

Picton High School

Annual Report



2017



8215

Introduction

The Annual Report for **2017** 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

School contact details

Picton High School

480 Argyle St

Picton, 2571

www.picton-h.schools.nsw.edu.au

picton-h.School@det.nsw.edu.au

4677 1242

Message from the Principal

2017 saw another successful year of academic and extra curricula achievement across our school body. We were once again very pleased with the results and efforts of our 2017 Higher School Certificate (HSC) cohort who achieved positive results across a wide range of courses. Our vocational education and training (VET) courses continue to play an important role in preparing our students for their chosen careers with 74% of our students achieving a certificate II or certificate III in their area of VET study. A number of our teachers were recognised for excellence in teaching across the state and region and we continue to maintain a high level of professional achievement.

Strong partnerships with our community played a vital role in providing work place experience for our VET students and Year 10 students as they prepare for the workforce and academic achievement. Parents, primary schools and community groups continue to support and underpin our achievement of the school plan directions and milestones and our partnerships are stronger than ever and continue to grow. In 2017 we continued to expand on the number of wellbeing and academic initiatives that support student achievement.

The staff at Picton High School have an ongoing commitment to professional learning so that we have the collective genius and capacity to deliver a rigorous 21st century curriculum to our students. Our professional learning including twilight sessions, school development days, staff and faculty meetings, focused on: science, technology, engineering and mathematics (STEM), professional responsibilities, wellbeing, support of mental health, assessment, technology, Aboriginal and English as an additional language or dialect (EAL/D) education, data and student achievement.

With the collective support of parents, community, teachers, school administrative and support staff (SASS) and students we were able to meet our school plan directions and have developed the new 2018–2020 School Plan that includes some exciting new initiatives that are underpinned by the evidence based practices of visible learning. We would like to extend our thanks to everyone who contributed to the success of our school and student body and we look forward to creating opportunities and achieving success into the future.

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 a 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 Framework. 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 2017 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. 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 and 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 HS 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.

A range of academic, wellbeing, transition and leadership initiatives have been developed and are having a positive impact on the school culture. The 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)	Funds Expended (Resources)	Progress achieved this year
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	\$103,000	<ul style="list-style-type: none">• 21st century pedagogies continue to be implemented across the school• Students have accessed a range of flexible learning spaces to enhance the development of their 21st century skills. The most recent rooms to be developed are in the English faculty.• In the top 2 bands in NAPLAN Year 9 has made some improvement. In 2017 there has been an improvement of 0.7% in reading since 2016 and in numeracy this growth is 1.8%.• Student negative behaviours can be measured in the number of incidents recorded on SENTRAL or by looking at the total number of suspensions in a year. In 2016 we experienced a significant reduction in suspensions of 37%. This trend continued however in 2017 the number of suspensions maintained at a 20% reduction on previous figures.• Student surveys indicated that students were increasingly engaged especially in STEM subjects.

Next Steps

- Development of individual learning plans and/or individual transition plans for all students
- Timetabled literacy program for Years 7–10 coordinated by the learning support team
- The expansion of the PEEL paragraph writing program to structure written responses across Years 7–10
- Introduction of a whole school numeracy program that involves collaboration with primary feeder schools

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.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
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	\$150,000	<ul style="list-style-type: none">• 100% of new staff participated in the Picton HS Induction.• The Picton HS 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, staff and faculty meetings. 100% of staff participated in 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.

Next Steps

- All programs are differentiated using individual learning plan data and reflect the Quality Teacher Framework.
- 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.
- Teachers encouraged to actively pursue higher accreditation levels.
- Professional readings incorporating John Hattie's research promoted.

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 area 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 Analyses, graphing across the KLAs and technology.

Picton HS 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 Picton HS 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)	Funds Expended (Resources)	Progress achieved this year
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	\$60,000	<ul style="list-style-type: none">• The Middle School Learning Coalition meetings are attended by most of our seven feeder primary schools.• Deputy principal postcards, year adviser awards and VIVO rewards have been implemented to increase the number of students that are recognised for their achievement.• 2017 Post school destination data shows that 86% 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.

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
- 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

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$65,400	<ul style="list-style-type: none"> • Individualised Personal 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 AIME and Pathways to Dreaming. • NRL Indigenous Mentoring Program.
English language proficiency	\$23,664	<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
Low level adjustment for disability	\$458,994	<ul style="list-style-type: none"> • All students requiring adjustments and learning support are catered for within class programs and other whole school and well being strategies
Quality Teaching, Successful Students (QTSS)		
Socio-economic background	\$654,279	<ul style="list-style-type: none"> • additional staffing for the senior study • provision of a third Deputy Principal • Student Leadership Development Program and conference • Establishment of the Learning Hub for all junior students, with additional teaching and SLSO support.
Support for beginning teachers	\$53,594	All beginning teachers have engaged in a quality induction program that provides participants with opportunities for collaboration, feedback from mentors and head teacher, reflection for improvement and professional learning in relevant school and DoE policies and procedures.



Student information

Student enrolment profile

	Enrolments			
Students	2014	2015	2016	2017
Boys	619	624	613	597
Girls	550	518	520	525

In 2017 student enrollment totaled 1122. Applications for enrollment were slightly down on the previous year.

