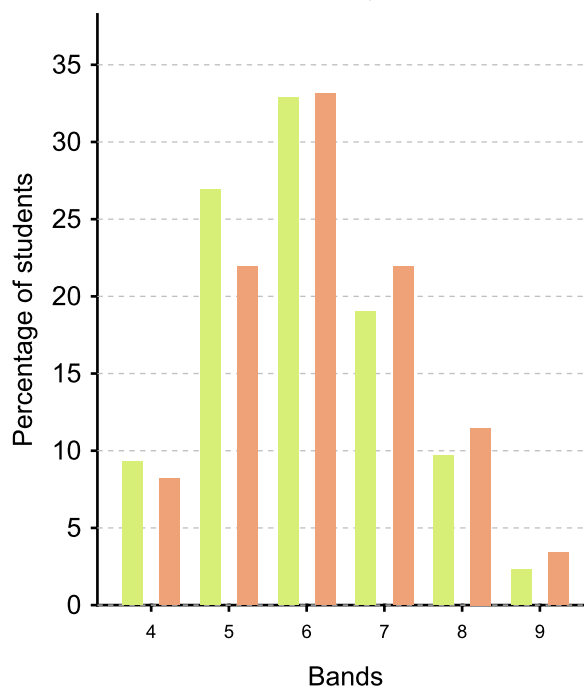
Results are reported on a scale from Band 1 to Band 10., representing increasing levels of skills and understandings demonstrated.

Percentage in bands:
Year 7 Grammar & Punctuation



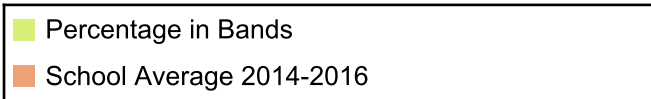
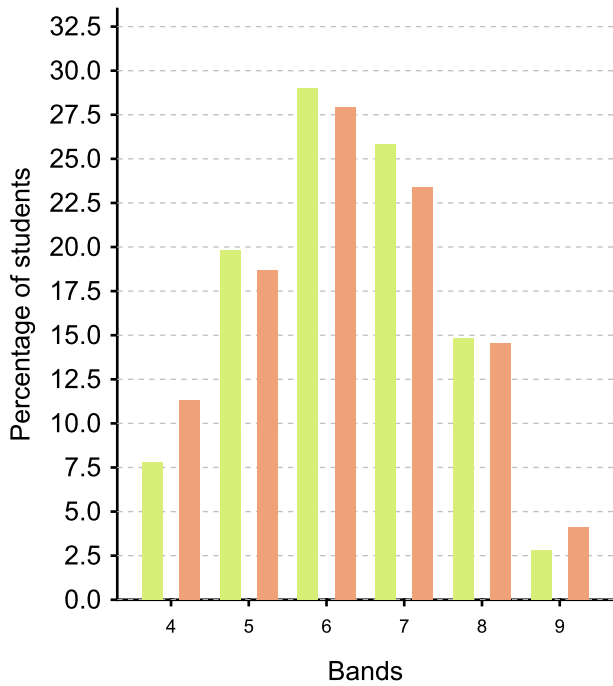
Percentage in Bands
School Average 2014-2016

Percentage in bands:
Year 7 Reading

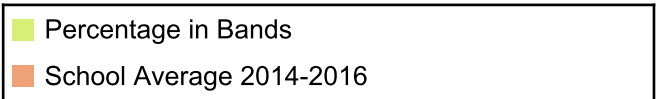
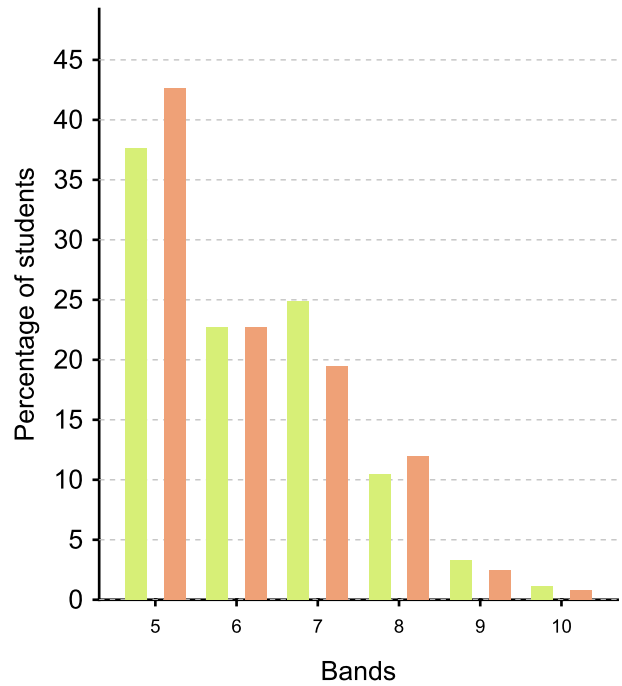


