

The Ponds High School

Annual Report



2016



8911

Introduction

The Annual Report for **2016** is provided to the community of **The Ponds High School** as an account of the school's operations and achievements throughout the year.

This report provides a detailed account of the progress the school has made to ensure high quality educational opportunities for all students, as set out in the School Plan. It also 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.

Jennifer Weal

Principal

School contact details

The Ponds High School
180 Riverbank Drive
The Ponds, 2769
www.theponds-h.schools.nsw.edu.au
theponds-h.school@det.nsw.edu.au
9626 3562

Message from the Principal

I cannot believe that the Principal's Report is an optional part of the annual reporting system and I cannot pass up an opportunity to comment on the amazing progress we have made at The Ponds High School throughout 2016. It was a huge adjustment to go from 183 students to 460 students and a doubling of staff numbers. It was louder, messier and extremely busy in the Front Office, Mr Laird was 'run off his feet' so we instigated Mr Scandizzo and Mr Fitzgerald as extra Deputy Principals on specific days to assist, they were supported by Ms Dolstra and Ms Karbon when necessary. Despite the craziness of establishing a new school progress, especially in identified areas of the School Plan, was achieved in 2016.

The preparation for Stage 5 subjects and electives was rapid and exciting. Staff embraced the semester system which gave students the choice about what they do and when they do it. Personally, I am happy to be teaching again in 2017 and thrilled that 60 students (i.e. 30 each semester) have chosen to do my elective 'Writing and Writers' to assist them refine and improve their writing skills. Students at The Ponds High School can do Claymation, Game Making or Jewellery, extra Mathematics to ensure their future success in this subject or they can select from Photography, Ceramics, Drawing or Painting to make-up hours in Visual Arts. The possibilities are endless and all of these choices assist with increased student engagement.

Success has also come on the sporting field, in CAPA participation rates and in promoting leadership, social justice initiatives and in the clubs and activities offered to students. I have had three letters this year from parents thanking teachers for offering clubs that allows their child to feel included and supported. There are some outstanding individual sporting successes where some of these students are already elite athletes in their field. However, it was the team's success that was commendable. I attended the zone swimming and athletics meets and was proud to see the relay results and also the team spirit of students who entered the races so The Ponds High School was represented wherever possible. The Wanderer's Team also deserve mention and I am sure many of you saw their success celebrated in the local newspaper.

There were interesting and educational assemblies run by Years 7 and 8 classes and the Social Justice initiatives. Under the auspices of Ms Karbon these events were all student run and student driven. They raised in excess of \$6,000 for Bear Cottage and an overseas orphanage. The highly successful Multicultural Day not only celebrated our students' diversity but was also an important fundraiser for external agencies.

Along with Mr Skelton and Ms Daniels I headed up the CAIT Team in 2016 and every time we have had a conference with other Western Sydney schools our Years 7 and 8 students have held their own or outshone their Year 10 and 11 counterparts. All our projects will be highlighted in a showcase in Melbourne in 2017.

All this happened while creating engaging and innovative teaching, learning programs and effective assessment tasks, ensuring the welfare of the existing students is catered to, assessing and reporting, responding to staff, student and

parent feedback, running parent nights, hiring new staff for 2017 and responding to Department of Education compliance issues, audits and requirements.

We have worked steadily on school planning and I am confident that we have evidence to support our three initiatives: building excellent learning and teaching programs, building leadership capacity and building productive and excellent relationships with our community and communities.

There was a lot learned from 2016 including students and staff feedback. Some adjustments in relation to these include the introduction of a) a Peer Support Program b) An Orientation Week Program and c) an Orientation Booklet for students. Further adjustments to assessment and reporting have also been refined.

With four new head teachers and a doubling of staff, I am optimistic that The Ponds High School will continue to expand while also remaining capable of effectively developing experiences, systems and procedures to support your child's journey from Years 7 to 12.

I would like to thank the school's P&C Executive Team for their support and direction as we collectively make decisions about children's education, experiences and well-being. I especially thank Mr de Pree for continuing in the role as President for 2016. His professionalism, ethical approach and desire to include a wide range of parents in decision making is greatly appreciated.

School background

School vision statement

The Ponds High School is developing a community where students have the opportunity and the desire to achieve their personal best in a range of academic, sporting, cultural and social pursuits. All students are encouraged to be confident learners, willing to face challenges in a range of contexts, including a dynamic future. To achieve this, staff are trained and given development opportunities to allow them to best support students.

School context

The Ponds High School is situated in The Ponds, a new suburb in Sydney's North-West. The school opened in 2015 with 187 Year 7 students, including a support class. The teaching staff includes a range of teachers from experienced teachers, right through to beginning teachers. Forty-two per cent of students are from a languages background other than English and currently there are approximately 25 languages represented. The gender representation is relatively even and only a small percentage of students identify as Aboriginal or Torres Strait Islanders. The school opened with a program for Gifted and Talented Students and has developed strong systems to support students requiring emotional and academic support. The school has strong positive links with the parent community, enthusiastic to build this into a school recognised for excellence in sporting, academic, cultural pursuits and one where students are supportive of others and the wider community. Pastoral care is built around a strong house system and an environment that rewards contribution effort and excellence. The 5 Ps: Be positive, Prepared, Productive, Prompt and Polite reinforce values of successful learners that are important at The Ponds High School. The Bring your Own Device Program is designed to assist student learning and connect them with information and skills needed in their future. The Ponds High School has established links and relationships with local primary schools and high schools, reinforcing the commitment to being a positive learning community, embracing the values of public education and the opportunities it affords. Academic, sporting cultural and transitional links have been established with educational institutions cultural bodies and the wider community. These include professional learning links with the neighbouring schools, STEM and STEAM (Science Technology, Engineering (Art) and Mathematics programs within the Department of Education. Industry links with universities and cultural links with an overseas school have also been initiated. The plan is initially devised with the theme of building effective products and practices which are essential in a new environment.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

For all schools (except those participating in external validation processes):

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

This year, our school undertook self-assessment using the Schools Excellence Framework. The framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

In the domain of Learning The Ponds High School demonstrated commitment across the school community to deliver school learning priorities. In a new and developing school the commitment is to building a learning culture that focuses on participation, engagement and progress and is underpinned by the belief that excellent teaching and learning practices are possible if they are planned, informed and take into account the social, cognitive, emotional and physical well-being of students. In this domain, the self-assessment survey indicated The Ponds High School was sustaining and growing in most areas except for demonstrating value added data using external testing. This is not yet possible as external data will not be available until 2017.