Student attendance profile

School				
Year	2014	2015	2016	2017
7	91.5	91	91	90
8	89.1	88.7	89.5	87.6
9	88	85.4	87.3	85.6
10	83.9	84.5	85.7	83.9
11	83.7	86.7	81.9	85
12	86	87.9	90.3	86.8
All Years	87	87.1	87.4	86.5
State DoE				
Year	2014	2015	2016	2017
7	93.3	92.7	92.8	92.7
8	91.1	90.6	90.5	90.5
9	89.7	89.3	89.1	89.1
10	88.1	87.7	87.6	87.3
11	88.8	88.2	88.2	88.2
12	90.3	89.9	90.1	90.1
All Years	90.2	89.7	89.7	89.6

Management of non-attendance

The overall student attendance rate of 86.5% was slightly below the state average of 89.6%. Our Year Advisers, Head Teacher Wellbeing and the learning and support team continue to work with individual students to investigate impacts on learning and attendance and implement individualised programs of support.

Post-school destinations

Proportion of students moving into post-school education, training or employment	Year 10%	Year 11%	Year 12%
Seeking Employment	0	3.2	3.6
Employment	6.7	18.5	43.6
TAFE entry	1.2	5.1	16.8
University Entry	0	0	25.4
Other	0	0	5.6
Unknown	0	0	5

Our Year 12 students in 2016 have been overwhelmingly successful in obtaining employment and tertiary education opportunities, with 25.4% of Year 12 students gaining university entry and 86% of students leaving to employment or further education.

Year 12 students undertaking vocational or trade training

The number of students undertaking vocational education and training (VET) was 74% of the total student number.

Year 12 students attaining HSC or equivalent vocational education qualification

- 140 students attained the HSC
- 10% (14 students) achieved certificate III qualifications
- 64% (89 students) achieved certificate II qualifications

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	2
Assistant Principal(s)	0
Head Teacher(s)	13
Classroom Teacher(s)	60.1
Teacher of Reading Recovery	0
Learning & Support Teacher(s)	3.2
Teacher Librarian	1
Teacher of ESL	0
School Counsellor	1
School Administration & Support Staff	18.97
Other Positions	1

*Full Time Equivalent

The Australian Education Regulation, 2014, requires schools to report on Aboriginal composition of their workforce. Picton HS has an experienced staff of teachers and administrative staff. The Aboriginal composition of staff at Picton HS in 2017 was 2.14 %.

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 engaged in the Picton HS professional learning program in 2017. The whole school professional learning program consisted of school development days, Twilight workshops, staff meetings, faculty meetings, team meetings and executive meetings where professional learning is always a central focus.

All teaching staff at Picton HS have developed performance development plans (PDPs) that are closely linked to school plan directives and the

Australian Professional Standards for Teachers. These PDPs were used to inform the directions of the twilight workshops and whole school staff meetings. A large proportion of professional learning funds were used to fund casual teachers for teachers attending professional learning. As part of the professional learning procedures and expectations staff return from professional learning and share this knowledge and skills with their colleagues, building capacity across the faculty and/or school. Total funds spent on professional learning in 2017 were \$150,000

Financial information (for schools using both OASIS and SAP/SALM)

Financial information

The three financial summary tables cover 13 months (from 1 December 2016 to 31 December 2017).

The financial summary consists of school income broken down by funding source and is derived from the school Annual Financial Statement.

Receipts	\$
Balance brought forward	1,292,899
Global funds	571,067
Tied funds	722,956
School & community sources	265,952
Interest	14,351
Trust receipts	8,871
Canteen	0
Total Receipts	1,583,198
Payments	
Teaching & learning	
Key Learning Areas	113,260
Excursions	88,089
Extracurricular dissections	139,386
Library	8,850
Training & Development	6,273
Tied Funds Payments	808,735
Short Term Relief	177,796
Administration & Office	156,834
Canteen Payments	0
Utilities	76,798
Maintenance	30,075
Trust Payments	8,264
Capital Programs	0
Total Payments	1,614,362
Balance carried forward	1,261,735

	2017 Actual (\$)
Opening Balance	0
Revenue	2,528,902
Appropriation	2,267,294
Sale of Goods and Services	49,943
Grants and Contributions	210,437
Gain and Loss	0
Other Revenue	0
Investment Income	1,228
Expenses	-1,029,535
Recurrent Expenses	-1,029,535
Employee Related	-537,287
Operating Expenses	-492,248
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	1,499,366
Balance Carried Forward	1,499,366

The Opening balance for the 2017 school financial year is displayed in the OASIS table as Balance brought forward. The financial summary table for the year ended 31 December 2017 shows the Opening balance as \$0.00 because the Opening balance for the 2017 school financial year is reported in the OASIS table (as Balance brought forward).

The amount displayed in the Appropriation category of the financial summary table is drawn from the Balance carried forward shown in the OASIS table and includes any financial transactions in SAP the school has undertaken since migration from OASIS to SAP/SALM. For this reason the amount shown for Appropriation will not equal the OASIS Balance carried forward amount.

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

The information provided in the financial summary includes reporting from 1 January 2017 to 31 December 2017.

Financial summary equity funding

The equity funding data is the main component of the 'Appropriation' section of the financial summary above.

