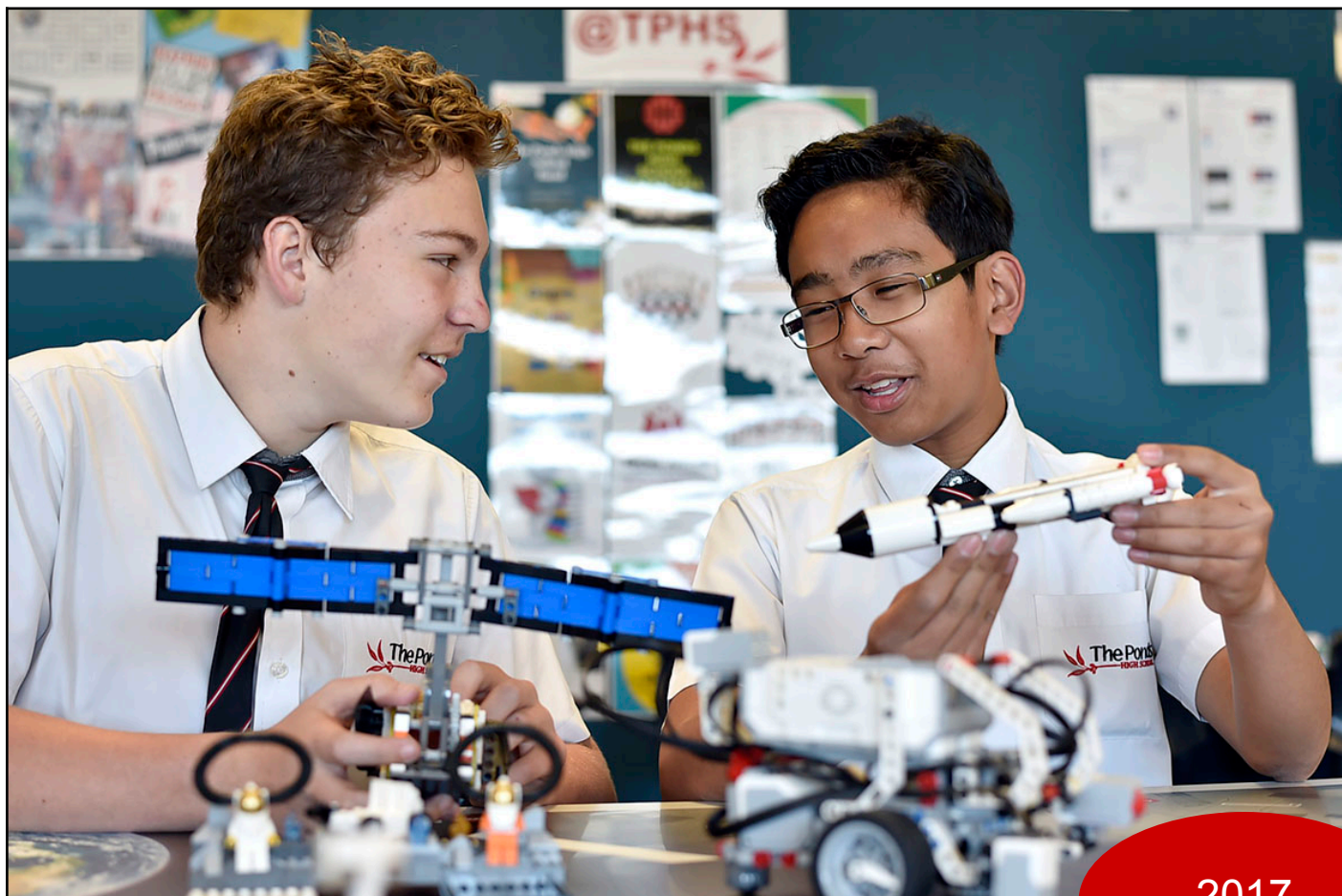


The Ponds High School

Annual Report



2017



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Introduction

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

Jennifer Weal

Principal

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Message from the Principal

Once again, I feel it is important to provide a message to the community and validate the excellent work being done by staff at The Ponds High School. Again, it was a huge adjustment moving from 460 students to well over 800 students and another increase of approximately 15 staff members.

In 2017 we introduced the Stage 5 elective system that gives students the opportunity to select from over 100 elective choices and build curriculum suitable to their interests and abilities. This included extension electives for students with particular talents in the academic and sporting fields as well as a support elective for students requiring extra assistance with learning. So too a "Stepping it Up" Mathematics elective supported those students who wanted to complete 5.3 levels of Mathematics but who also found it difficult to complete the rigorous requirements of the course.

