

# PrairieWood High School

## Annual Report



2017



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## Introduction

The Annual Report for **2017** is provided to the community of **Prairiewood 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.

Alan Maclean

Principal

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### Message from the Principal

2017 has been an exceptional year for academic outcomes at Prairiewood High School.

In regards to the 2017 HSC, the school was the most improved school in the state on the NSW Honour List. The Honour List is based on the number of Band 6 results that Year 12 students achieve. Our students achieved 126 Band 6's (or E4's for extension courses) allowing us to jump 153 places in the list to be ranked as the 108th best performing school in the state. In fact, our 2017 HSC results were our best ever with 29 students achieving ATAR's above 90, seven achieving over 98, three students achieving a Band6/E4 in every course they studied, one student coming 2nd in the state for Arabic Continuers and the Mathematics Faculty being ranked the 30th best performing faculty in the state for Mathematics, Extension 1 and Extension 2. On top of all of that, two students have had their Visual Arts Major Works selected into the prestigious ArtExpress exhibition, another first for the school.

Staying with HSC results, I recently received a letter from the Department of Education's Deputy Secretary, School Operations and Performance, Murat Dizdar, congratulating the school for being recognised as a "high achieving high school with a substantial increase in the proportion of students with two or more results in the top bands from 2013 to 2017." He goes on to say that the "school has a tremendous demonstrated level of excellence belonging to only a handful of schools across New South Wales...".

More broadly, when examining student learning across all year groups, the Department of Education's Centre of Educational Statistics and Evaluation (CESE) named the school a High Value-Add School, one of only 16 high schools in the state, for its growth in student academic outcomes from Year 7 to Year 12.

Many factors combine to drive such excellent performance but chief among them is the collective, collegial hard work of our high-quality staff and it is they, supported by a community that values learning and by our outstanding students, who can rightly be very proud of our impressive school performance.

## School background

### School vision statement

An inclusive, innovative and optimistic learning community where excellence in teaching and learning is visible.

Our graduates will be:

- confident, well rounded and flourishing life-long learners;
- informed, creative and critical thinkers;
- reflective and resilient and take responsibility for their own learning;
- respectful, humane and empathetic global citizens;
- citizens who value their community, work for the common good and believe in their capacity to make a sustainable difference in the world.

### School context

Prairiewood High School is a Year 7 to 12 comprehensive, co-educational and partial academically selective school of 1233 students. The school caters for a diverse student population with 87% of students from a wide range of non-English speaking backgrounds (including 120 recently arrived refugee students), 17 Aboriginal and Torres Strait Islander students and three Special Education classes. There are 60 academically selective students in each year.

The school is committed to extending its students within a culture that:

- Values excellence in teaching and learning;
- Offers students and staff rich and innovative opportunities for learning and leadership and
- Actively promotes wellbeing and positive relationships.

The school is held in very high regard by its community and has a strong focus on literacy, student engagement, high expectations and professional learning. In 2017 and beyond, the school will continue on its journey in collaboratively and critically reflecting on practice, building community partnerships and exploring innovative teaching and learning.

## 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. 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.

On balance, the school is at the Sustaining and Growing level across all three domains. The school's Self-Assessment Team judged on the basis of clear evidence that the school is at the Excelling level in the Learning Elements of Learning Culture, Wellbeing and Student Performance Measures. The team judged the school to be at the Excelling level in the Leading Elements of Educational Leadership and School Planning, Implementation and Reporting. The school is performing over and above the Delivering level in every element in each of the three domains.

The team determined that we are close to the Excelling level in the Assessment, Effective Classroom Practice and Learning and Development elements and our efforts in 2018 will focus on moving those elements into the Excelling category.

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

For more information about the School Excellence Framework:

<https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability/sef-evidence-guide>

## Strategic Direction 1

Excellence in Learning

### Purpose

*To empower all learners to prosper in an environment that continuously strives for excellence.*

*To enthusiastically embrace innovative learning and leadership opportunities through proactive, inclusive and evidence-based practices.*

*To ensure that students have learning experiences that are individualised and builds on their passions and abilities.*

### Overall summary of progress

At Prairiewood High School learners are empowered to prosper in an environment that continuously strives for excellence. Students are supported to achieve their personal best through evidence based teaching and learning practices. Programs and practices that encourage students to take responsibility for their own learning include a senior study program, a Homework Centre which runs twice a week, an Extended Studies Program and regular review meetings for all year groups where student progress is monitored

Students who have learning difficulties or support needs have personalised learning plans. Programs such as QuickSmart and Multilit along with discrete literacy lessons for all students in Years 7 – 10, with a focus on grammar comprehension, writing and the development of short and extended response skills, have been employed to improve student learning outcomes. Additional teaching staff are employed by the Learning Support Team to ensure students are supported in their learning. The Secondary Studies Team specifically and strategically addresses student learning priorities and case-manages students at risk. The whole school clearly communicates high expectations for all students.

In 2017, there has been a focus on improving literacy skills across the school. The school has additional ESL teachers within the Learning Support Team to support our predominantly NESB background students and we have adopted ALARM (A Learning And Responding Matrix) to improve the specific literacy needs of students as well as prepare them for the academic demands of the senior school. Teachers have been trained in TELL (Teaching English Language Learners) to support NESB learners and there has been a significant focus of whole school professional learning on the learning needs of our diverse range of learners.

The school culture builds educational aspiration and monitors student learning through such initiatives and programs as twilight extended professional learning events, HSC and NAPLAN data analysis, faculty RAP analysis, Band Predictor activities, review committees, faculty reflections and Instructional Rounds.

All teaching staff identified at least three performance and development goals for 2017, which were mapped and analysed. These goals, along with school identified improvement areas, have informed the whole school professional learning plan. Teachers actively demonstrate and share their expertise with their peers and there is a strong culture of learning from each other.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
10% per annum reduction in the number of HSC students achieving bands 1 or 2	\$22 000	This improvement measure has been achieved. The number of Bands 1 and 2 have significantly decreased with the following initiatives and programs supporting students to achieve their best:  <ol style="list-style-type: none"><li>1. Senior study periods for all Year 11 and 12 students</li><li>2. Employment of a teacher to oversee Senior Study and manage N Award Warnings</li></ol>

## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
10% per annum reduction in the number of HSC students achieving bands 1 or 2		<p>3. Case management of students at risk of under achievement</p> <p>4. Extended studies and Homework Centre to support students with their learning</p> <p>5. Band predictor activities where teachers used school generated data to monitor student progress and initiate teaching and learning interventions to improve student learning outcomes</p>
A reduction in the percentage of students performing below national minimum standards in NAPLAN from year 7 to 9 by 2017	\$47 000	<p>There has been a reduction in the percentage of students performing below national minimum standards in NAPLAN. This has been achieved through the following initiatives:</p> <p>1. Teacher professional learning has had a focus on providing teachers with the skills to differentiate curriculum for the diverse learning needs of PHS students. This includes TELL, ALARM, teaching refugee and NESB students.</p> <p>2. Employment of literacy teachers and implementation of discrete literacy lessons for every student in Years 7 – 10, with a focus on grammar punctuation, reading, comprehension and writing, especially extended responses.</p>
An increase in the percentage of students achieving greater than or equal to expected growth in year 9 NAPLAN	\$40 000	<p>There has been an increase in the percentage of students achieving greater than or equal to expected growth in Year 9 NAPLAN and the school continues to be assessed as Excelling in student growth from Years 7 to 9. This has been achieved through the following initiatives:</p> <p>1. Teacher professional learning has had a focus on providing teachers with the skills to differentiate curriculum for the diverse learning needs of PHS students. This includes TELL, ALARM and teaching refugee and NESB students</p> <p>2. High expectations and explicit teaching of literacy and numeracy skills has seen an improvement of student learning outcomes.</p>
Increased opportunities for student leadership	\$23 000	<p>PHS has three leadership groups – Prefects, Student Representative Council and Sports Council. They provide approximately 60 students with opportunities to lead and represent the school. Student leaders undertake a comprehensive leadership program to build their capacity as leaders. In addition, the High Resolves program is run by a community provider for all Year 7 and 8 and self-nominated Year 9 and 10 students. 25 Year 10 students are involved in a reading program run every roll call to improve the reading skills of selected Year 7 students.</p> <p>Prefects and Year 11 students also volunteer their time to tutor younger students at the school's Homework Centre twice a week. Prefects visit Year 7 roll calls to mentor them during their first year of</p>

## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increased opportunities for student leadership		high school and selected Year 10 students lead a Peer Support program with Year 7 during term 1. Prairiewood High School hosts an annual Student Leadership Conference providing key note speakers, workshops, presentations and networking opportunities for approximately 120 students from over 20 schools across Sydney.
Increased numbers of staff building leadership capacity	\$182 000	Many teachers have expressed aspirations to lead and there are three Head Teacher and one Deputy Principal positions that are funded by the school. A number of teachers have attended sessions about accreditation at Highly Accomplished and Lead.

## Next Steps

Further support teachers in taking responsibility, both individually and collectively, for the changes in practice required to achieve improving school performance and to use evidence to monitor the effectiveness of teaching practice on a regular basis.

Further embed current and future initiatives, programs and strategies to ensure teachers are using data and evidence to inform their practice.

Explore and broaden assessment practices including formative, self and peer assessment structures to enhance student-centered learning as part of an emphasis on effective feedback.

Collaboratively written, differentiated teaching and learning programs and assessment to more effectively address individual student needs, ensuring that all students are challenged and all adjustments lead to improved learning outcomes.

Support our emerging STEM and future-focused learning initiatives.

## Strategic Direction 2

### Wellbeing and a Positive Self

#### Purpose

*To create a successful and enthusiastic community of learners by enhancing the wellbeing of staff and students.*

*To develop resilience, empathy, connectedness, and a positive sense of self.*

*To develop a sense of belonging and create citizens who make meaningful contributions.*

#### Overall summary of progress

The Positive Behaviours for Learning weekly lessons continued in 2017 during structured roll call classes, planned by the lesson planning team and facilitated by student leaders. It was evident that the lessons have become an embedded aspect of the school routine. The focus area of each lesson was promoted at the Tuesday weekly assemblies to remind students of behaviour expectations and the school values pertaining to being Safe, being Respectful and being a Learner in the classrooms, buildings, online and in the playground.

The Peer Support Program was implemented fully during 2017 with Year 10 students facilitating the program to newly arrived Year 7 students. Selected staff had previously completed their respective training with Peer Support Australia and then identified prospective leaders and facilitated the necessary training and support to help bring the program to fruition.

There was a vast array of proactive educational programs inclusive of stress and anxiety and cyber safety, just to name a few that were delivered to students across Years 7 – 12. These were informed by Sentral student behaviour data, student and parent focus groups and each year group's wellbeing management plans that were constructed by their respective year advisers. This was led by the school's Community and Wellbeing Officer, along with assistance from pertinent external providers such as the Police, Mission Australia and others.

The School Clinician continued to play a vital role in providing targeted health care to students, with a major focus on dental, optometry and hearing. The Clinician has been able to demystify for our parents, with support from our Community Liaison Officers, many issues regarding the navigation of government services in support of their child's medical needs that have been identified through checkup or referral. Targeted wellbeing education programs with a focus on student health and hygiene practices were a feature across Years 7 – 9 this year.

Parental wellbeing sessions were presented by the Community Wellbeing Officer throughout the year. These groups were inclusive of Vietnamese, Middle Eastern and Pasifika groups. Many external providers were sourced to deliver a range of wellbeing programs for our students. Mission Australia's SWYPE and PACE programs were delivered to our most vulnerable students.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
• Positive Behaviour for Learning is successfully implemented	\$31 000	The Behaviour Expectations Matrix was reviewed in Term 3 to reflect on the relevance of the behaviours. The SRL logo competition began the process of designing a logo. The matrix review and logo have contributed to the preparation of permanent signage in the school which will occur during 2018.
• An effective peer support program implemented to promote conflict resolution skills and build resilience	\$2 800	The schools Peer Support Program was again implemented and facilitated this year. It was lead by the Head Teacher Wellbeing along with two other staff who were trained via Peer Support Australia. All three teachers trained identified Year 10

**Progress towards achieving improvement measures**

<b>Improvement measures (to be achieved over 3 years)</b>	<b>Funds Expended (Resources)</b>	<b>Progress achieved this year</b>
<ul style="list-style-type: none"> <li>• An effective peer support program implemented to promote conflict resolution skills and build resilience</li> </ul>		<p>students, who then delivered the sessions to all of Year 7. The program was quite successful, although the model in which it was delivered needs re-evaluating. This aspect has been embedded into the 2018 – 2020 School Plan for future consideration.</p>
<ul style="list-style-type: none"> <li>• Implementation of proactive educational programs promoting social and emotional awareness, resilience and wellness.</li> </ul>	\$85 000	<p>Prairiewood HS has a significant wellbeing platform with many key stakeholders involved both internal and external to the school. This year there was an abundance of proactive educational programs that were delivered to our students. The school's Community and Wellbeing Officer played a pivotal role facilitating stress and anxiety workshops for our senior students. During these targeted sessions, students in Years 11 and 12 learned about the difference between stress and anxiety, their own personal triggers and a range of positive psychology and mindfulness strategies in support of managing their own challenging situations. Sentral data extraction had identified significant issues with inappropriate social media usage so our Police Youth Liaison Officers facilitated a number of Cybersafety sessions to all stage groups, explaining cyberbullying and its effects on young people, the legal ramifications for misuse and a range of strategies that enable young people to be good digital citizens and the importance of having a digital footprint that you can be proud of and not lose opportunities later in life.</p>
<ul style="list-style-type: none"> <li>• Improved health care and wellbeing education for students</li> </ul>	\$56 000	<p>As a part of the wellbeing management plans for Years 7, 8 and 9, health and hygiene workshops were presented by the School Clinician. In these workshops students learned about their adolescent bodies and a range of self-care and hygiene practices. This was also integrated into the student's mandatory health classes, where PDHPE teachers then unpacked these concepts further. The School Clinician as part of her role has been undertaking medical checks on students across all year groups, specifically in the areas of sight, hearing and dental with identified students receiving further medical treatment outside of the school as a positive consequence of the work completed by our Clinician.</p>
<ul style="list-style-type: none"> <li>• Increased parental and community involvement in school wellbeing programs</li> </ul>	\$42 000	<p>Community engagement has increased dramatically this year via the assistance and unconditional support of our Community Liaison Officers (CLO's). The schools CLO's in the cultural areas of Vietnamese, Middle Eastern and Pasifika backgrounds have thrived in the Community Kitchen Initiative which occurred once a fortnight. These sessions enabled the parents, via their respective CLO's, the opportunity to undertake a vast array of educational sessions that were delivered by Prairiewood HS staff and external community providers along with collaboratively cooking together. Mission Australia has been pivotal as an outside agency, providing our students with the opportunity to be a part of their SWYPE and PACE programs, centering on goal</p>

## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
• Increased parental and community involvement in school wellbeing programs		setting, resilience, self-esteem and individually case managed mentoring.

## Next Steps

- Investigating and embedding a new model to deliver the PBL program, with a focus on the explicit teaching aspect. Erecting new internal/external PBL signage throughout the school.
- Investigating and implementing a new Peer Support model via the Head Teacher Wellbeing.
- Implementing the new Anti-Bullying Plan throughout the Prairiewood school community.
- The increasing use of a wide range of data sources to inform practice in wellbeing. These data sources can be both qualitative and quantitative data and will help inform targeted and tailored professional learning for staff along with reviewing, refining and evaluating the effectiveness of a range of wellbeing programs that are on offer to support students

## Strategic Direction 3

### Collaborative Communities

#### Purpose

*To promote inclusive and collaborative communities that seek innovative opportunities to stimulate the potential to flourish.*

*To enrich learning through local, national and global partnerships that connects learning beyond the classroom.*

*To build an optimistic, sustainable future for all.*

#### Overall summary of progress

Collaboration is evident and continues to thrive at Prairiewood High School. Within faculties, experienced teachers work collaboratively with other teachers to ensure consistency of curriculum delivery and to improve teaching and learning across the school. Multiple platforms for formal and informal mentoring practices are in place as are embedded, explicit systems for collaboration and classroom observations to drive school-wide improvement in teaching practice. Teachers actively share their expertise or passion with their peers at school professional learning events. These include Twilight Professional Learning Sessions, Staff Development Days, Staff Meetings, Faculty Meetings and externally accessed professional learning. Teachers are supported in professional learning at their point of need, including beginning teachers, aspirational staff and teachers at various stages of their careers.

Strong relationships have been forged with a range of external agencies, including universities, industry professionals, TAFE third party providers, and a range of youth support organisations. These relationships ensure that students and staff are encouraged to network beyond the school to enrich the teaching and learning across the curriculum.

There has been an increased focus on further developing the quality of communication that occurs between the school, parents and the community. This has been achieved by the implementation of social media platforms (Skoolbag, Facebook and Twitter) and further utilisation of the school's Community Liaison Officers and their community networks. The Community Liaison Officers have strengthened partnerships across the community through ongoing initiatives such as the Vietnamese Community Kitchen and the Arabic speaking Community Kitchen.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Faculty reflection recommendations implemented	\$8 500	<p>A continued focus on high-quality teaching and learning programs across all faculty areas, including the continuation of the partnership with University of New South Wales in delivering strategies for gifted education (GERRIC).</p> <p>This partnership has ensured staff possesses the requisite skills in differentiated teaching strategies to meet the needs of all students, particularly selective students. A stronger focus on differentiation being evident in faculty programs has been actioned, particularly in light of preparation for new Stage 6 syllabi.</p> <p>Implementation of school-wide assessment procedures, including the double marking process, has continued and improved assessment practice across all faculties. This has ensured greater consistency in the application of marking criteria</p>

**Progress towards achieving improvement measures**

<b>Improvement measures (to be achieved over 3 years)</b>	<b>Funds Expended (Resources)</b>	<b>Progress achieved this year</b>
<p>Faculty reflection recommendations implemented</p>		<p>and the provision of more effective feedback. Band predictor activities have also focussed faculty practice on astute diagnostic analysis of students' strengths and areas for development, and the implementation of strategies to meet students' needs.</p> <p>Increased Innovative use of ICT to enhance engagement and facilitate collaboration amongst staff and students. This has promoted a focus on 21st Century learning. The utilisation of web-based Learning Management Systems, such as Google Classroom, has enhanced the way ICT is utilised to improve learning experiences for students.</p> <p>Targeted professional learning and development to meet the needs of staff has continued throughout 2017. Teachers actively participate and enjoy the opportunity to learn from their peers and executive, creating a professional learning community that is increasingly collegial and collaborative. Twilight Professional Learning events provide teachers with a choice in their professional learning, thereby tailoring professional learning to their own needs and career aspirations as identified in their PDPs. Other professional learning opportunities, including externally delivered professional learning, encourage staff to learn from experts beyond the school, form valuable networks and improve practice.</p>
<p>Partnerships with universities, industry and local communities groups and services are visible</p>	<p>\$64 000</p>	<p>A continued focus on high-quality teaching and learning programs, including the continuation of the partnership with University of New South Wales (GERRIC).</p> <p>This partnership has ensured staff possesses the requisite skills in differentiated teaching strategies to meet the needs of all students, particularly selective students.</p> <p>Improvement of school-wide assessment procedures including the implementation of double marking process has improved assessment practice across all faculties. This has ensured greater consistency in the application of marking criteria and the provision of more effective feedback.</p> <p>Increased innovative use of ICT to enhance engagement and facilitate collaboration amongst staff and students. This has promoted a focus on 21st Century learning.</p> <p>Targeted professional learning and development to meet the needs of staff. Teachers actively participate and enjoy the opportunity to learn from their peers and executive, creating a professional learning community that is increasingly collegial and collaborative. Twilight Professional Learning events provide teachers with a choice in their</p>

## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Partnerships with universities, industry and local communities groups and services are visible		professional learning, thereby tailoring professional learning to their own needs and career aspirations as identified in their PDPs.
Increased collaboration within school and with outside agencies/academicpartners and organisation to improvestudent learning outcomes	\$ 15 500	<p>Throughout 2017 PHS has promoted inclusive and collaborative communities that seek innovative opportunities to stimulate the potential for all students to flourish. Students have been encouraged to engage with the Secondary Studies Team, including the Transition Adviser and Careers Adviser, to embrace opportunities to support their schooling and post-school options. Explicit partnerships with Western Sydney University, Sydney University, the University of New South Wales and Macquarie University have extended the school's focus on high-quality research-based teaching and learning practices and provided enhanced pathways for student transition to higher education.</p> <p>The CLOs have been an integral resource in removing barriers to allow for greater community engagement and being the important conduit between our school, teachers and the Prairiewood school community. They support students and families across the whole school through their involvement in personalised learning plan meetings, return from suspension meetings, vocational transition and career planning meetings and extracurricular events such as the Multicultural Concert and Community Kitchens.</p> <p>Partnerships with external agencies to support young persons at risk or in need of additional support have been established and/or strengthened. This includes a partnership with the Daystar Foundation to assist in facilitating the Breakfast Club, a partnership with South West Youth Peer Education (SWYPE) who run in-school programs focussed on enhancing students' relational and conflict resolution skills. Case management for individual students in need commenced in 2017, providing an additional layer to the collaboration between the school, home, and outside support services.</p>

## Next Steps

- Continue to promote the school plan across the entire school community as the foundation document driving continual school improvement in clear and evident ways.
- Enthusiastically seek to listen to the voices of all elements of the school community to inform best practice and promote inclusivity.
- Maintain and enhance the collaborative professional learning practices, including developing intra-school and tertiary networks, cross-faculty teams, collaborative program and assessment development underpinned by a focus on collective responsibility for all students' learning. These practices will be met through strategic directions focussed on teaching and learning.
- Nurture existing and foster new relationships with external bodies to enhance teaching and learning and inform iterative planning and review.

Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	\$14,259.00	All ATSI students are case-managed by a learning support teacher, providing academic support and opportunities for students, including literacy and numeracy support and post-school options for those transitioning to further education or work. All Aboriginal background students have personalised learning plans, many including tutoring in areas of need that evidence indicates is having a positive effect to learning outcomes. An ATSI team was established to oversee cultural events including NAIDOC week, visits by elders and artists, strengthen belonging and serving to increase awareness of Aboriginal perspectives across the school community.
<b>English language proficiency</b>	\$17,945.00	Personalised interventions by ESL teachers and Learning Support have significantly enhanced learning outcomes for English Language Proficiency students.
<b>Low level adjustment for disability</b>	\$96,819.00	A significant increase in the number of Learning Support teachers and School Learning and Support Officers has provided personalised and targeted support to identified students. Personalised Learning Plans detailing teaching and learning adjustments are effectively communicated to each student's teachers and supported by additional support in class.
<b>Socio-economic background</b>	\$862,432.00	Additional teaching resources and staff have supplemented the school entitlement, especially in the Learning Support Faculty, where additional Learning Support and EALD teachers have been employed to support students across the school. The school has implemented a behaviour support class, provided additional support for increasing numbers of newly arrived refugee students and students with additional learning needs. The employment of a Community Wellbeing Officer and a School Clinician provide a range of health and wellbeing strategies that support student learning.
<b>Support for beginning teachers</b>	\$8161.00	All eligible beginning teachers – including permanent and temporary teachers – have been supported by a trained mentor and release time as well as a school designed and delivered Beginning Teachers Course.
<b>Targeted student support for refugees and new arrivals</b>	\$26,719.00	Additional EALD support, two refugee coordinators and two international student coordinators case manage our newly arrived and refugee students, to ensure a smooth social, wellbeing and academic transition to education in Australia and at PHS.

## Student information

### Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	585	612	614	640
Girls	533	570	569	585

Student numbers have plateaued in recent years at just over 1200 and it is expected for that to continue to be the case in the immediate future. Recent years have seen a significant demand for out of area enrolments but the school has a policy of not accepting out of area enrolments, with regard to exceptional circumstances, in support of the Department of Education's policy for local students attending their local school.

### Student attendance profile

School				
Year	2014	2015	2016	2017
7	95.1	94	93	93.8
8	93.4	92.5	92.8	91.7
9	92.5	92.2	90.9	91
10	90.6	90.3	90.6	85.7
11	89	87.7	86.4	86.7
12	86.4	88.6	88	88.1
All Years	91.5	91	90.3	89.5
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

As a result of a culture of high expectations supported by highly effective wellbeing practices and attendance procedures, the school continues to sustain above state averages in school attendance. The school has implemented an SMS alert to parents when students are late to school, which has significantly reduced lateness and has resulted in improved attendance rates. The introduction of a Senior Studies program and

its attendant personalised case-management structure has been effective in countering a relative decline in senior student engagement and attendance with the added benefit of reduced N-awards.

### Post-school destinations

Proportion of students moving into post-school education, training or employment	Year 10%	Year 11%	Year 12%
Seeking Employment	0	1	0.5
Employment	0	1.5	10
TAFE entry	0	1.5	2
University Entry	0	0	61
Other	3.5	4	1
Unknown	0	0	25.5

## Year 12 students undertaking vocational or trade training

Prairiewood High School had six VET trained teachers in 2017 teaching the frameworks of Hospitality; both Kitchen Operations and Food and Beverage, Retail and Primary Industries. Seven students were completing Certificate II in Nursing Assistant through South West Area Health at Fairfield Hospital. There were over twenty students attending TAFE at Wetherill Park, Miller, Granville and various Campbelltown TAFEs and seven students completing School Based Traineeships (SBATS) in Retail, Business Services, and Hairdressing.

Many of these students were offered opportunities for part-time employment after successful mandatory work placements. One of the Hospitality, Kitchen Operations students left school to take up a full-time apprenticeship as did both of the two hairdressing SBAT students.

Prairiewood's excellent range of school and TAFE work placement opportunities is provided by South West Connect and these have led to many excellent partnerships. One example is our ongoing relationship with Fairfield RSL Club who provide realistic industry based learning opportunities for our Support Unit students studying Food and Beverage. Those students also who also run a Café at school each Thursday and have work experience at many of the retail outlets at Stocklands Shopping Centre.

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

178 students sat for the Higher School Certificate and 175 were successful in achieving the Higher School Certificate or the equivalent vocational education qualification.

## Workforce information

### Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	2
Assistant Principal(s)	0
Head Teacher(s)	13
Classroom Teacher(s)	63.1
Teacher of Reading Recovery	0
Learning & Support Teacher(s)	1.8
Teacher Librarian	1.2
Teacher of ESL	2.4
School Counsellor	2
School Administration & Support Staff	17.37
Other Positions	1

\*Full Time Equivalent

Two members of staff identify as being of Aboriginal heritage.

### Teacher qualifications

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

### Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	81
Postgraduate degree	19

### Professional learning and teacher accreditation

Twelve teachers are currently working toward accreditation at Proficient. All of these teachers are supported by a reduction in face-to-face teaching and work closely with a designated mentor in working towards accreditation. Additionally each teacher

attends a school designed and delivered Beginning Teacher course each fortnight until accreditation is achieved.

All other teachers and executive are currently maintaining accreditation at Proficient. There are no teachers seeking accreditation at Highly Accomplished or Lead.