Percentage in Bands
School Average 2014-2016

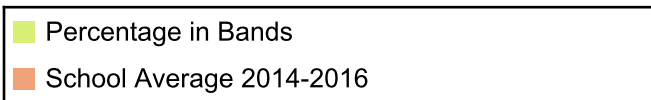
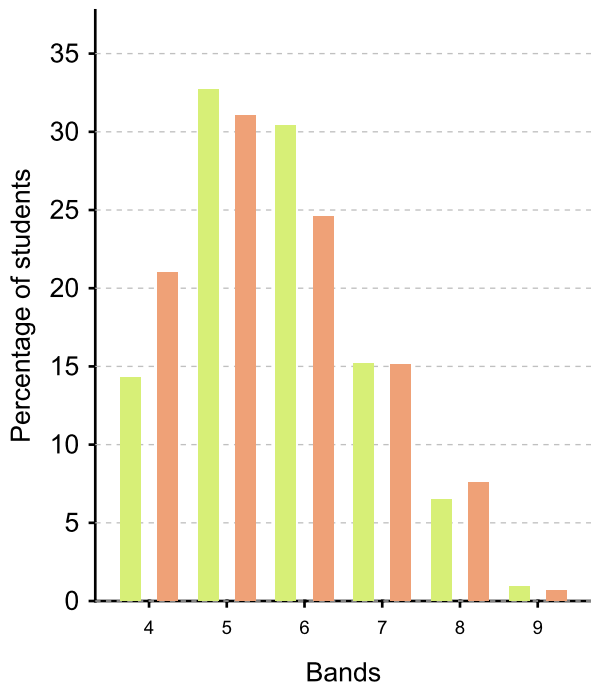
Percentage in bands:
Year 7 Spelling



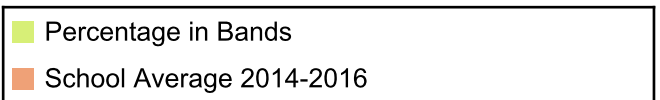
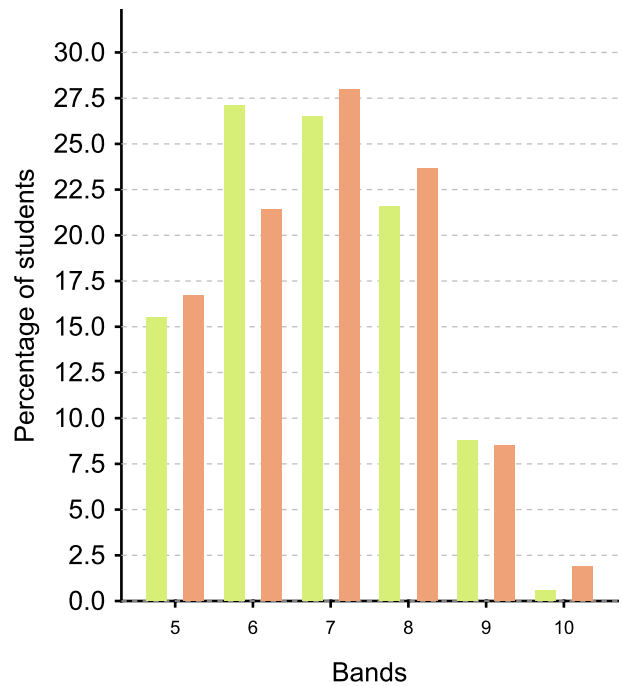
Percentage in bands:
Year 9 Writing