In 2017 our sporting and cultural success continued. Students participated in many external competitions and enjoyed sporting success which can be read later in this report. It was the first year we joined the Schools Spectacular performance with both dancers and singers and the school enjoyed its first very successful MAD Night showcasing Music, Art, Dance and Drama. The early tradition of a Multicultural Day was continued and behind the scenes Mrs Singh has worked hard to organize a cultural exchange for 18 students in April 2018.

A strong Social Justice Team planned many fundraisers to assist charities and causes including the continuing support for Danny, our World Vision child as well as local initiatives such as the handbags and shoe collections.

A local principal initiated Western Sydney teaching awards for outstanding educators. In this ceremony The Ponds High School recognized the contribution of beginning teachers: Mr Matthew Golotta, Mr Greg Thomas and Mr Matthew Skelton. A ceremony was held at Rouse Hill High School to thank these teachers for their contribution.

The school enjoyed the continued growth of the STEM and STEAM initiatives expanding the Formula 1 for Schools program to activities for Year 8 and 9. Adding solar car kits and a code cracking activity meant all students could benefit from STEM Week. Further links with industry and participation in Women and STEM activities, and coding competitions were all part of the opportunities offered to students.

In 2017 Year Advisers were introduced and a review of the Welfare programs resulted in a new Pastoral Care program and a systematic and strategic restructure of visiting activities. Peer Support was also successfully introduced along with an "O Week", Orientation Booklet and activities to support the newly arriving Year 7 students. A system restructure will see the introduction of a weekly school assembly (or muster) to improve communications and a sense of community in the school. The assembly program, with a focus on recognising key dates and celebrating success is acknowledged as a valued activity and an important part of developing a positive culture in the school.

The school is very grateful to the ongoing interest and support of the P&C who assist with school directions. They have

been especially vocal about highlighting the need for a planning process to support the growth of the school which will be at capacity in 2018. In 2017 the P&C contributed over \$30,000 for teacher resources in CAPA, Languages, Mathematics, PDHPE, as well as the addition of chilled water bubblers which are much loved by the students. The expertise of the executive team and their commitment to the school, along with their professionalism is greatly appreciated. The P&C meetings are well attended and the attendees rated the structure of forums and guest speakers as a valuable communication device and sharing arena for parents to be involved. A special thank you to the continuous support of the parent volunteers in the Uniform Shop, the Canteen and the Library. They have become important cogs in the school's machinery. A thank you dinner was held in November last year to acknowledge their support.

2018 will be another busy year as we develop a new school plan which includes introducing student leadership and a senior curriculum. We look forward to this exciting part of the journey to becoming a complete school in 2020.

School background

School vision statement

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

School context

The Ponds High School is situated in The Ponds, a new suburb in Sydney's North-West. The school opened in 2015 with 187 Year 7 students, including a support class. The teaching staff includes a range of teachers from early career teacher right through to highly experienced teachers. Forty-two per cent of students are from a languages background other than English and currently there are approximately 25 languages represented. The gender representation is relatively even and only a small percentage of students identify as Aboriginal or Torres Strait Islanders. The school opened with a program for Gifted and Talented Students and has developed strong systems to support students requiring emotional and academic support. Pastoral care is built around a house system and an environment that rewards contribution, effort and excellence. The 5 Ps: Be positive, Prepared, Productive, Prompt and Polite reinforce values of successful learners that are important at The Ponds High School. The Bring your Own Device Program is designed to assist student learning and connect them with information and skills needed in their future. The semesterised Stage 5 elective system allows a wide range of choices to engage students in their learning.

The school has strong positive links with the community and is enthusiastically building this into a school recognised for excellence in sporting, academic, cultural pursuits and one where students are supportive of others and the wider community. The Ponds High School has established links and relationships with local primary schools and high schools, reinforcing the commitment to being a positive and dynamic learning community, embracing the values of public education and the opportunities it affords. Academic, sporting cultural and transitional links have been established with educational institutions cultural bodies and the wider community. These include professional learning links with the neighbouring schools, STEM and STEAM (Science Technology, Engineering (Art) and Mathematics programs within the Department of Education. Industry links with universities and cultural links with Japanese schools have also been initiated. The School Plan is devised with the theme of "building" essential in a new school where the features landscape and personnel are evolving annually.