The establishment of an extensive well-being framework, teaches students responsibility and respect for themselves and others. The 2016 MindMatters Survey demonstrated that the initial establishment group felt a stronger commitment to the school as a community. In response to this, Orientation Day activities for 2017 were developed and planned so as to allow the 2017 enrolling cohort of 313 student to feel more connected. This will be evaluated by examining the students data survey in the 2017 Tell Them From Me Survey. A learning and support framework and GATS Program supports equitable academic outcomes to meet community needs and expectations including a strong commitment to learning support and teacher professional learning dedicated to differentiation including Gifted and Talented training as well as learning support sessions at Staff meetings. There is a strong follow up on student attendance. In 2016 there was a focus on assessment policies, procedures and the quality of assessment tasks and marking criteria including Subject

Selection Evening which saw the design of assessment procedures for Stage 5. Parents and students feedback was collected through a survey and shaped the look and feel of tasks for 2016, this was further developed in 2016 seeing the introduction of the Parents Portal. Parents have access to all assessments and many homework tasks posted on Moodle and information sessions have been held to help them understand how to access the Parents Portal through Sentral.

In the domain of Teaching. It would be great if this analysis could be completed separately by teachers who have been at the school for one year or teachers that just joined in 2016, as practices take time to develop and it is challenging when the staffing size doubles in one year. Despite this, teachers regularly reviewed teaching and learning programs at a staff and KLA level and implemented school wide priorities such as differentiation, creativity and BYOD learning. Student assessment data is analysed very effectively in some KLAs and a commitment to using ACER data and NAPLAN to track value added growth is being prepared. Staff development time has been allocated to teach teachers how to use data and all teachers were asked to have a professional goal around assessment strategies. Two cross KLA units and Genius Hour in Year 8 2016 allowed students to access deeper learning combining skills across KLAs and allowed teachers to collaborate and come to shared understanding of school wide assessment practice. The whole school PEEL literacy focus and the explicit understanding of this as a whole school emphasis has placed teachers on the same page and generated a common dialogue that students understand regardless of the subject. The area of collaborative practice is a particular strength of the Pond High School and has led to the development of strong STEM projects This meant that in collaborative practice on-balance judgement demonstrated that there was growth and a sustaining culture in this teaching domain. In the area of learning and development there is evidence of teachers participating in targeted professional learning and sharing it with colleagues, a review of professional learning procedures ensures opportunities for growth and sharing will be more structured in 2017.

Leadership opportunities for students and teachers are excellent and all inexperienced teachers were mentored in pastoral care by an experienced staff member in a home-room situation. Half way through 2015 a beginning teacher program was established which is run by Mrs Singh, this was revised and formalised for 2016. Because of the size of the school and staff, everyone had to contribute beyond their classrooms to build the culture of participation and engagement that is emerging in our school. School planning needs to be more strategic in the long term as energy and resources have been focussed on the establishment of excellent programs and processes achieved by teams collecting data from different schools and then adapting it to the context at The Ponds High School rather than asking "What can we collect that will tell us what we want to see in the future?" The P&C meetings are well attended and at every gathering parents have an opportunity to contribute on the topic that is presented.

In the domain of Leadership the school is delivering. Parents have an opportunity to be involved in a wide range of school related activities through the P&C Association and the quality of leadership opportunities for students is valued. The school has made links with our local schools, charity agencies through a highly developed Social Justice Program and several universities. Involvement in the Young Zhou Project has seen a connection developed with Western Sydney schools and Melbourne University.

School resources have been allocated to the establishment of all Key Learning Areas and many more resources will be needed to establish Stage 5 in 2017 and Stage 6 in future years. Some areas have room for development as planning for the future is examined such as systems and processes to ensure all areas of accountability are specifically covered. In 2016 there was a lot of work completed by staff to ensure a broad curriculum for Stage 5 electives. All teachers are proud of the scope and choice available for students to ensure interest and engagement in student learning. Especially interesting is the expectation of ensuring the recruitment of high quality staff. The current situation has many excellent temporary teachers as teachers are expected to be flexible and teach outside their area of expertise when there is a small number of staff. Strategic planning will be necessary to ensure the curriculum for Stage 5 and 6 will be expertly covered. To date, the School Plan has been focused on building rather than improving, the next three year cycle will have more opportunities for improving as well as building.

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

Building excellent teaching and learning practices where all students can be engaged, creative, innovative while developing their skills and ability.

Purpose

Building excellent teaching and learning practices across a school that are engaging, challenging and inclusive and build upon students' previous skills, knowledge and understandings which is underpinned by a positive learning culture within the school. Parents and teachers working collaboratively to support students in their development is also essential.

The implementation of the Australian Curriculum affords teachers to modify programs and learning experiences that develop engagement, creativity and innovation.

Supporting teachers to be able to: diagnose entry points; effectively use data; develop scope and sequences; plan and regularly review effective programs and assessment strategies; develop effective remedial and enrichment programs for all students, will ensure effective teaching and learning.