Teacher Professional Learning remains a major focus of the school with significant resources expended to promote effective professional learning. In addition to attendance by many staff members at a range of conferences and workshops external to the school, the majority of professional learning occurs in our Twilight Sessions. These consist of eight, three-hour sessions offered on Tuesday afternoons throughout the year. Staff are required to attend at least four of the sessions in lieu of the last two Staff Development Days at the end of the year. In an expression of the value placed on the learning that occurs during these sessions, the majority of staff attend at least six sessions. The one-hour sessions are mostly delivered by our own staff with the content reflective of staff members' Professional Development Plans and the School Plan. This highly engaging and directly relevant learning is extremely well received by staff and has strongly promoted a genuine culture of collaboration and collegiality further enhanced by Instructional Rounds and Faculty Reviews.

## 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.

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.

	2017 <b>Actual</b> (\$)
<b>Opening Balance</b>	0
<b>Revenue</b>	2,834,845
Appropriation	2,515,282
Sale of Goods and Services	83,363
Grants and Contributions	234,274
Gain and Loss	0
Other Revenue	0
Investment Income	1,926
<b>Expenses</b>	-1,236,103
Recurrent Expenses	-1,236,103
Employee Related	-578,046
Operating Expenses	-658,057
Capital Expenses	0
Employee Related	0
Operating Expenses	0
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	1,598,742
<b>Balance Carried Forward</b>	1,598,742

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.

### Financial summary equity funding

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

	2017 Actual (\$)
<b>Base Total</b>	10,161,263
Base Per Capita	184,202
Base Location	0
Other Base	9,977,062
<b>Equity Total</b>	1,418,066
Equity Aboriginal	14,259
Equity Socio economic	862,432
Equity Language	261,723
Equity Disability	279,652
<b>Targeted Total</b>	727,866
<b>Other Total</b>	334,414
<b>Grand Total</b>	12,641,609

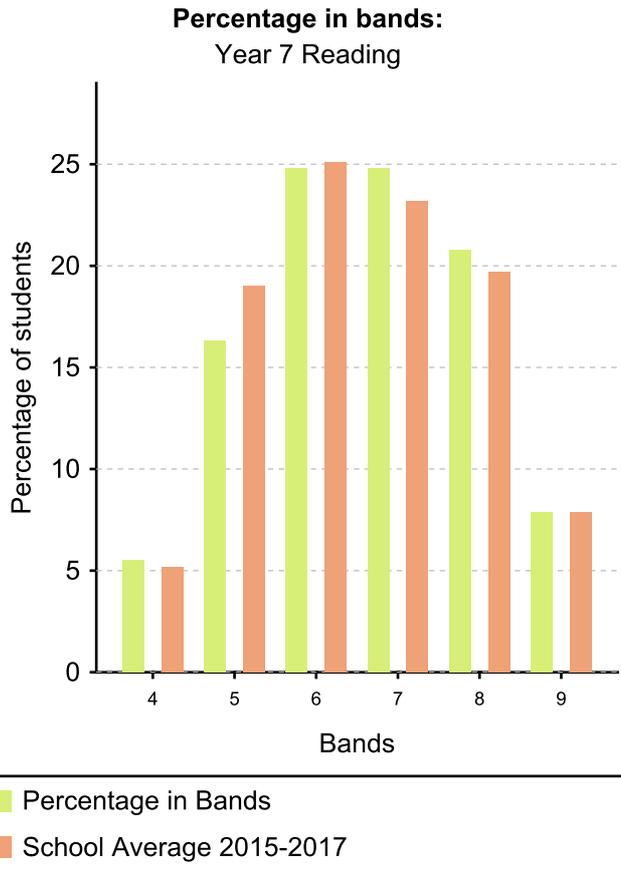
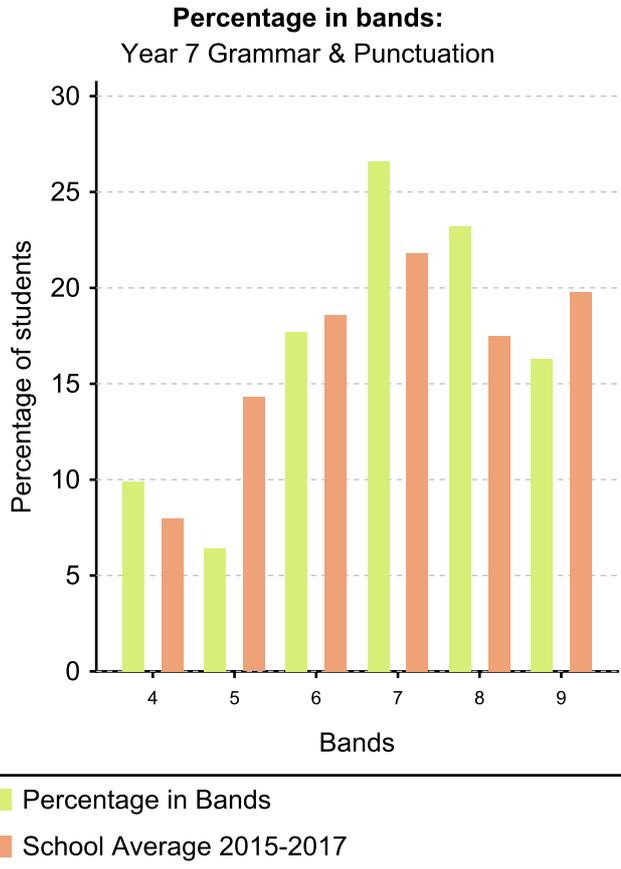
Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

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.