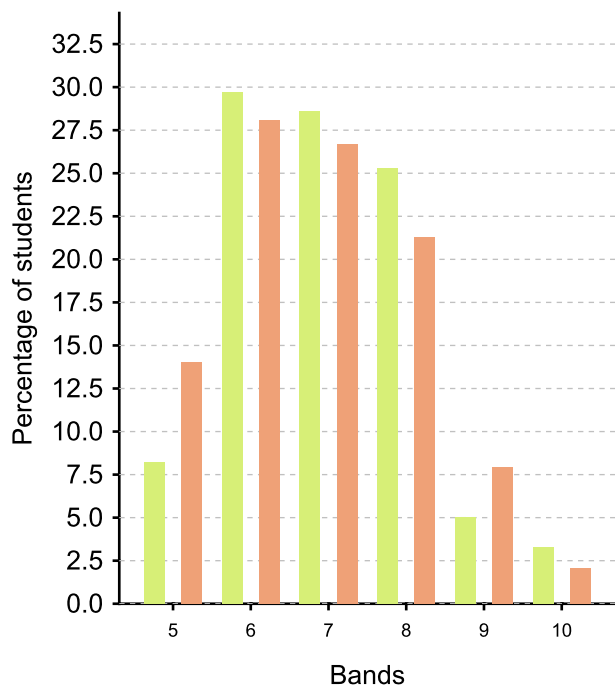
Percentage in bands:
Year 7 Writing



Percentage in bands:
Year 9 Spelling



Percentage in bands:
Year 9 Reading

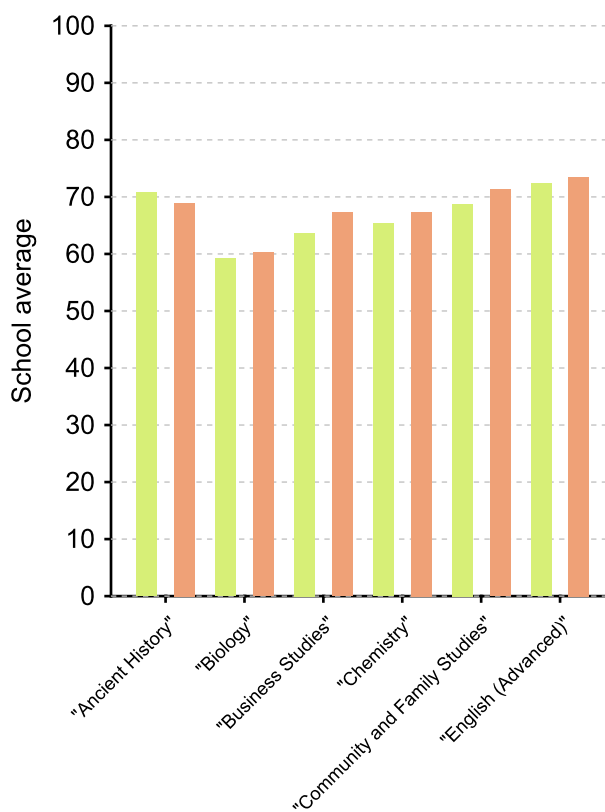


Percentage in Bands
School Average 2014-2016

The Premier's Priorities: Improving education results and State Priorities: Better services – Improving Aboriginal education outcomes for students in the top two NAPLAN bands in reading and numeracy. In 2016, our Year 7 cohort achieved an increase in reading of 4.8% in the top two bands.

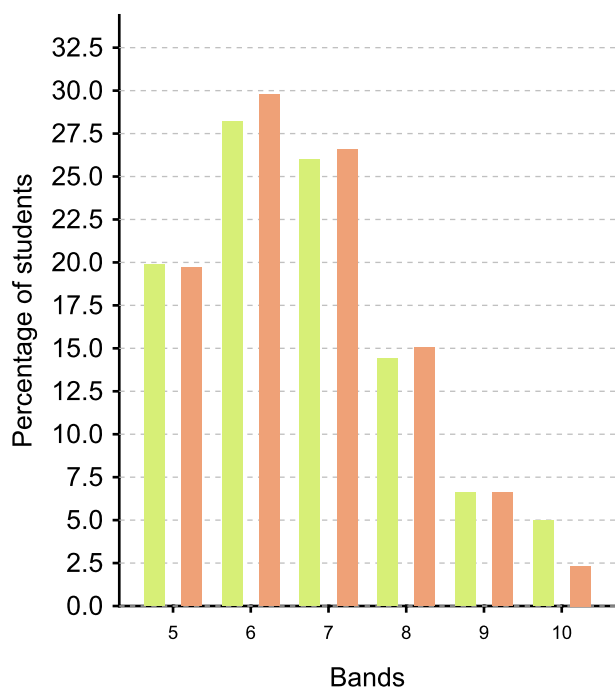
Higher School Certificate (HSC)

The performance of students in the HSC is reported in bands ranging from Band 1 (lowest) to Band 6 (highest).