A commitment to innovative programs eg STEM, Flipped classroom approach, genius hour and cross-curricula projects afford opportunities for engagement, innovation and development of creative thinking and problem-solving ability.

Overall summary of progress

In 2016, Year 8 programs for the National Curriculum and other subjects were implemented for the first time. Staff had professional learning linked to effective assessment as well as deep thinking and developing concept thinking for GAT students. These were implemented in a range of projects across the school. Robotics was introduced as a TAS rotation and STEM activities were increased. Professional learning and a creativity and innovation assembly was used to showcase student learning involving deep thinking, creativity and innovation in classroom settings. Genius Hour was introduced and student feedback was sought to improve the process and outcome for this course in 2017. Two cross KLA programs were developed and another draft was proposed for 2017. These occurred in Music and PDHPE and in Visual Arts and English. These gave teachers an opportunity to work together and ensure the alignment of consistent teacher judgement and assessment practices.

In the absence of value added NAPLAN data, students were tested using ACER testing for literacy and numeracy growth. Analysis of this growth will take place in Term 2, 2017. Literacy and numeracy focus groups continued to run in 2016.

The Beginning Teacher Program successfully ran in 2016. It was evaluated as supporting and helpful by all participants. Some minor modifications were made for 2017.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Positive evaluation of the beginning and new staff induction program.	The beginning and new teacher induction plan was implemented with a few adjustments. Staff evaluated it highly and the sessions were deemed extremely useful in relation to accreditation as well as getting to know school and departmental procedures. Beginning teachers spent time planning with their KLA teachers to prepare programs and learning experiences for students.	\$420 x 3 casual relief days and a period allocation from beginning teachers funds is allocated to Mrs A Singh.
Increase in cross KLA creative and STEM projects.	Two cross KLA assessments ran in 2016. An anti drug song for Music with an accompanying research for PDHPE. Also an English story line developed for a graphic novel of which 3 illustrations made up the Visual Arts assessment. Science, Technology, Engineering (Art) and Mathematics programs continues not only with REA	\$750 STEM resources, including materials for the Wind Tunnel

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Increase in cross KLA creative and STEM projects·	but also in the introduction of Robotics, using a scientific enquiry method rather than TAS project model.	
Student evaluation of genius hour and BYOD skills·	Genius Hour ran for Year 8 students once a fortnight. The initial introduction was too open ended and student input resulted in streamlining the process and ensuring projects were shared and then developed via presentation mode. A showcase in the Library was held on Presentation Night. A plan for evaluating effective use of the BYOD Program was developed for 2017.	nil
Parent surveys on assessment practices show increased understanding and satisfaction of them.	This survey was conducted in 2015 and developed to tighten assessment procedures and reduce the number of tasks asked of students. All assessments were reviewed by the Principal as well as the LaST to ensure accuracy, effective use of directive terms, differentiation and alignment of literacy demand such as PEEL paragraphs.	nil
Value added data for reading and comprehension testing results and NAPLAN (in 2017	NA. External Data is not available until 2017. However, this was still a part of the plan. School wide Literacy and Numeracy strategies are hoped to show progress in this area.	nil

Next Steps

The next steps are vital in setting students up for senior schooling. The plan continues to focus on developing new curriculum in Stage 5 and getting ready for Stage 6. In 2016 an in depth Literacy, Numeracy and Middle Years Plan was developed and is ready for implementation in 2017. This includes an investigation of ALARM to overtake PEEL literacy structures in Stage 5 and the implementation of the Super Six Strategies for literacy. A numeracy audit so as to ensure all Numeracy skills are being covered in the curriculum is also scheduled as part of the 2017 professional learning calendar.

Teachers PDP's goals for 2017 advise one goal to be around literacy and numeracy and acquiring new skills around supporting all students in the classroom regardless of their ability.

In 2017 there will an estimated 20 new teachers, aligning them to the systems and procedures while assisting them to contribute to positive KLA teams and learning and teaching programs.

Strategic Direction 2

Building leadership capacity of students and staff to build positive relationships enabling growth and commitment and an active contribution to the school community and society in which they live.

Purpose

To build leadership capacity of students and staff to enable them to be confident and reflective learners prepared for a range of academic and social situations.

Programs include student mentoring a genius hour program, the school leadership structure and assemblies program where all students have a school responsibility, opportunities in social justice teams and transition programs, the school welfare program and sporting opportunities.

Development of a middle-years program and forging links with Riverbank Public School and our other local feeder primary schools will offer more opportunities for student and teacher leadership and contribution to the school and wider community.

Building teacher capacity to develop and lead staff or student initiatives linked to the school plan and vision, through the home group structure, house competitions activities, assembly program, beginning and new staff induction, staff meetings, teams and the professional development plans will enable a school wide commitment to continued growth, expectations and improvement.

Overall summary of progress

Improvement measures in developing student and staff leadership included staff accepting more positions of authority. For the first time, preparation for 2017 Year Advisers was planned and role statements developed for these positions. So too, the preparation of school teams emerged. These are ready for implementation in 2017. They have a strategic plan, a teacher leader and an executive support person. These teams include BYOD, Social Justice, School Promotions, Creativity and Innovation, Literacy, Numeracy and Work Health and Safety.

To ensure students' access to increased leadership opportunities each class took charge of and organised an assembly fulfilling the required roles and responsibilities. These involved ANZAC Day, International Women's Day, Multicultural Day, Creativity and Innovation Week, STEM Week and Sport Focus Week. Parents of class members were invited to attend these assemblies.

The Social Justice Program affords many opportunities for students to contribute and connect with external agencies and make a difference at a local, national and global level.