	2017 Actual (\$)
Base Total	9,563,458
Base Per Capita	178,449
Base Location	11,092
Other Base	9,373,917
Equity Total	1,202,337
Equity Aboriginal	65,400
Equity Socio economic	654,279
Equity Language	23,664
Equity Disability	458,994
Targeted Total	1,123,327
Other Total	225,432
Grand Total	12,114,555

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

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

School performance

NAPLAN

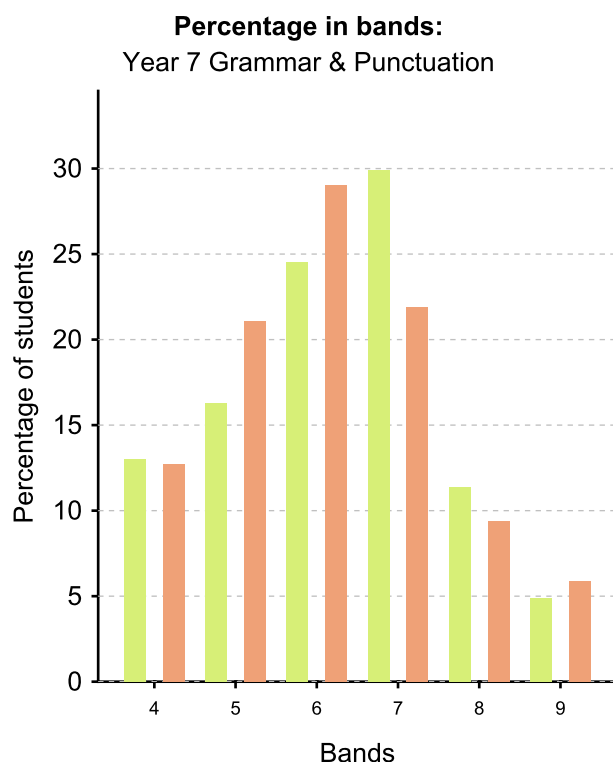
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

There has been a steady increase in the top two bands of NAPLAN for literacy in Years 7 and 9 from the previous year.

Year 7 Reading improved by 2% in the top 2 bands. Year 9 Reading decreased by the 1% in the top band and improved by 2% in the second top band.

Year 7 Spelling improved by 2% in the top band and 5% in the second top band. Year 9 Spelling remained steady in both bands.

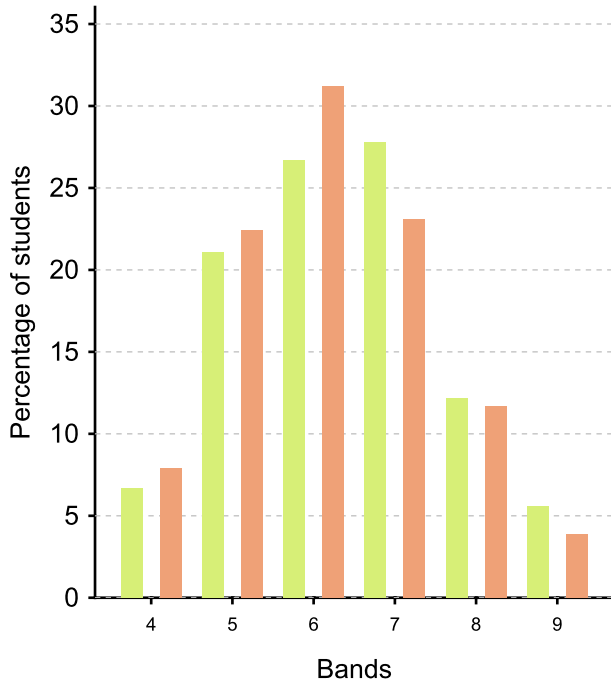
Year 7 Writing improved by 3% in the top band and 1% in the second top band. Year 9 Writing remained steady in the top band, improved by 1% in Band 9 and was up 5% in Band 8.



■ Percentage in Bands
■ School Average 2015-2017

Band	4	5	6	7	8	9
Percentage of students	13.0	16.3	24.5	29.9	11.4	4.9
School avg 2015-2017	12.7	21.1	29.0	21.9	9.4	5.9

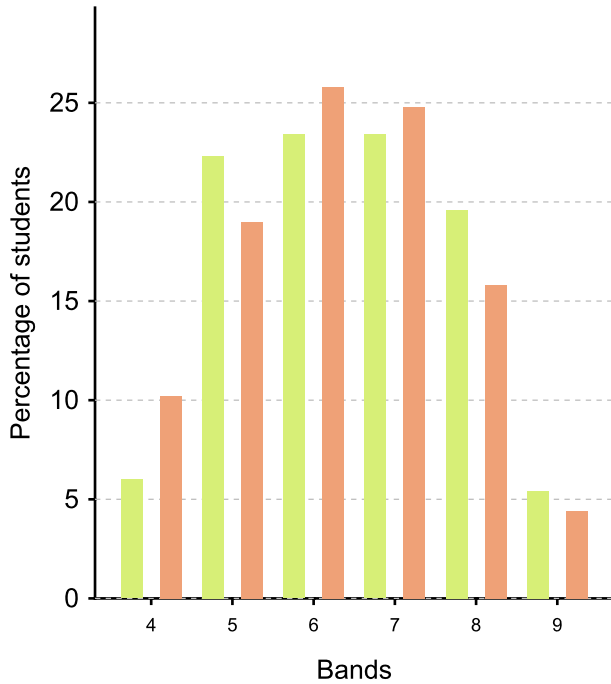
Percentage in bands:
Year 7 Reading



Percentage in Bands
School Average 2015-2017

Band	4	5	6	7	8	9
Percentage of students	6.7	21.1	26.7	27.8	12.2	5.6
School avg 2015-2017	7.9	22.4	31.2	23.1	11.7	3.9