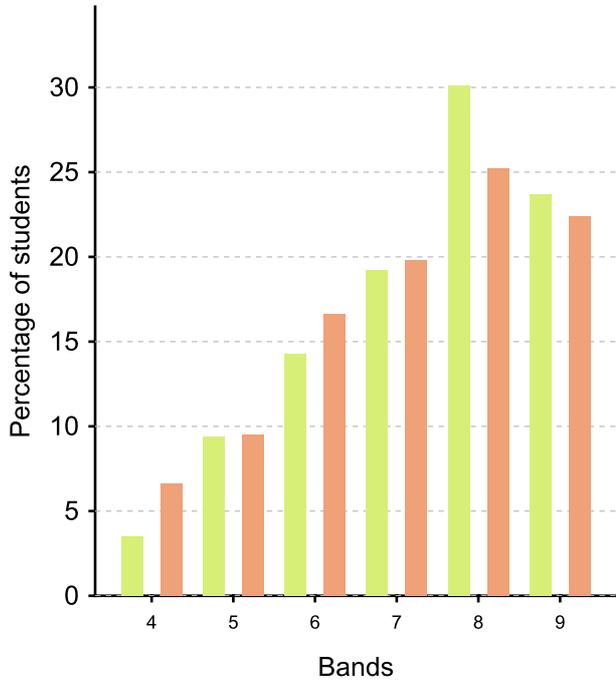
## School performance

### NAPLAN

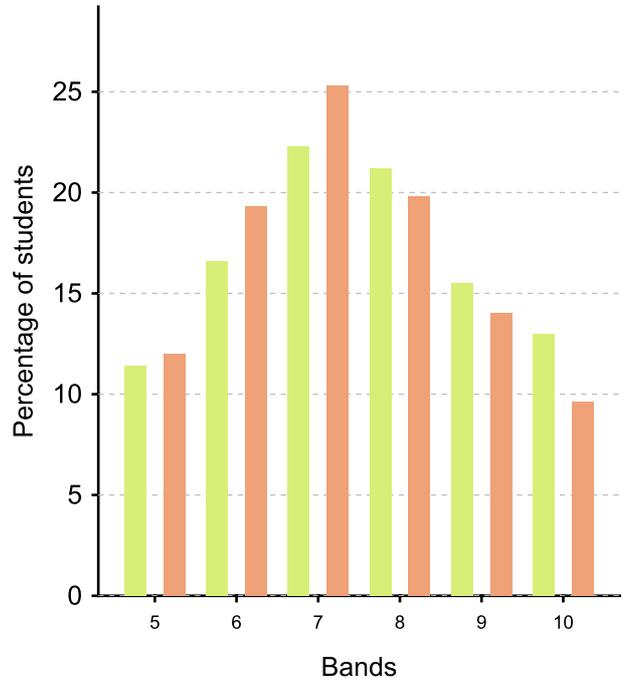
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.



**Percentage in bands:**  
Year 7 Spelling



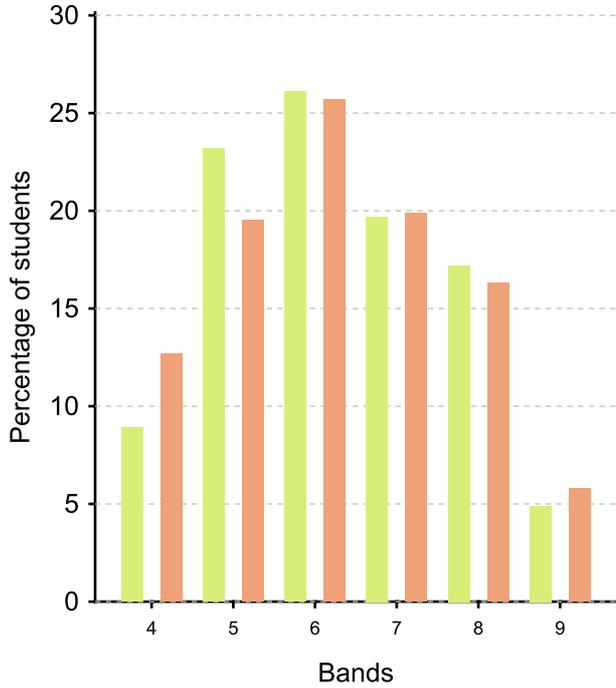
**Percentage in bands:**  
Year 9 Grammar & Punctuation



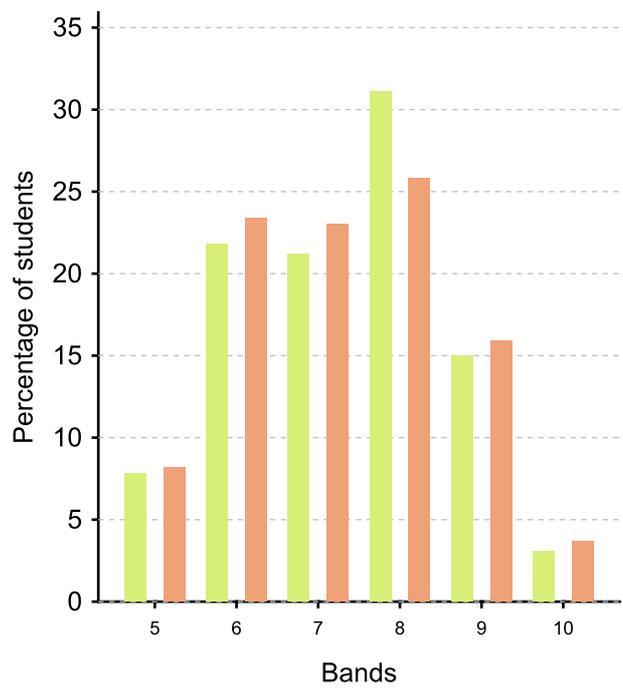
Percentage in Bands  
School Average 2015-2017

Percentage in Bands  
School Average 2015-2017

**Percentage in bands:**  
Year 7 Writing



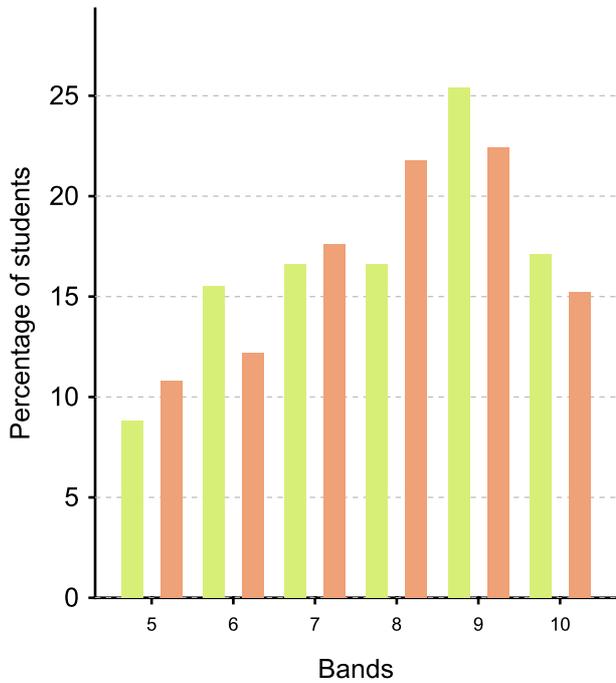
**Percentage in bands:**  
Year 9 Reading



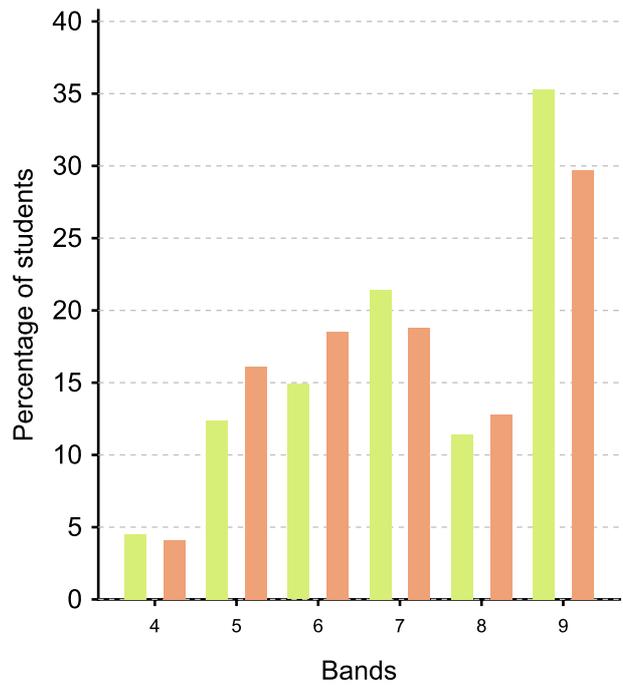
Percentage in Bands  
School Average 2015-2017