The 2016 Tell Them From Me Survey indicated that 76% of students had a positive sense of belonging. (The norm for NSW is 72%). Students evaluated more positively than the NSW norms for most categories. The exception was the number of Year 7 students who felt they were bullied. This was higher than the state norm. programs and homeroom focus activities were designed as a result of this finding.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Evaluate assemblies program and open night program in relation to student leadership.	Anecdotal evidence was collected after student involvement in assemblies, once assisting in leading an assembly students were more likely to do so again and to also contribute in other areas. Eight students gained a Bronze Award, which has an essential school service hours and almost 40 peer support leaders were elected for 2017.	nil
Collection of initial well-being data through 'Tell them from me' survey and Mindmatters surveys.	Data analysed from these surveys revealed mostly positive results with Year 8 2016 being more positive and connected than Year 7 2016. Other aspects of students well-being such as academic self concept and sense of belonging were above the state average but still indicated that there was some work to do with Year 7 on building positive	nil

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Collection of initial well-being data through 'Tell them from me' survey and Mindmatters surveys.	relationships across all students.	

Next Steps

Teacher 'team' groups have been defined and will establish their own milestones in 2017 to be presented at the end of this year. These have the capacity to grow with the addition of new staff and evolve with the development of a new School Plan. Written into the final stage of this plan is the presentation of a variety of staff to model sample lessons, BYOD strategies and tangible successes with resources or strategies to be used in the classroom.

A comprehensive plan for student leadership beyond 2017 is an important part of the school culture and history and will be lead by the Principal and Welfare Coordinator.

In 2016, a coffee cart was purchased. The end goal is to train students to gain barista skills and serving skills to increase responsibility and employability. All proceeds are returned back into learning and teaching programs.

Strategic Direction 3

Building Positive Partnerships which establish, nurture and sustain ongoing positive values and a culture of success which inspires a culture of collaboration.

Purpose

Building strong links with our communities enables a collaborative approach and contribute to the planning process and the development of practices within our school. This will be done through: middle years programs with partner public schools, GATS programs, sharing professional learning opportunities, cross curricula projects, links with other high school– esp in preparation for senior students, participation in local creative and performing arts, developing sporting links through competitions and coaching programs.

This also includes community links: a strong P&C program, the school website, newsletter, workshops and parent portal, school facebook page and developing parent workshops.

This also includes partnerships: developing cultural and social justice links in the community and abroad. Partnerships with industry and university programs will also contribute to school excellence in terms of building a wider and more successful community partnership.

Overall summary of progress

Progress has been made in building positive partnerships as specifically articulated in the School Plan as well as developing other positive partnerships. The Ponds High School has worked with the community of schools and performed with key skills in a Performing Arts extravaganza. Mr Lawton has worked hard with Permaculture Australia and Westpac Bank also assisted with groundwork. Working as part of the Great Teaching Inspired Learning initiative we accept and welcomed Ms Borg as a science cadet in our school and have watched her learn to be a part of the Science KLA. Links continued with Western Sydney University.

The school website was developed by Mr Laird in 2015, however, more information was added in 2016, especially in supporting student learning. A Facebook page and school application were also added to enhance communication, share information and celebrate success. Parents have already commented on the usefulness of these additional communication tools.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Establishment of a school website and networking sites that are updated regularly.	A school website was established in 2015. In 2016 a facebook page and the introduction of a school application was set up to improve communication and to share events.	\$2000
Tell them from Me Surveys are fed back into students well being programs	The results of the Tell Them from Me survey resulted in; a comprehensive Orientation Day booklet, development of an 'O' Week for Year 7 students in 2017 and the establishment of Peer Support with Year 9 students supporting Year 7 students.. It has also resulted in refinement of HomeGroup activities. In 2017, the PDHPE staff will teach Year 9 HomeGroups, enabling more effective targetting of content to address Year 9 issues.	\$920
Students are mapped on the literacy continuum and shared with Riverbank Public School.	In 2016 only one class was mapped on the continuum. This will continue into 2017.	nil
Increased links with universities organisations and business..	The Flinders University program for The Ponds High School was heavily subsidised by Western Sydney to enable students to be engaged. This resulted in the creation of the CAIT team which took on creative and innovative programs (mentioned elsewhere in the report). We continued with	\$3000

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Increased links with universities organisations and business..	<p>University of Technology PEP students and had two first year practicum students. We continued and grew a relationship with REA Australia for STEM activities and Lego Robotics , inviting other schools to a training day. The Environmental links with Permaculture and other universities continue to grow.</p> <p>We have also grown links with cultural groups who hire our facilities and like to contribute to the school.</p>	

Next Steps

Excelling schools make deliberate and strategic use of the partnerships and relationships they build. We have built relationships and need to determine how best to use these to enrich student learning experiences and teaching experience as well as gain access to resources that will benefit the school. With the advent of a new School Plan there will be opportunities to further collaborate with parents in designing and supporting future directions.

New ways of accessing parent feedback will need to be determined to ensure that parent surveys reflect the whole parent population.

As the school grows, more contact with universities and external agencies will be developed as the student population ages and needs access to work experience and TAFE options. Practicum teachers will also be invited in as we will have a more diverse experience to offer them.

Accepting more Japanese visitors and the first excursion to Japan in 2018 will allow for development of more international partnerships which will benefit the school.