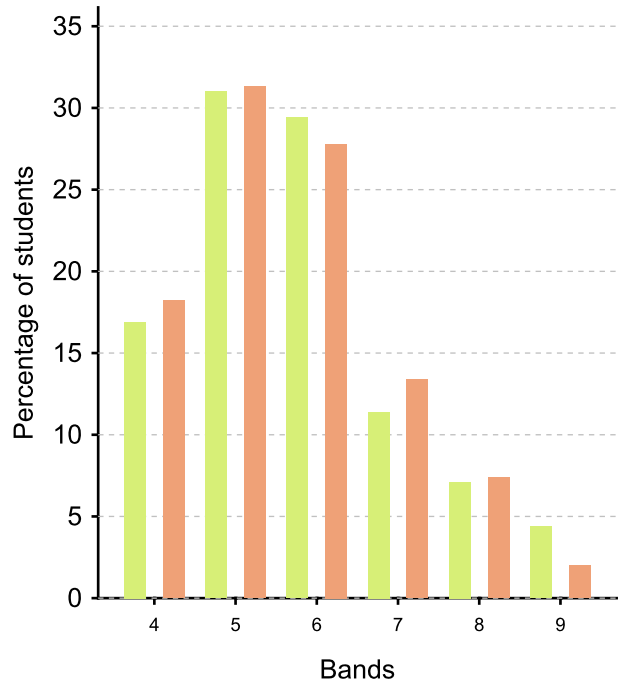
Percentage in bands:
Year 7 Spelling



Percentage in Bands
School Average 2015-2017

Band	4	5	6	7	8	9
Percentage of students	6.0	22.3	23.4	23.4	19.6	5.4
School avg 2015-2017	10.2	19.0	25.8	24.8	15.8	4.4

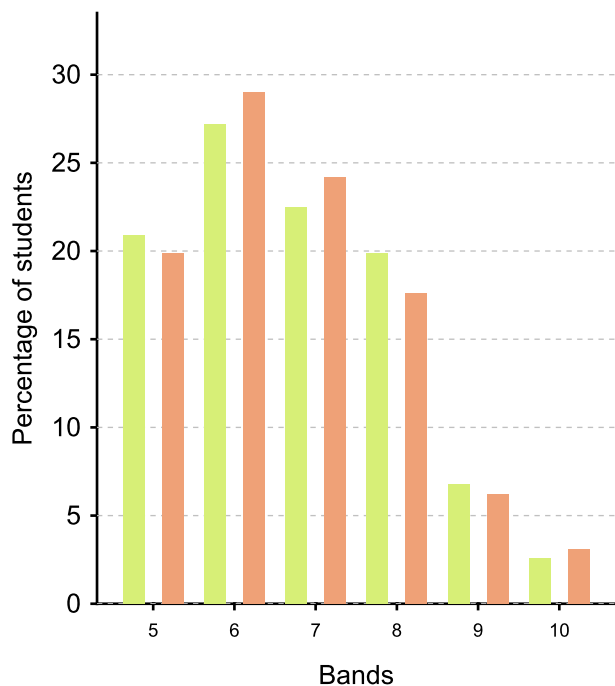
Percentage in bands:
Year 7 Writing



Percentage in Bands
School Average 2015-2017

Band	4	5	6	7	8	9
Percentage of students	16.9	31.0	29.4	11.4	7.1	4.4
School avg 2015-2017	18.2	31.3	27.8	13.4	7.4	2.0

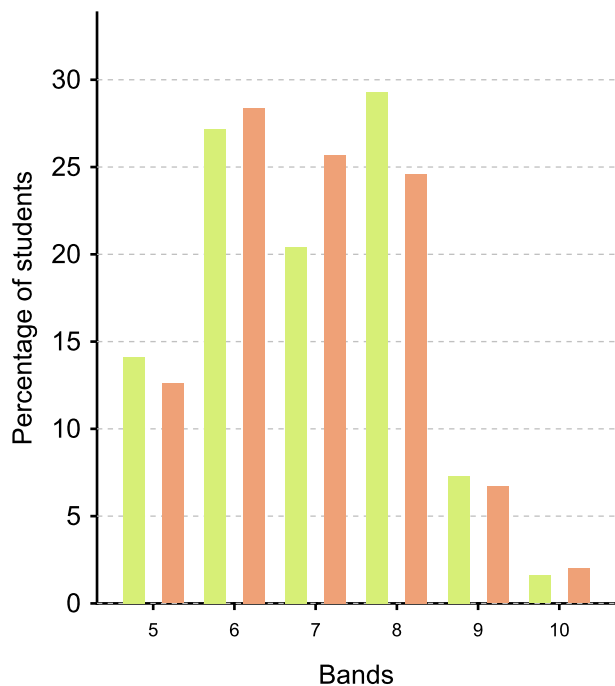
Percentage in bands:
Year 9 Grammar & Punctuation



Percentage in Bands
School Average 2015-2017

Band	5	6	7	8	9	10
Percentage of students	20.9	27.2	22.5	19.9	6.8	2.6
School avg 2015-2017	19.9	29.0	24.2	17.6	6.2	3.1