Percentage in Bands  
School Average 2015-2017

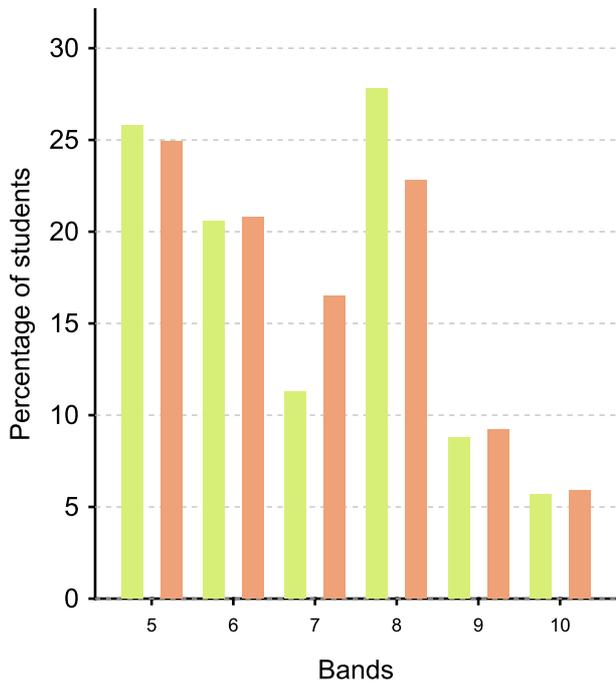
**Percentage in bands:**  
Year 9 Spelling



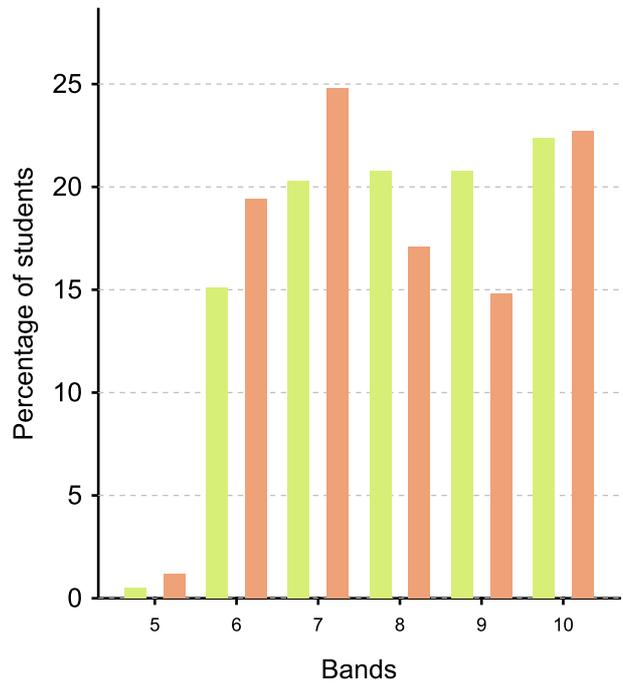
**Percentage in bands:**  
Year 7 Numeracy



**Percentage in bands:**  
Year 9 Writing



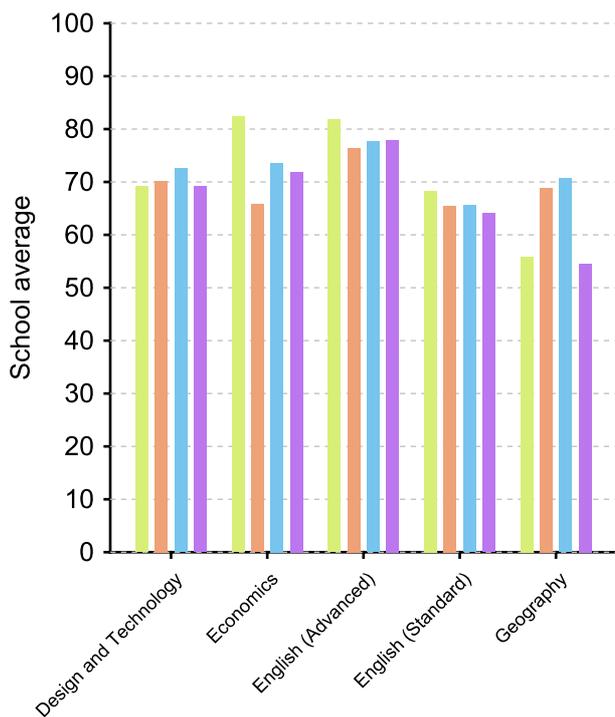
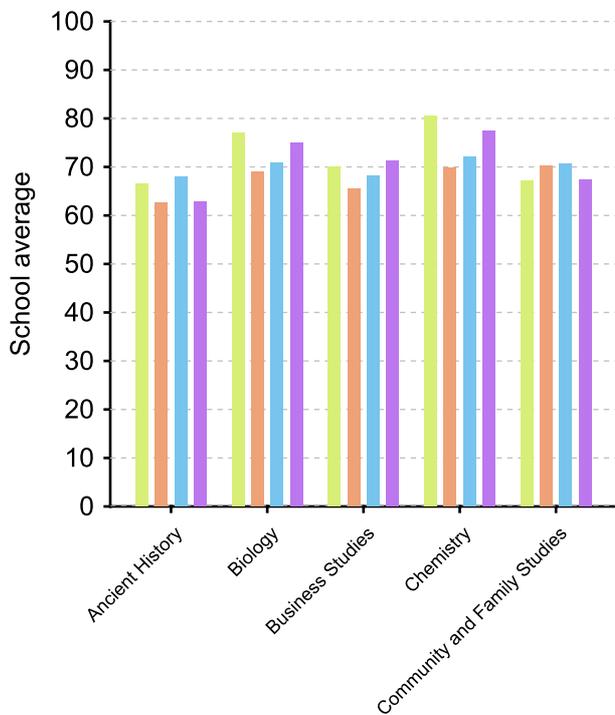
**Percentage in bands:**  
Year 9 Numeracy