Key Initiatives	Impact achieved this year	Resources (annual)
English language proficiency	In 2016 an ESL Teacher was appointed in the second half of the year to work with ESL students both in the classroom and through withdrawal. Our new ESL Teacher used ACER testing information to move these students forward. She reported on a weekly basis to the Principal of work completed and student achievements, including sharing work samples. This program will run again in 2017.	\$6,989
Low level adjustment for disability	All RAM funding and extra school funds are directed to the wages of two School Learning Support Officers (SLSOs) to assist students in the classroom. Working with the LaST, these officers also provide individual assistance to students who require help with their homework and assignments.	\$44,100
Socio-economic background	These funds were allocated to the engagement of the SLSOs (as recorded above) and to support student access to excursions and resources.	\$3,005 and \$7,300 – redirected to low level disability to fund SLSOs supporting students identified as as both low socio-economic as well as requiring learning support.
Support for beginning teachers	Mrs Singh is given a period allocation to mentor all beginning teachers. She meets with them once a fortnight and assists in their accreditation. Beginning teacher resources are also directed to professional learning experiences and opportunities to program with their KLA Head Teachers and colleagues.	\$4,340 funds were saved from this area for when the school has no 250 codes to allocate to beginning teachers. All beginning teachers were allocated time for planning and programming as well as report writing and evaluation.

Student information

Student enrolment profile

Students	Enrolments	
	2015	2016
Boys	97	227
Girls	96	236

The Ponds High School is rapidly growing and the gender balance remains reasonably evened. Only a few Out-of-Area placements were accepted in 2016 and the majority of these were siblings. There is a wide variety of cultures represented at The Ponds High School including 25 different nationalities.

Student attendance profile

School				
Year	2013	2014	2015	2016
7			95.8	94.2
8				93.6
All Years			95.8	93.9
State DoE				
Year	2013	2014	2015	2016
7			92.7	92.8
8				90.5
All Years			89.7	89.7

Management of non-attendance

Five students in Years 7 and 8 were under investigation and had a Home School Liaison Officer status in reference to attendance. These students affect the overall attendance rates. It should be noted that many students had prolonged absences due to time overseas or due to grandparent illnesses overseas where parents were forced to return home to support them.

Post-school destinations

Proportion of students moving into post-school education, training or employment	Year 10%	Year 11%	Year 12%
Seeking Employment			
Employment			
TAFE entry			
University Entry			
Other			
Unknown			

Post-school destinations are part of mandatory reporting for the Annual Report. However, no students have left The Ponds High School to attend Post-school destinations.

Year 12 students undertaking vocational or trade training

Year 12 vocational or trade training data is part of mandatory reporting for the Annual Report. However, no students have left The Ponds High School to attend vocational or trade training institutions.

Year 12 students attaining HSC or equivalent vocational education qualification

Number of students attaining an HSC or equivalent is part of mandatory reporting for the Annual Report. However, at The Ponds High School no students have achieved a HSC or equivalent.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	1
Head Teacher(s)	4
Classroom Teacher(s)	21.4
Learning and Support Teacher(s)	0.8
Teacher Librarian	1
School Counsellor	0
School Administration & Support Staff	8.38
Other Positions	4

*Full Time Equivalent

There are no teachers on staff who identify as having an Aboriginal or Torres Strait Islander background.

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	13

Professional learning and teacher accreditation

All staff at The Ponds High School participated in a number of professional learning activities directed at mandatory training as well as key priorities from the Management Plan. Staff Professional Development plans directed staff to have one goal around curriculum differentiation in order to support Strategic Direction Number One, building excellent and engaging teaching programs. To this end, learning sessions were run on how to support students with specific learning needs as well as extending students via conceptual thinking. As the staff doubled in size there was also considerable professional learning on systems and procedures that are still being developed, including writing report comments and managing and using Sentral systems.

The results of the Tell Them From Me Survey and NAPLAN data were analysed by staff to ensure future directions in curriculum and welfare needs of the students were considered.

The Executive Committee worked on articulating more specific milestones for the School Plan including the development of a Literacy and Numeracy approach for 2017 as well as a strategic guide for the development of a middle years approach with Riverbank Public School. Mandatory training such as Child Protection, The Code of Conduct, CPR and Anaphylaxis training were also completed on Staff Development Days.

KLA Head Teachers attended curriculum conferences to support their staff and the Deputy Principal brought back ideas from both EduTec and the Deputy Principal's Conference.

All KLAs had at least two planning days allocated for development of elective courses and Year 9 programs for 2017. KLAs with the National Curriculum also had many programs to develop for implementation.

Accreditation 2016:

In 2016, one teacher has elected to start the journey to

Highly Accomplished. There were 2 teachers on the journey towards Proficiency and 8 maintaining their qualifications at a proficient level.

In 2017 professional learning will focus on:

Literacy, Numeracy, BYOD and Technology. There are more opportunities for classroom teachers to take leadership roles under the teams structure that will be introduced in 2017.

A continued commitment to KLAs to assist with further elective and new curriculum requirements.

A continued commitment to assisting beginning teachers in their accreditation and transition to the job requirements.

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

Financial information

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

Income	\$
Balance brought forward	571 346.86
Global funds	631 998.41
Tied funds	244 535.54
School & community sources	519 625.03
Interest	18 898.01
Trust receipts	33 380.40
Canteen	94 649.13
Total income	2 114 433.38
Expenditure	
Teaching & learning	
Key learning areas	92 311.77
Excursions	104 067.42
Extracurricular dissections	251 245.97
Library	18 871.51
Training & development	0.00
Tied funds	119 584.19
Short term relief	12 784.14
Administration & office	91 037.21
School-operated canteen	106 803.95
Utilities	72 019.86
Maintenance	163 479.65
Trust accounts	31 329.50
Capital programs	97 753.79
Total expenditure	1 161 288.96
Balance carried forward	953 144.42

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.