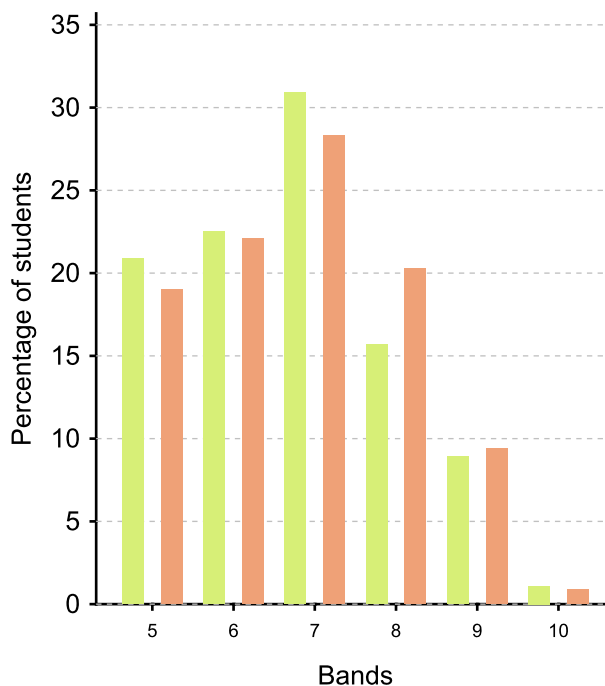
Percentage in bands:
Year 9 Reading



Percentage in Bands
School Average 2015-2017

Band	5	6	7	8	9	10
Percentage of students	14.1	27.2	20.4	29.3	7.3	1.6
School avg 2015-2017	12.6	28.4	25.7	24.6	6.7	2.0

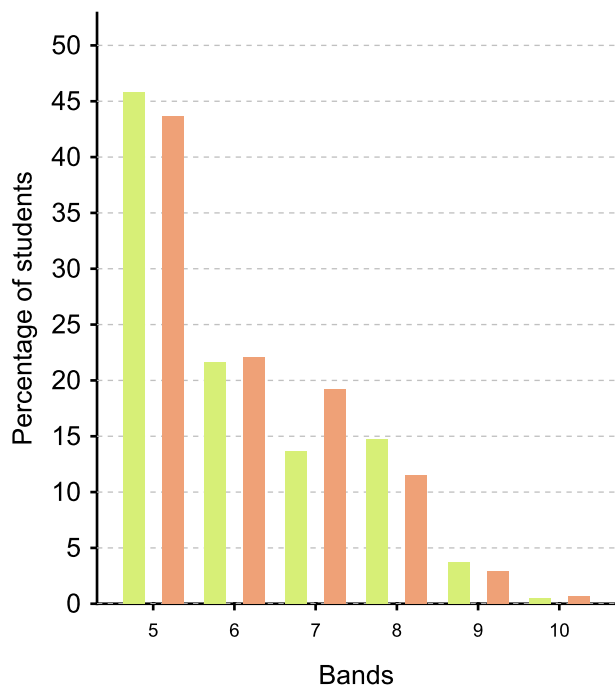
Percentage in bands:
Year 9 Spelling



Percentage in Bands
School Average 2015-2017

Band	5	6	7	8	9	10
Percentage of students	20.9	22.5	30.9	15.7	8.9	1.1
School avg 2015-2017	19.0	22.1	28.3	20.3	9.4	0.9

Percentage in bands:
Year 9 Writing



Percentage in Bands
School Average 2015-2017

Band	5	6	7	8	9	10
Percentage of students	45.8	21.6	13.7	14.7	3.7	0.5
School avg 2015-2017	43.7	22.1	19.2	11.5	2.9	0.7

There has been a steady increase in the top bands of NAPLAN for numeracy in Years 7 and 9 from the previous year.

Year 7 Numeracy improved 3% in the top band and 2% in the second top band.

Year 9 Numeracy remained steady in the top band, improved 2% in Band 9 and improved 3% in Band 8.

Percentage in Bands:
Year 7 - Numeracy

Band	4	5	6	7	8	9
Percentage of students	2.2	22.5	34.6	28.6	9.3	2.8
School avg 2015-2017	4.3	26.0	34.4	25.2	8.5	1.7

Percentage in Bands:
Year 9 - Numeracy

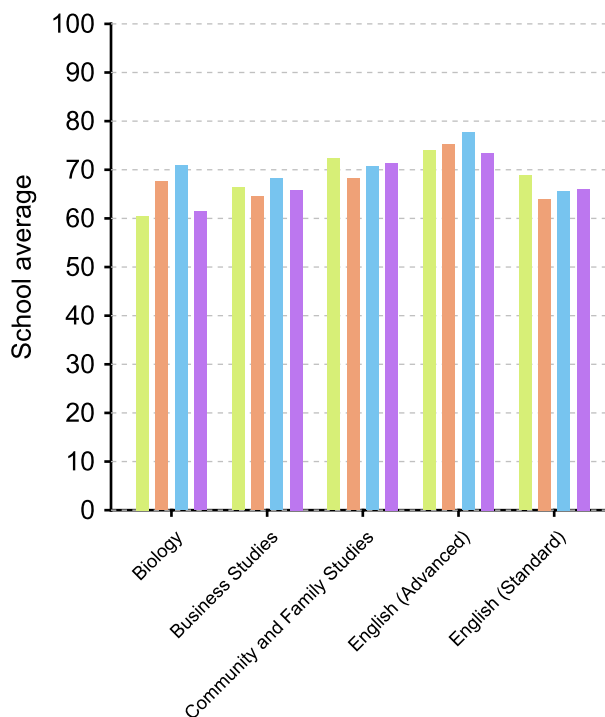
Band	5	6	7	8	9	10
Percentage of students	1.1	37.7	37.7	16.8	6.3	0.5
School avg 2015-2017	5.9	37.2	35.5	15.5	5.3	0.7