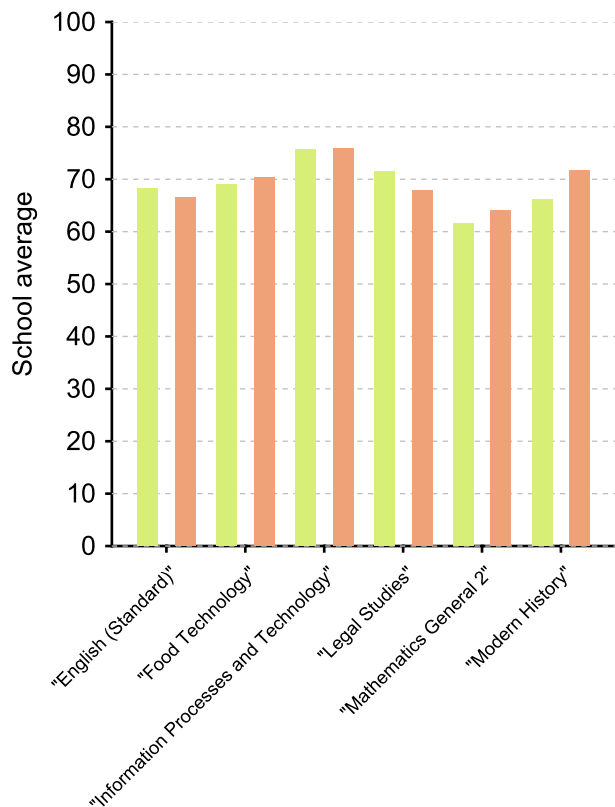
School 2016 School Average 2014-2016

Percentage in bands:
Year 9 Grammar & Punctuation

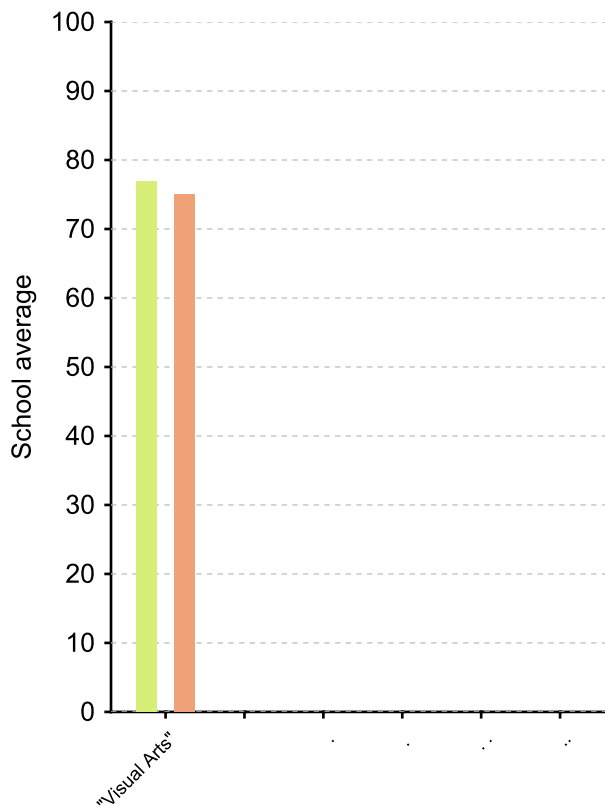


Percentage in Bands
School Average 2014-2016

The My School website provides detailed information and data for national literacy and numeracy testing. Click on the link <http://www.myschool.edu.au> and insert the school name in the Find a school and select GO to access the school data.