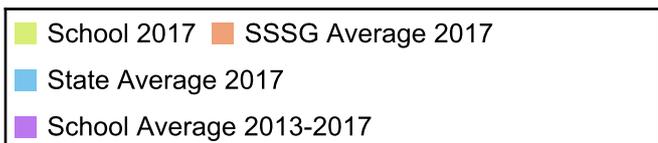
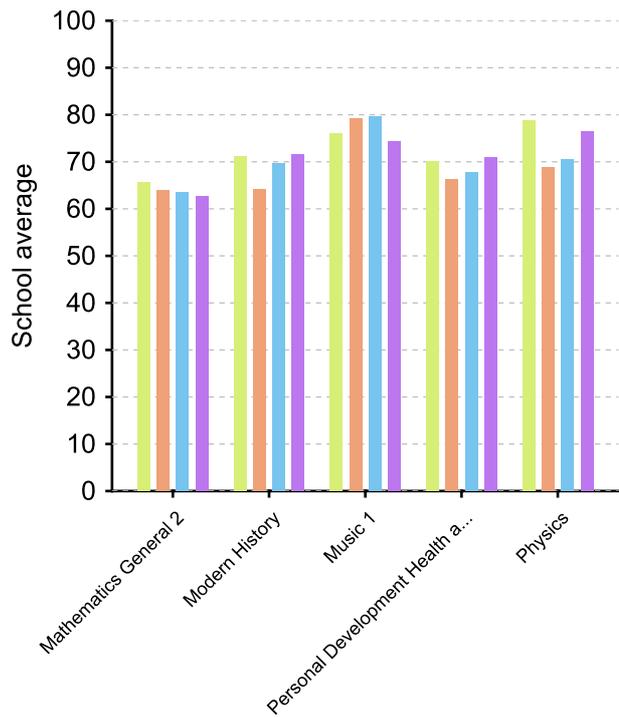
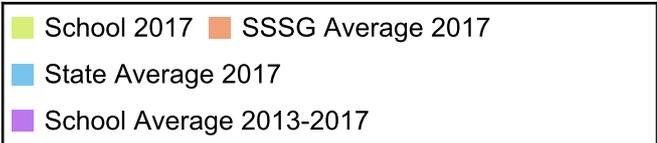
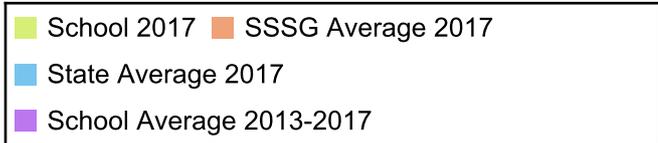
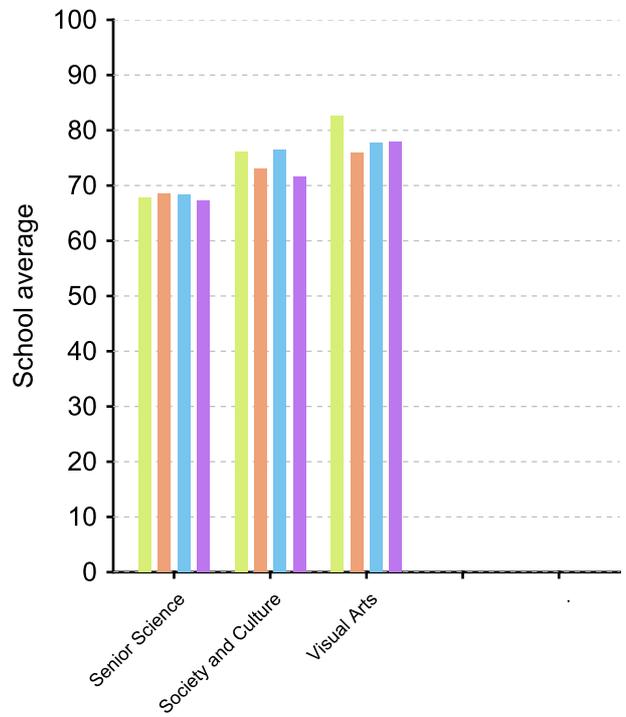
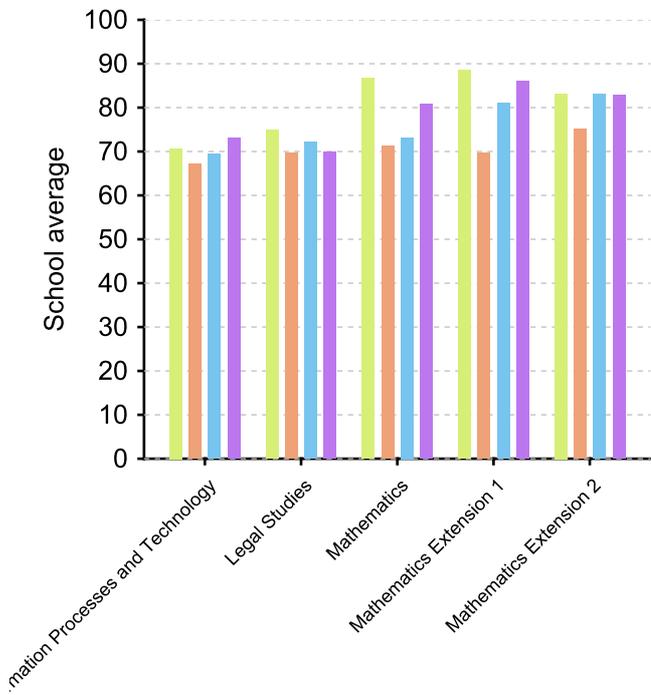


The My School website provides detailed information and data for national literacy and numeracy testing. Go to <http://www.myschool.edu.au> to access the school data.

## Higher School Certificate (HSC)

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





## Policy requirements

### Aboriginal education

After Year 12 completed their HSC, our numbers of Aboriginal and Torres Strait Islander students fell to 17. Each student has a collaboratively developed Personalised Learning Plan that is regularly reviewed. Each student, their parents/carers, Learning and Support teachers, Year Adviser and an Aboriginal teacher develop the plan detailing goals and objectives and, where appropriate, differentiated learning strategies, learning support and wellbeing interventions.

Aboriginal perspectives are taught as a part of NESA syllabus requirements across all Key Learning Areas. Events such as NAIDOC, Sorry Day, Harmony Day, Talent Quest and Multicultural Concert all provide opportunities for recognition and celebration of Aboriginal culture.

A committee for Aboriginal students and Aboriginal Education has been created and has developed a detailed plan for implementing more visible and effective Aboriginal education across the school. The plan, along with relevant milestones, will be implemented during 2018.

### Multicultural and anti-racism education

With 87% of our students coming from a Non-English Speaking Background, multicultural and anti-racist education is embedded in our school culture and practices. A wide range of multicultural perspectives feature strongly in our teaching and learning practices, in our wellbeing and student management policies and procedures and in the full range of school events. Highlights include our annual Multicultural Concert, Talent Quest, Middle Eastern Community Kitchen and Garden, Vietnamese Community Kitchen, Pacific Islander FistDown and PACE programs as well as regular multicultural performance items at various assemblies and events. A trained Anti-Racism Officer supports our wellbeing and student management policies and procedures.

The school employs three Community Liaison Officers (Vietnamese, Middle Eastern and Pacific Islander) who provide a high-quality service in working closely with students, families and community groups in the interest of individual students and cultural groups. Their work in improving communication with parents and the community, in encouraging families to engage more with the school and in creating a sense of an inclusive school community has been outstanding.