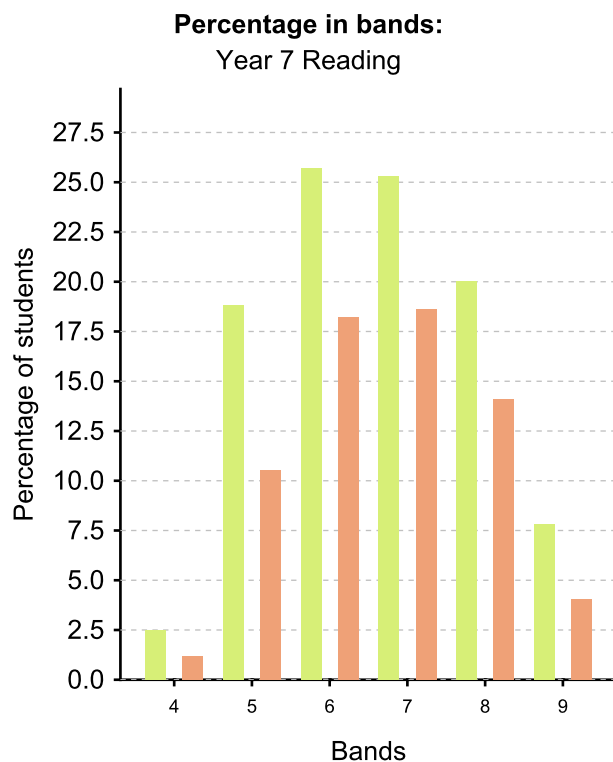
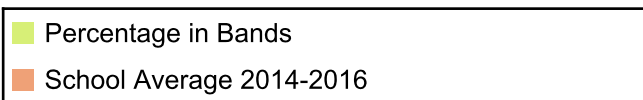
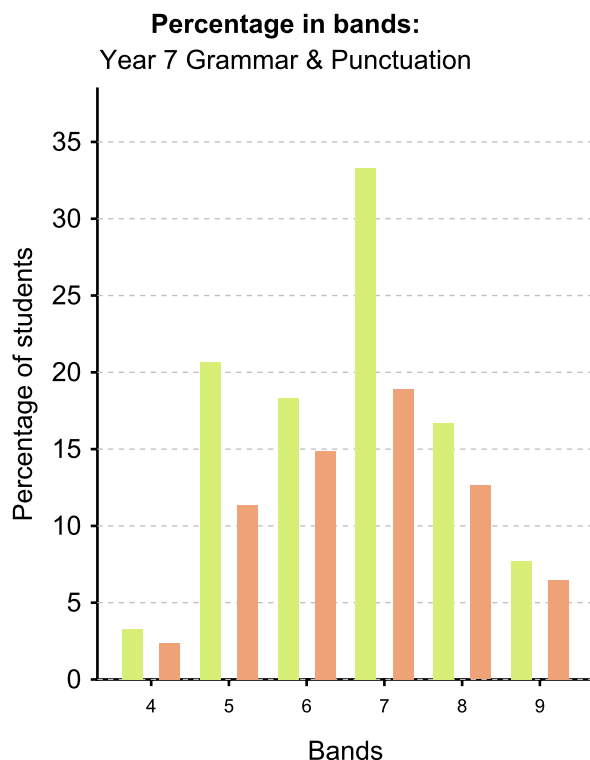
School performance

NAPLAN

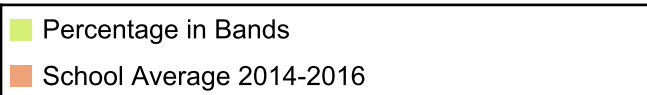
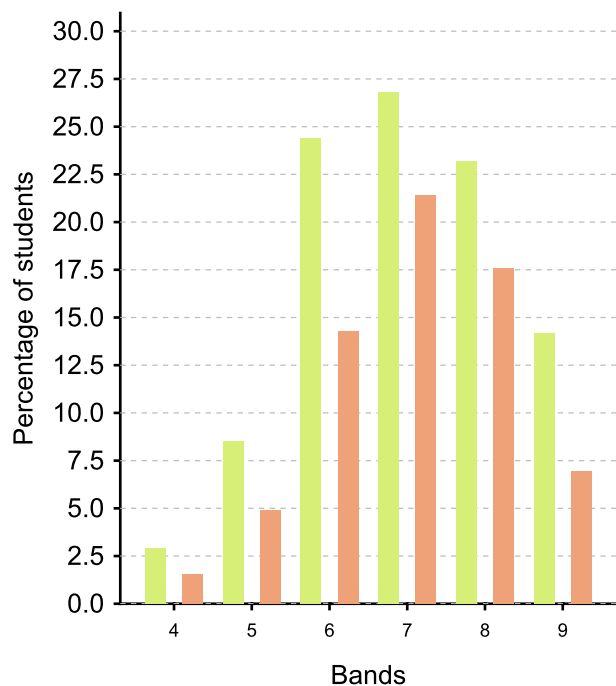
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 Literacy and Numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

The following graphs provide a visual representation of student performance across the bands. It is hoped that the whole school literacy approach using PEEL and the

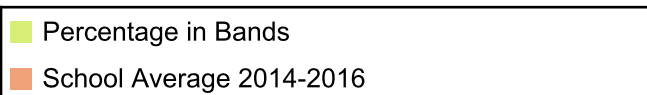
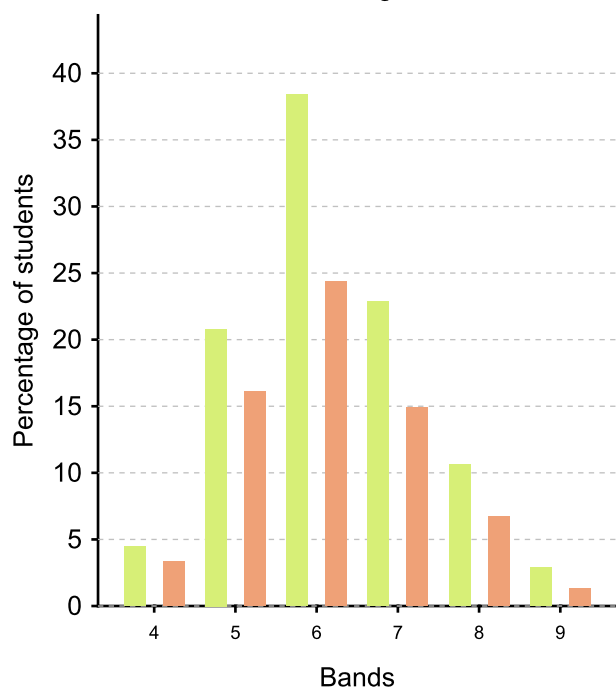
introduction of Super Six strategies in 2017, as well as the Numeracy support in the 'Stepping it Up' elective in Year 9 2017 will have a positive impact on Year 9 NAPLAN results and will generate some positive value added results.