■ School 2016
 ■ School Average 2014-2016



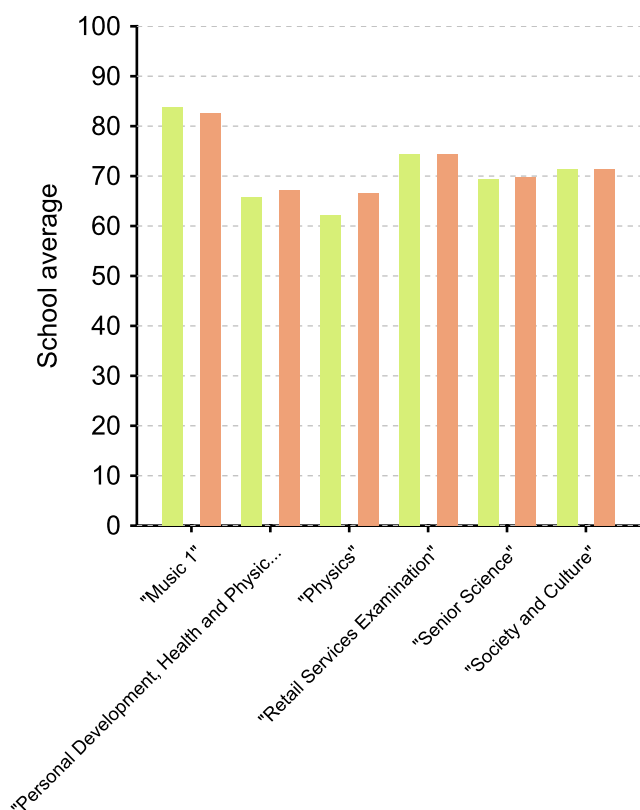
■ School 2016
 ■ School Average 2014-2016

Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek the opinions of parents, students and teachers about the school.

In 2016, the school used a range of opportunities to solicit feedback from parents, staff and teachers. Their responses are presented below:

- 100% of staff who participated as mentors in the Picton High School Induction Program agreed that it has a strong focus on practice focused mentoring, includes opportunities for networking and collaboration, provides opportunity for the study of teaching, provides practical information and targeted professional learning
- 80% of staff who participated as mentors in the PHS Induction Program agreed that it provides regular opportunity for leadership contact
- 100% of staff who participated as mentors in the PHS Induction Program agreed that it had a positive impact on their leadership development
- 80% of staff who participated as mentees in the PHS Induction Program agreed that it was effective in supporting their needs
- 100% of responses from our feeder primary schools agreed that the Transition Year Advisor visits were well planned and interesting
- 100% of responses from our feeder primary schools agreed that the Transition Year Advisor visits left students feeling positive about PHS
- 44% of students in this school had a high sense of belonging
- 78% of students had positive relationships with friends that they can trust and who encourage



■ School 2016
 ■ School Average 2014-2016

them to make positive choices

- 57% of students valued school outcomes and believed that education will benefit them personally and economically, and will have a strong bearing on their future
- 77% of students said they did not get in trouble at school and had positive behaviour
- 49% of students said they tried hard to success in their learning
- 74% of students said they had medium to high levels of happiness
- 87% of students said they had medium to high levels of academic self-concept
- 48% of students planned to pursue a trade or apprenticeship program, which is 7% above the NSW Government norm
- 46% of students have aspirations for pursuing a post-secondary education
- The majority of staff agreed that school leaders in the school are leading improvement and change
- The majority of staff agreed that school leaders clearly communicate their strategic vision and values for our school
- Parents stated that the school had sought their input into school planning, development or review of school policies, teaching practices and curriculum delivery
- 90% of parents said that the subjects that their child wanted to study are available at the school
- The majority of parents surveyed agreed that they would recommend our high school to parents of primary school students

Policy requirements

Aboriginal education

Our staff work collaboratively with our Aboriginal students, parents and community members to promote the inclusion of Aboriginal perspectives and content across all Key Learning Areas (KLAs). Through the implementation of the Aboriginal Education and Training Policy Picton HS has targeted resources and professional learning to ensure staff are confident in embedding opportunities within the syllabus to develop students' deeper understanding of Aboriginal histories, cultures, languages and perspectives.

We have a dedicated Aboriginal Education team who in 2016 worked closely with our Junior Aboriginal Education Consultative Group (JAECG) on a range of initiatives to celebrate and recognise culturally significant events and our JAECG have participated in numerous leadership opportunities within the school and our community of schools.

In 2016 a number of staff were trained in BroSpeak, SistaSpeak and Welcome to Country protocols. All assemblies and functions acknowledge the traditional custodians of the land on which our school is built and Aboriginal students play a role in leading this.