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

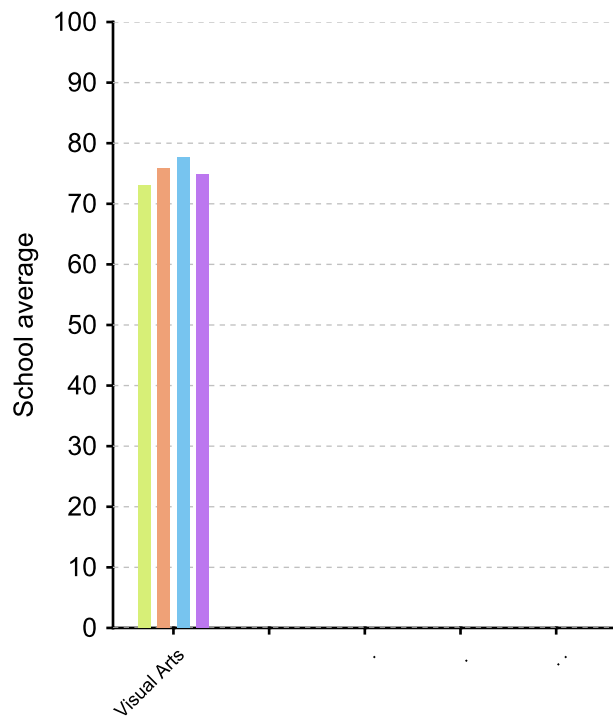
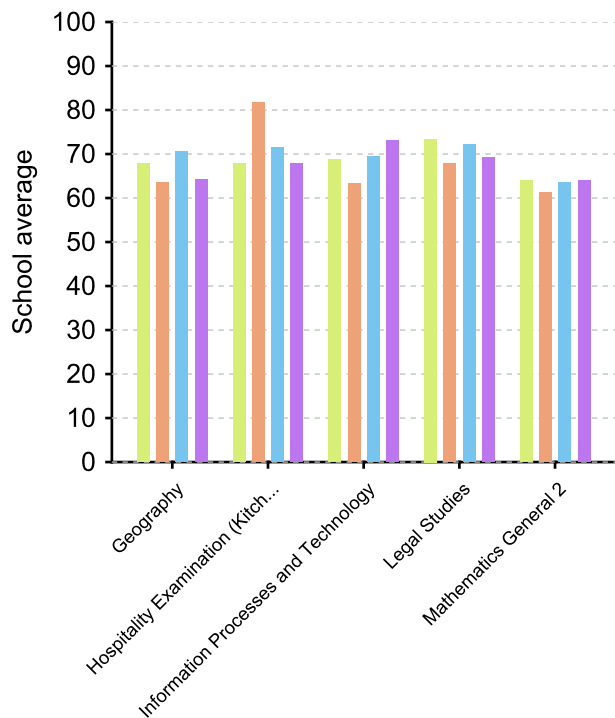
Premier's Priorities: Improving education results and State Priorities: Better services – Improving Aboriginal education outcomes for students in the top two NAPLAN bands. In 2017 our Aboriginal cohort achieved an increase in reading and numeracy of 2.4% in the 2016 results.

Higher School Certificate (HSC)

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

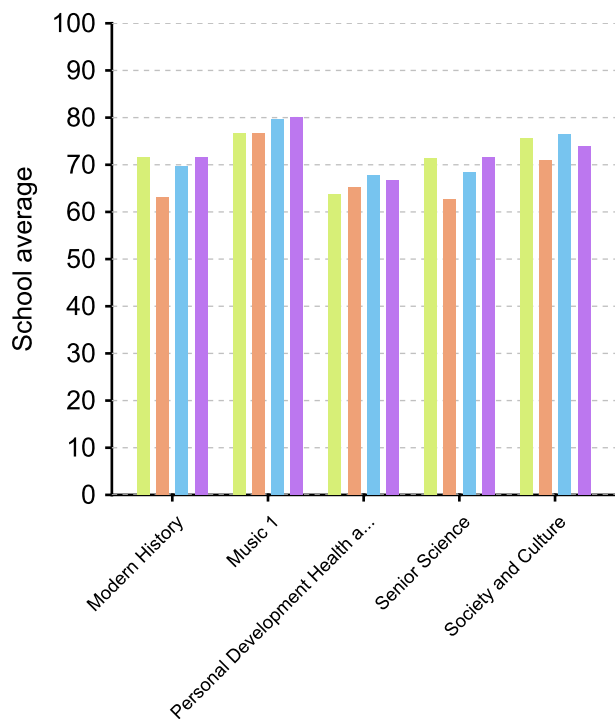


School 2017 SSSG Average 2017
State Average 2017
School Average 2013-2017



■ School 2017
 ■ SSSG Average 2017
■ State Average 2017
■ School Average 2013-2017

■ School 2017
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■ State Average 2017
■ School Average 2013-2017



■ School 2017
 ■ SSSG Average 2017
■ State Average 2017
■ School Average 2013-2017

Subject	School 2017	SSSG	State	School Average 2013-2017
Biology	60.5	67.6	70.9	61.4
Business Studies	66.3	64.6	68.2	65.8
Community and Family Studies	72.3	68.2	70.7	71.4
English (Advanced)	73.9	75.2	77.6	73.5
English (Standard)	68.8	64.0	65.6	66.1
Geography	67.9	63.5	70.7	64.2
Hospitality Examination (Kitchen Operations and Cookery)	67.9	81.7	71.5	67.9
Information Processes and Technology	68.7	63.4	69.4	73.2
Legal Studies	73.4	67.8	72.1	69.2
Mathematics General 2	64.0	61.2	63.6	64.0
Modern History	71.6	63.0	69.6	71.6
Music 1	76.7	76.6	79.7	80.0