Percentage in bands:
Year 7 Spelling



Percentage in bands:
Year 7 Writing



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 Search by School window, then press GO to access the school data.

Higher School Certificate (HSC)

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

No HSC data is available for The Ponds High School.

Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek the opinion of parents, students and teachers about the school. In 2016 the results of these surveys indicate predominantly positive feelings and a high degree of satisfaction with the school.

Students

Students participated in the Tell Them From Me Survey twice in 2016. Some of the findings of the second survey include:

Students in both Years 7 and 8 were more interested and motivated than the average for the state.

Students participate in extra curricular activities much more than the state average of 22%. In Year 7, 39% and in Year 8, 45% participate in extra-curricular activities.

Students indicated that they have positive relationships: Year 7 82% and Year 8 79%.

Students indicated that they had positive behaviours at school: Year 7, 90% and Year 8, 93%. They also assessed the teacher/student relationship at 6.6 out of 10 when the state average is 5.8.

Students in Years 7 and 8 have higher than the state academic outcomes for results in English, Mathematics and Science. English state average results were 66%, The Ponds High School students rated themselves 73%. Mathematics state average results were 65%, The Ponds High School students rated themselves 72%. Science state average results were 64%, The Ponds High School students rated themselves 72%.

One area for concern was Year 7 bullying results. Year 8 students assessed the bullying considerably lower than the state average. However, the norm for Year 7 across NSW was 23%, but 26% of Year 7 students at The Ponds High School indicated they had witnessed more than 3 instances of bullying. This resulted in a revised transition program for 2017 and the allocation of Year Advisers and a targetted Homegroup Program for 2017.

In the survey, learning was positively assessed as relevant, effective and rigorous. In all of these areas students indicated percentages above the state average.

Parents

Unfortunately only a small percentage of parents responded to the 'Tell Them From Me' Parent Survey. However, the results were presented at a P&C meeting and 40 more parents were able to give input into the findings of the survey.

The Head Teacher of Mathematics sent out a survey to decide whether to buy text books or have booklets for Year 9 2017. Ninety-seven per cent of parents responded and the decision to purchase textbooks for students was determined.

In the 'Tell Them From Me' Parent Survey the following was observed:

In a score out of 10, parents indicated a score of 6.7 for feeling welcome at The Ponds High School. Eighty-eight per cent of these parents said that they were well informed by the school of events and student progress.

Pleasingly, 52% of parents indicated that they had spoken to a teacher about their child 2–3 times in the calendar year. Twenty-two per cent had spoken more than 3 times to teachers.

Fourty-five per cent of parents had attended 2–3 meetings at school. As we had only had 4 meetings at the time of the survey this is a very positive outcome. (Or indicative of the parents who responded to the survey).

Parents assessed the school as 6.8 out of 10 on the criteria 'Learning is Supported ' at The Ponds High School.

Seventy-five percent of parents surveyed would highly recommend or recommend this school to other parents.

Teachers

Teachers also responded to the 'Tell Them From Me' Teacher Survey which tracks teachers perceptions on eight domains, each domain is scored out of ten. Under the heading of School Leadership, the highest rating was the ability of leaders to crete a safe and secure work environment at 8.6 out of 10. On a score of 8 was the ability of leaders to create and support new learning environments. it was also positive to see highly rated the ability of leaders to assist establishing challenging and visible learning goals.

Collaboration on every issue was highly rated including talking with fellow teachers about ways to engage students. Rated at 8.6 out of 10.

In establishing a learning culture, teachers felt they gave positive feedback, established learning goals and had high expectations for students. They rated this domain at 7.9 out of a possible 10.

Technology is also a designated area and while teachers rated the use of technology high, 7.8 out of 10 the use of technology to track student learning was

The other area for growth and development was inclusion of parents at a micro level. Discussions about this revealed that the fast turn around of preparing resources and procedures sometimes precluded wider consultation. This is an area for future development.

Policy requirements

Aboriginal education

Aboriginal Education is an important part of the School Curriculum. The Ponds High School has a very small percentage of Aboriginal students. All students had personalised learning plans. The school acknowledged both Sorry Day and NAIDOC Week with student led assemblies. One identified Aboriginal student shared his grandmother's story, one of the 'Aunties' of this area in the NAIDOC Assembly. Another student used her Genius Hour project to design an Aboriginal inspired version of the school logo which is under production to be showcased at the school.

Two Aboriginal students were appointed mentors to assist their social development and academic progress. A teacher has been appointed for 2017 to more clearly track the development of our Aboriginal students.

The Ponds High School is also committed to provide students with programs that are inclusive of Aboriginal achievement, present and share aspects of Aboriginal Culture and History.

Multicultural and anti-racism education

The Ponds High School has a linguistically and culturally diverse population.

In 2016 another six teachers completed the Department of Education professional learning on cultural inclusion. This makes one third of the staff who have completed this module, which involves classroom activities and approaches to teaching that are mindful and inclusive of diverse cultures.