In 2016, the following key initiatives were initiated and developed:

- Four teachers were trained in BroSpeak and SistaSpeak so they can lead these initiatives within Picton High School and our community of schools. These programs are gender specific programs that help Aboriginal students to gain a stronger sense of culture and community.
- A wider participation in Western Sydney University's Pathways to Dreaming program. This program aims to support Aboriginal students in achieving their goals of tertiary education and/or career opportunities. In 2016 two of these students gained full time employment, 1 student transitioned into the Defence Forces and two students continue the program into 2017.
- Five senior boys participated in the National Rugby League (NRL) partnerships to support student engagement.
- Development of the Artucation Program that engaged a local Aboriginal artist to run workshops for our Aboriginal students. Art was used as the vehicle to address social issues faced by youth.
- Two teachers participated in Connecting to Country Training. The key components of this course were presented to staff, making them aware of the key issues faced by Aboriginal students when learning and the importance of Aboriginal Education in improving student outcomes.
- Three teachers trained in 8 Ways of Learning so they can lead professional learning for beginning and new teachers within the school. 8 Ways of Learning previously exists across programs in all KLAs, however, during a recent program review new opportunities were identified for integration.
- The Year 6 into 7 Transition Program included

specific leadership roles for our Aboriginal students on Orientation Day, Leadership Day and Peer Support.

- The Junior Aboriginal Education Consultative Group played a key role in working with teachers to design culturally relevant programs for events and celebrations such as National Aboriginal and Islander Committee (NAIDOC) and Harmony Day. Both Aboriginal and non-Aboriginal students engaged in the recognition and celebration of a range of culturally significant events through DEAR readings and activities and workshops.
- A review of Personalised Learning Pathways (PLP) took place in 2016 to ensure they are fluid documents that inform teaching and learning daily. All Aboriginal students have a PLP, which are collaboratively created by teaching staff, parents and students.
- The equity loading for Aboriginal students has been used to provide intensive literacy workshops for Aboriginal students, as well as individualised tutoring to support student goals and learning.

Multicultural and anti-racism education

Picton High School provides many opportunities for positive communication within our community. We endeavour to encourage life long learning habits for staff and students beyond the school and aim to prepare our students to be informed and active citizens within a democratic multicultural society. Teachers embrace ethical and inclusive teaching and learning practices that recognise diversity and value the backgrounds of all students and staff.

Harmony Day was celebrated by staff and students over a week long program of events. A range of meaningful activities and events took place including: creating visual representations of diversity, readings to educate the student body on the meaning and importance of a range of relevant topics, assemblies with key speakers and presentations, cultural dances, music and a range of foods from different cultures.

Our Learning and Support Team (LAST) have undertaken professional learning on English As An Additional Language or Dialect (EALD) pedagogies, keeping up to date on teaching and learning practices that support students towards achieving outcomes. A team of support staff work closely with both staff and students, providing extra support in and outside of the classroom.

In 2016 our Anti-Racism Contact Officer (ARCO) was Ms Cartwright. The ARCO is the contact between staff, students, parents and community members on matters pertaining to racism. Ms Cartwright has been proactive in creating teaching and learning material to support and educate our students. Picton High School has few complaints regarding racism, but those that we do are dealt with sensitively by our ARCO. Mediation plays a key role in resolving issues as does mentoring and wellbeing programs where appropriate. We are proud to say that at Picton High School our students embrace the concept of community and belonging.

Other school programs

Student voice and leadership

The Student Leadership Policy was revised in 2015 and 2016 saw the introduction of this policy with two captains, two vice captains and a select group of senior prefects working collaboratively with the Student Representative Council (SRC) which consisted of students from Years 7 to 11. This was also the first year that students from the Support unit were involved in the SRC.

The student leadership team was involved in many events which developed their skills and ability to lead in a range of contexts. This leadership team also raised funds for global organisations. The team was led by Mrs Emma Lewis and Mrs Christine Roberts.

The events that they were involved in included:

- World No Tobacco Day
- School sporting carnivals
- Wollondilly Steam Festival
- Leadership conference
- Imagination School Leadership
- Anzac Day
- Primary school student leadership days
- Supported students for NSW Rugby League Selection through assistance with fees
- Annual Presentation Night
- Sports Presentation Night
- Assembly of Achievement
- Transition evenings for Year 6 students and parents

Vocational education program

At Picton High School we offer an extensive range of Vocational Education and Training (VET) subjects to support students' career goals and interests. In 2016 ten VET courses were studied across Years 10 to 12 with students completing mandatory work placement to gain a Certificate 1, 2 or 3. The courses included Business Services, Construction, Entertainment Industry, Furniture Making, Hospitality – Kitchen Operations, Metals and Engineering, Primary Industries, Retail Services, Sports Coaching and Stage 5 Hospitality. A total of 67 VET certificates were obtained by Picton High School students in 2016.