Personal Development Health and Physical Education	63.8	65.2	67.7	66.7
Senior Science	71.3	62.7	68.3	71.5
Society and Culture	75.6	70.9	76.4	73.9
Visual Arts	73.0	75.9	77.7	74.9

Parent/caregiver, student, teacher satisfaction

The school uses a range of forums and opportunities to solicit and give feedback to staff, students and parents. Some of this feedback is represented below:

- A majority of students confirmed that they feel proud of their school
- Student participation in school sports was above the NSW Govt norm
- 17% of students rated their participation in extra curricular activities as high
- 60% of boys and 53% of girls felt a strong sense of belonging
- 67% of students felt they had positive peer relations
- 64% of students believe that schooling is useful in their everyday life
- 47% of students reported positive homework behaviours
- 92% of students reported that they had positive behaviours at school
- 43% of students are intellectually engaged and find learning interesting, enjoyable and relevant
- 89% of students report medium to high levels of optimism
- 81% of students report medium to high levels of happiness
- 84% of students report medium to high levels of academic self concept
- PHS students reported higher than the NSW Govt Norm a feeling that classroom instruction is well organised, has clear purpose and helps them learn
- A majority of students felt that had someone at school who consistently provides encouragement and advice
- PHS students reported higher than the NSW Govt Norm on positive teacher–student relationships
- PHS teachers reported higher than the NSW Govt Norm that they collaborate with other teachers on teaching and learning
- PHS teachers reported higher than the NSW Govt Norm that they provide student feedback to students on their work
- PHS teachers reported higher than the NSW Govt Norm that they use multiple learning strategies each lesson and they link learning to previous skills and knowledge
- PHS teachers reported higher than the NSW Govt Norm that they teach students to use computers and interactive technologies for learning
- PHS teachers reported higher than the NSW Govt Norm that they set clear goals and expectations for classroom behaviour
- Parents and Carers reported higher than the NSW Govt Norm that they encourage their child to do well at school
- Parents and Carers reported higher than the NSW Govt Norm that their child is clear about the rules for school behaviour
- 82% of parents and carers indicated that they were satisfied with the general communication through newsletters, emails, school website, app

and social media

- 81% of parents and carers indicated that they expect their child will complete Year 12

Policy requirements

Aboriginal education

Our staff members 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 our staff members 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 2017 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:

- 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.
- 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.
- Teachers have been 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. Teachers also attended other professional training on embedding Aboriginal education within our school.
- Worked closely with the Aboriginal education office including having them as guest speakers for a twilight session on Aboriginal education.
- The Year 6 into 7 Transition program included specific leadership roles for our Aboriginal students on Orientation day, Leadership day and peer support.
- The JAECG 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 Drop Everything and Read (DEAR) readings, 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. Numeracy tutoring led to one student gaining a Band 6 in their HSC for mathematics.
- Aboriginal students participated in AIME. Four students were successful in receiving Aboriginal student achievement awards. Students participated in a day workshop with the Aurora Education Foundation.
- Celebrated NAIDOC Week through a day of activities for our Aboriginal students and Year 7 who got to engage in a variety of cultural activities including the Koomurri performance.
- A meet and greet barbeque was held once a term provided parents the opportunity to speak to teachers, share ideas and discuss any concerns.



Multicultural and anti-racism education

Multicultural education

Harmony Day was celebrated by staff and students over a week long program of events. A range of meaningful activities and events took place which included creating visual representations of diversity, readings to educate the student body on the meaning and importance of a range of relevant topics, musical performances and a multicultural food store

English as an additional Language or dialect education (EAL/D)

Teachers engage in professional learning on how to support EAL/D students

Students provided support in and out of the classroom. Targeting both the understanding of instructions, particularly for assessment tasks, as well as completing literacy activities to assist with reading and writing levels.

Anti-racism education

In 2017 our Anti-Racism Contact Officer (ARCO) was Miss Cartwright. Mrs Hornstra was also trained as an

ARCO. The ARCO is the liaison between staff, students, parents and community members on any matters relating to racism. Picton HS has very few complaints referred to the ARCO pertaining to racism however when a complaint is made it is dealt with sensitively by our ARCO. Education is a key part of dealing with racism and mediation plays a significant role in resolving issues as do mentoring and wellbeing programs where appropriate.

Other school programs

Student voice and leadership

In 2017 the student leadership team continued to work under the guidance of Mrs Lewis and Mrs Roberts. Our new team consisting of two captains, two vice captains, our prefects, Student Representative Council (SRC) legacy member and sports prefects was involved in many whole school and community events.

The team met daily to meet the demands of their roles and represented the school at many events which included sporting carnivals, Wollondilly Steam Festival, a leadership conference, Anzac Day ceremonies, primary school leadership days, annual sports and academic presentation evenings, Assemblies of Achievement, our transition evening for Year 6 students and the Imagination School Leadership program.

Jeans for Genes Day was our major fundraiser in 2017 and Picton H S was recognised as being in the top 10 fundraising schools in the state for this event.

Vocational education program

At Picton HS we offer an extensive range of Vocational Education and Training (VET) subjects to support students' career goals and interests. In 2017, nine VET courses were studied across Years 11 and 12 with students completing mandatory work placement to gain a certificate I, II or III. The courses included business services, construction, entertainment industry, furniture making, hospitality – kitchen operations, metals and engineering, primary industries, retail services and sport coaching. In total 77 VET certificates were obtained by Picton HS students in 2017. Our students also benefited from a strong program of support for the completion of traineeships and apprenticeships.