In the second semester an ESL teacher was appointed enabling two days a week to be allocated to supporting EALD students. A combination of withdrawal, small groups and classroom support was used to assist students with literacy learning needs and with assignments.

In 2016 both a Harmony Day Assembly and a huge Multicultural Day Assembly were celebrated with students wearing national dress or adopting a culture. The day was supported with lessons ran by student leaders around issues related to racial harmony and multicultural awarness in Australia. The funds raised during Multicultral Day go to support 'Danny' our World Vision child from Rwanda.

No incidents were recorded in the Anti–Racism Register for 2016.

Other school programs

Sports

In 2016 students participated and excelled in the sporting arena, from the traditional Swimming, Cross Country and Athletics to participating and excelling in multiple gala days in cricket, touch football, soccer and netball. Students trialled for Macquarie Zone and Sydney West teams with five successful candidates representing The Ponds High School at these higher levels.

Futsal and Soccer teams performed extremely well. The passion for these sports and excellence displayed through our dominance of the NSW Futsal and Western Sydney Wanderers Cup, where both teams advanced to the state cups, was evident.

Many other teams competed against much older and more experienced teams in regional and knockout competitions. Congratulations to these students and their coaches for perseverance and placing our teams as a force to be reckoned with in the future Combined High Schools representation.

One swimming relay team and two athletics relay teams received Combined High Schools silver medals, an amazing achievement and one the students can be proud of. There were also two individual silver medals (Sonal Kongalage in 100m Sprint for Athletics and Emily in Breast–stroke 50m). Two individual girls were crowned CHS Age Champions for Trampoline Sports–Gymnastics. These results rival many regional schools that have Year 7 to 12 cohorts.

Junior Sportsman of the year, 2016 was awarded to Clayton Taylor:

- TPHS Age Champion 12 Years Boys in Swimming, Cross Country and Athletics
- Macquarie Zone Age Champion 12 Years Boys in Swimming, Cross Country and Athletics
- Sydney West Age Champion in Athletics and Orienteering
- CHS High Achiever in Swimming
- TPHS Futsal Team
- TPHS Western Sydney Wanderers Cup Team

Junior Sportswoman of the year, 2016 was awarded to Antonia Dias–Ballas:

- CHS 12 Years Age Champion Trampoline, Double–Mini Trampoline, Single–Mini Trampoline and Tumbling.
- Macquarie Zone Representation Cross Country
- School Representative Swimming

School Representative Athletics Team of the Year

The Team of 2016 was awarded to the Under 12 Girls 50m Relay team consisting of Rebecca Appiah, Sophie Kolat, Aika Recongco and Shania Ihemeje who placed:

- 1st at Macquarie Zone Athletics – where they achieved a record.

- 1st at Sydney West Athletics
- Silver Medal at CHS Athletics

So many other students achieved personal best and amazing sporting achievements. It will be exciting to watch the sporting expertise of the school grow with the student population.

Social Justice

Social Justice is a large enterprise at The Ponds High School with its own constitution, logo and motto. The Social Justice student run club worked tirelessly in 2016 to support organisations and run fundraisers to support causes in the community and abroad. The team supported The Ponds School in their Move–a–Thon and their Athletics Carnival. It is very positive for our students to see the work of teachers and contribute to students with diverse levels of ability and disability.

Some members of the Social Justice Club also supported 'Sew for a Cause.' Once a week at lunch–time students made bags for cancer patients. These bags are donated to hospitals to be used by women and men who have had breast cancer surgery. The bags are used to carry their drains around in them working with the organisation. This organisation needs 50–60 bags per month and in 2016 we were happy to support them with bags made by our students.

In Terms 2 and 3 money was raised to support Bear Cottage. This was through the fun activities of a Superhero Week as well as cake stalls and sausage sizzles. The group raised over \$6,000 for Bear Cottage.

A successful Multicultural Day with student led lessons and activity stalls raised over \$3,300 for an international orphanage. The logistics of supporting this are still being determined. The success of this group is attributed to the distributive leadership model engaged by Ms Karbon and the training days where a group of teachers empower the students to come up with ideas and enact these into successful projects.

Creative and Performing Arts

In 2016 there were many extra–curricular opportunities in CAPA. These included a choir, a combined band with Riverbank Public School, two dance ensembles, a guitar group and the PUGS (The Ponds High School Ukulele Group). All of these ensembles were given performance opportunities at assemblies and many of these performed at the Ridges Music Festival held in October 2016 with other groups from our community of schools. The CAPA KLA also runs an Arts Club during lunchtime for students who enjoy and want to be involved in more art activities and experiences.

GATS

The Ponds High School continued to offer the GATS Program for Year 7 and 8 students in 2016 based around Literacy and Numeracy results and academic progress. These classes had many opportunities to excel in class and many external activities, taking part

Approximately ten students were involved in a **CAIT (Creativity and Innovation Team)** project held across Western Sydney and in conjunction with Flinders University. The outcomes of this project have been giving students voice to staff development days, creating films for incoming students and on-the-ground projects such as the 100 Faces Project designed to highlight the diversity and faces of The Ponds High School. They also assisted with STEM Day organisation.

Students gifted in STEM and CAPA assisted with a primary school enrichment program.

Environmental

Mr Lawton and his team of Environmental Warriors took on smaller gardening projects in 2016 and began to get ready for the implementation of Agriculture as an elective for 2017. Next year's report should be very exciting as some of the plans are turned into reality.

STEM Programs

The Ponds High School continues to be a leader in STEM and STEAM. The REA Formula One Day was repeated with the addition of a custom made wind tunnel to assist with the aerodynamic testing of the cars to be raced on the day. The introduction of monster truck models was also a winner. Robotics was introduced as a Stage 4 TAS rotation and other dynamic programs were developed ready for implementation as Stage 5 electives for 2017.