Our students also benefited from a strong program of support for the completion of traineeships and apprenticeships. In 2016, four students undertook either a school based traineeship or apprenticeship in the areas of Retail and Business Services.

All Year 10 students undertook fortnightly timetabled Careers classes which helped them identify individual strengths and passions and they learnt how these can lead to post school career opportunities. Students designed career portfolios to display their resume, work experience journals, interests, strengths and characteristics. As part of our work ready program Year 10 students also participated in one week of work experience where they got to put their skills into action. Parents, work experience providers and students alike

recognise the value of work experience in helping students develop a better understanding of what career they are more likely to enjoy and be successful in. Our work experience program has also proven highly valuable in guiding students in their Year 11 subject selection, ATAR choice and VET subjects.

Our Senior Study program included study skills and university preparation workshops to support our students in achieving their best possible results. Year 12 students aiming for university entry participated in transition interviews to ensure they were familiar with the entry requirements of each university and were prepared for the rigours of the HSC exam period. In addition to the many students who gained entry to university based on their ATAR, we had outstanding success with 20 students gaining 'early entry' into university through an application submission process.

Our post-school destination data shows that Picton HS is highly successful in transitioning students into their chosen tertiary education and/or career.

Achievement in the arts

Extravadanza

Extravadanza was a great success once again, where the community came together and participated in a night of nights for dance in Wollondilly. Our feeder primary schools joined us to showcase the great talent of the students within our community.

Waikakkiri

Our students entered a performance titled *1st World Problems versus 2nd World Problems*. It emphasised the contrast and importance of what we deem to be important problems in our first world. The students through dance told this story to make audiences realise the important things in life. We won Best Projection in NSW and were Highly Commended for Dance Production.

School Band

The school band embarked on the Great Western Tour through Bathurst and Dubbo. Students and staff had a number of wonderful experiences playing to a range of audiences in local primary schools and nursing homes throughout the area. The feedback received from the events was overwhelmingly positive and both staff and students said the band tour was an excellent experience.

Wollondilly Public Schools Performing Arts Festival

Wollondilly Public Schools Performing Arts Festival was an outstanding success with PHS Entertainment students providing all of the technical support. The skills and knowledge learnt in our VET Entertainment course meant they were able to set up and support the festival with professionalism. Our school band also performed throughout the show as did our individual performers on stage. The success of our Creative and Performing Arts program was evident in

the range of technical and creative talent our students displayed.

Senior Creative Arts Show

An exhibition of the artwork of Preliminary and HSC students provided the opportunity for students, staff and parents to celebrate the talent and creativity of our senior students. The rich and varied learning experiences provided by our staff were evident in the creative expression on display.

Inaugural 2016 Masterclass Program at Campbelltown Arts Centre

One of our Year 9 students Jesse was selected as a talented art student to participate in this Masterclass Program at Campbelltown Arts Centre. The course provided him the opportunity to be mentored by a diverse range of industry professionals and he was able to put his learning into practice back at school.

2016 Wollondilly Advertiser Design an Ad Competition

With guidance from our Visual Arts teachers students participated in this ad design competition, making connections by creating a design brief for a local company and making the links between the skills learnt in Visual Arts and those required for employment.

ARTSMART Workshop

Two of our Year 9 students Emma and Shauna were involved in an intensive ARTSMART workshop where they were able to extend their artmaking practice across painting, ceramic sculpture and print making mediums.

Principal's Networking Awards Night

Two of our photography students Felicite and William were chosen to photograph all award recipients and presenters at the Principal's Networking Awards Night. This was great experience for our students who represented Picton High School with professionalism and skill. Our talented music students were also selected to provide entertainment to guests arriving at the event at Event Cinemas in Campbelltown. Our A Capella group of Harrison, Zach, Bethany and Kaeli all made us proud with their performances.

Adobe Education Leader Program

Teacher Jessica Gauci was awarded the title Adobe Education Leader. The Adobe Education Leader Program highlights the contributions of innovative educators in K-12 and Higher Education who are effectively using Adobe tools and applications to promote excellence in the classroom. Picton High School teachers have benefited from Miss Gauci's Adobe skills and her 21st century technological skills in general as she has delivered a number of professional learning courses at both twilight workshops and school professional learning days.