In 2017 seven students in Years 11 and 12 undertook either a school-based traineeship or apprenticeship in the areas of business and retail services. All Year 10 students undertook fortnightly timetabled careers classes which helped them identify individual strengths and passions and they learnt how these could 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 were able 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 in which they are more likely to enjoy and be successful. Our work experience program has also proven highly valuable in guiding students in their Year 11 subject selection, Australian Tertiary Admission Rank (ATAR) choice and VET subjects.

Our senior study program included study skills, ALARM presentations and scaffolding, 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 22 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 was a great success once again, where the community came together and participated in a night of nights for dance in Wollondilly Shire. Our feeder primary schools joined us to showcase the great talent of the students within our community.

Our talented Picton HS dance students participated in Wakakirri again in 2017. Our students performed their story with passion and integrity in front of an audience of family, friends and the official national panel. Choreographed by Miss Annelise Garlick and Miss Annaleise Darby with the theme of 'Picton Floods'. Their story was about how one town can be struck by such devastation from a natural disaster then pulled together by community spirit. We are so proud of their efforts and commitment to this wonderful event.

Performing Arts Week was coordinated by Miss Jessica Gauci with Mr Tim French as technical director and under the musical direction of Mr Brandon Madern and Mr Noah Kean. Our Picton HS students put their talents on show with some fantastic musical performances. After weeks of dedicated rehearsals this week long event was a success!

In 2017 Picton High HS went back to 1959 with our amazing production of Grease. This classic tale of teen love, friendship and rock 'n' roll allowed over 30 students to showcase their talents singing, dancing and acting for four fantastic shows. Led by their dedicated director Miss Ruth Smith, the highly talented Vocal Director Mr Noah Kean and the incredibly committed Mr Brandon Madern these students spent two and a half terms practising every Thursday after school as well as in their holidays and on weekends. A special mention to Miss Amy Mathie, Miss Jessica Gauci and the art club who assisted with designing the stage sets. The show was a huge success making a significant profit and more importantly receiving rave reviews from every audience member including over 100 primary school

students who joined us for our opening performance. We look forward to our next production which will take place in 2019.

The school band had many opportunities throughout the year to represent Picton HS by performing at events at school and in the local community. Our two dedicated teachers Mr Brandon Madern and Mr Noah Kean supported our musically talented students in developing their musical interests and talents.

Wollondilly Public Schools Performing Arts Festival was an outstanding success with Picton HS entertainment students providing all of the technical support for the event. The skills and knowledge gained in our VET entertainment course meant they were able to set up and support the festival with professionalism. The 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 displayed by our students.

An exhibition of the artwork of our Preliminary and HSC students known as the Senior Creative Arts Show 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.

Students with a passion for art and craft had the great opportunity to participate in art club which ran during lunch in 2017 under the guidance of teacher Miss Amy Mathie. Students participated in a range of activities in the community and around the school from local prize competitions in the Wollondilly Shire to designing and creating a large scale mural to decorate the school grounds and emphasise the values of Picton HS.

One of our students Jesse Flett was selected as a talented artist to participate in the Dobell School at the National Arts School. The Dobell School aims to provide Year 11 visual arts students from government high schools in regional NSW and outer metropolitan areas a unique and rare opportunity to develop their skills under the guidance of professional practicing artists.

With guidance from our visual arts teachers our students once participated in the 2017 Wollondilly Design an Ad Competition again this year 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. Lachlan Cager of Year 7 won \$100 for his design of an ad for local business JJ Performance Smash Repairs.

Four of our students Lily Davidson, Will Smith, Chonthicha Srithai, and Yee Zhao had the honour of photographing the 2017 Principal's Networking Awards Night at Event Cinemas in Campbelltown. Our VET entertainment students were the technical crew behind the event, ensuring that all sound and visuals were set up for the night. This was a great experience for our students who represented

Picton HS with professionalism and skill.

Teacher Jessica Gauci was awarded a scholarship to complete teacher accreditation at Highly Accomplished Teacher level. Higher level accreditation represents national certification and recognises a teacher's achievement and contribution as a mentor and leader, establishing their value as quality teachers.

Achievement in Sport

This year Picton HS had students represent at the Macarthur Zone, Sydney South West (SSW) and Combined High School (CHS) levels in swimming. These students were Steph Lees (SSW), Campbell De A Mare (SSW), Hannah Maciaczyk (SSW), Scott Rogers (SSW), Roanna Beetson (SSW) and Tiana Van Stralan (SSW, CHS).

In athletics 2017 was the school's best showing at a CHS state athletics carnival with more than 10 students representing SSW at CHS. These students were Lawson Hotchkis, Riley Sutcliffe, Zac Watson, Jayden McPherson, Angus Blatch-May, Vince Romeo, Clive Hasselhuhn, Sheldon Vella-Roberts, Harrison Ritchard, Rebecca Pollard and Emma Matthews.

Picton HS Sports Age Champions for 2017 were Year 7: Jayden McPherson; Year 8: Tiana Van Stralen; Year 9: Liam Gregory; Year 10: Angus Blatch-May; Year 11: Cayden Darley and Year 12: Rebecca Pollard.

Picton HS Sports Person of the Year was Tiana Van Stralen

Three special memorial sport awards were also presented to the following students: The Nathan (Teddy) Graham Award to Dylan King; the Lachlan Simpson Award to Blake Horner and the Nicole Fitzsimons Award went to Khya Schmidt-Martin.

The Ashleigh Brazill (Netball) Award also went to Renee Rice