High Achieving HSC Students

Once again we had excellent results in the Creative and Performing Arts subjects in the HSC exam with:

Music achieving: Two Band 6 results; Five Band 5 results

Visual Arts achieving: Seven Band 5 results

Entertainment industry

As well as performing at a number of school based ceremonies and assemblies our School Band also represented us proudly in the community at the Anzac Day Dawn Service and Remembrance Day, The Thirlmere Festival of Steam, Picton Flourish, Wollondilly Public Schools' Performing Arts Festival, Buxton Fete and Thirlmere Band Day.

Jake Mortimer went through to the finals of the State Training Awards in VET Entertainment and was recognised as one of the best students in the state. Throughout his studies of VET Entertainment at Picton High School Jake has achieved consistently excellent results at state competition level.

Achievement in sport

Swimming

This year we have had students representing Picton High School at zone, regional and CHS carnivals.

- Steph Lees: SSW Swimming
- Dylan Ray: SSW Swimming
- Campbell De La Mare :SSW Swimming
- Blake Osborne: SSW Swimming
- Hannah Maciaczyk: SSW Swimming
- Scott Rodgers: SSW, CHS Swimming
- Roanna Beetson: SSW, CHS Swimming
- Tiana Van Stralan: SSW Swimming age champion, CHS Swimming,
- Victoria Smart: SSW, CHS Swimming
- Emily Vardy: SSW, CHS Swimming

Sports person of the year

The sports person of the year in each year group were:

- Year 7: Tiarna Van Stralan
- Year 8: Liam Gregory
- Year 9: Angus Blatch–May
- Year 10: Caitlin Porter
- Year 11: Rebecca Pollard
- Year 12: Blake Borton

Dance Awards

- Junior Dancer of the Year: Havannah–Lily Greening
- Senior Dancer of the Year: Sara Meek
- Nicole Fitzsimons Award recipient: Nanise Vakacavu

Special Awards

- Nathan (Teddy) Graham Memorial Award: Emmett McCoskery
- Ashleigh Brazill Shield (Netball): Caitlyn Porter
- Lachlan Simpson Memorial Award (Rugby

League Best and Fairest): Ethan Seovic

- Erica Holloway Award (Soccer): Shannon Hoad

Picton High School Person of the Year Award

- Brodie Mate

Individual Sports Representatives

- Cayden Darley: SSW Tennis CHS Tennis
- Blake Borton: SSW Golf Stroke Winner, SSW Match Play Winner, CHS Team representative
- Kiara Leet: CHS Netball
- Conner Muhleisen: SSW, CHS and Sydney Gold U/15s Rugby League
- Blake Osborne: SSW AFL, SSW U/15s and Opens Water Polo
- Louise Wyeth: SSW Trampoline
- Tahlia Wilson: SSW Gymnastics
- Roanna Beetson: SSW, Gymnastics
- Annalise Price: SSW Gymnastics
- Tanise Darley: SSW, CHS Tennis
- Caitlin Porter: SSW, CHS U/15s Netball

Cross Country Representatives

- Desiree Cavill: SSW Cross Country
- Brodee Mate: Zone Cross Country Age Champion, SSW Cross Country Age Champion , CHS Cross Country silver medal.
- Emmett McCoskery: SSW Cross Country
- Dylan King: SSW Cross Country
- Emma Pompret: SSW Cross Country
- Hannah Jolliffe: SSW Cross Country
- Liam Gregory: SSW, CHS Cross Country
- Roanna Beetson: SSW, Cross Country
- Ethan Tutt: SSW Cross Country
- Dylan Parrott: SSW Cross Country
- Paige Knapp: SSW Cross Country
- Tiana Van Stralan: SSW Cross Country
- Brae Harris: SSW Cross Country

Athletics Representatives

- Desiree Cavill: SSW Athletics
- Brodee Mate: SSW, CHS Athletics
- Hannah Jolliffe: SSW Athletics
- Ryan Johnston: SSW Athletics
- Rebecca Pollard: SSW, CHS Athletics
- Nick Makaroff: SSW Athletics
- Angus Blatch–May: SSW Athletics/Age Champion CHS Athletics
- Brooke Campbell: SSW Athletics
- Alyssa Williams: SSW Athletics
- Jade Curtis: SSW Athletics
- Liam Gregory: SSW, CHS Athletics
- Harrison Ritchard: SSW Athletics
- Ethan Tutt: SSW, CHS Athletics
- Emma Matthews: SSW, CHS Athletics
- Tiana Van Stralan: SSW Athletics

Zone Blue Recipients

- Junior girl's swimmer: Tiarna Van Stralan
- Junior boy's water polo: Blake Osborne
- Service to sport: Aaron Blackmore