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.

In the domain of Learning The Ponds High School demonstrated commitment across the school community to deliver school learning priorities. In a new and developing school the commitment is to building a learning culture that focuses on participation, engagement and progress and is underpinned by the belief that excellent teaching and learning practices are possible if they are planned, informed and take into account the social, cognitive, emotional and physical well-being of students. In this domain, the self-assessment survey indicated The Ponds High School was **delivering** in most areas except for demonstrating value added data using external testing. Because we were in the third year of operation there is still limited external data so self evaluation was judged at working towards delivering. In some areas such as transitions, curriculum choice, reporting and aspects of well-being where the school is sitting at **sustaining and growing**. The excellent Social Justice program which involves many students provides excellent opportunities for students to give back to the community.

The establishment of an extensive well-being framework teaches students responsibility and respect for themselves and others. The 2017 Tell Them From Me Survey demonstrated that the initial establishment group felt a stronger commitment to the school as a community. In response to this, Orientation Day activities for 2017 were developed and planned so as to allow the 2017 enrolling cohort of 313 student to feel more connected. This was evaluated highly by students and the "O Week" program will continue as an integral part of Year 7 transition. A learning and support framework and GATS program supports equitable academic outcomes to meet community needs and expectations. These include a strong commitment to learning support and teacher professional learning dedicated to differentiation. There is a strong follow up on student attendance, now conducted through the newly appointed Welfare Head Teacher working in conjunction with the Home School Liaison Officer. In 2017 there was a continued focus on assessment policies, procedures and the quality of assessment tasks and marking criteria including. A Subject Selection Evening for Year 8 was introduced to share choices and assessment obligations procedures for Stage 5. Parent communication was further developed in 2017 through the Parents Portal, the school App and P&C meetings/forum. Parents have access to all assessments and many homework tasks posted on Moodle and information sessions have been held to help them understand how to access the Parents Portal through Sentral and understand the flipped approach to Mathematics.

In the domain of Teaching. Once again, a school that grows with 20 plus teachers in one year will find difficulty in evaluating itself beyond **delivering**, as practices take time to develop. Despite this, teachers regularly reviewed teaching and learning programs at a staff and KLA level and implemented school wide priorities such as differentiation, creativity and BYOD learning. Student assessment data is analysed very effectively in some KLAs and a commitment to using ACER data and NAPLAN to track value added growth is being prepared. Staff development time has been allocated to teach teachers how to use data and all teachers were asked to have a professional goal around literacy as a school priority. Two cross KLA units and Genius Hour in Year 8 2017 allowed students to access deeper learning combining skills across KLAs and provided an opportunity for teachers to collaborate and come to shared understanding of school wide assessment practice. The whole school PEEL literacy focus and the explicit understanding of this as a whole school emphasis has enabled greater teacher consistency and generated a common dialogue that students understand regardless of the subject. The area of collaborative practice is a particular strength of the Pond High School and has led to the development of strong STEM projects. This meant that in collaborative practice, on-balance judgement, demonstrated that there was growth and a **sustaining** culture in this teaching domain. In the area of learning and development there is evidence of teachers participating in targeted professional learning and sharing it with colleagues. In a new school, professional learning is constantly being revised to fit emerging priorities and programs.

Leadership opportunities for students and teachers are growing. Half way through 2015 a Beginning Teacher program was established which is run by Mrs Singh, this was revised and formalized again for 2017. In 2017 teachers set professional goals aligned to school priorities and the WOW (Watching Others Work) buddy program continued. Some teachers had cross KLA WOW buddies to expand their knowledge of practices throughout the school. Because of the size of the school and staff, everyone contribute beyond their classrooms to build the culture of participation and engagement that is emerging in our school. School planning needs to be more strategic in the long term as energy and resources have been focused on the establishment of excellent programs and processes achieved by teams collecting data from different schools and then adapting it to the context at The Ponds High School. The P&C meetings are well attended and at every gathering parents have an opportunity to contribute on the topic that is presented.

In the domain of Leadership the school is **delivering**. Parents have an opportunity to be involved in a wider range of school related activities through the P&C Association and the quality of leadership opportunities for students is valued.

The school has developed links with our local schools and with charity agencies through a highly developed Social Justice Program and several universities. Involvement in the Young Zhou Project has seen a connection developed with Western Sydney schools and Melbourne University. Students from The Ponds High School were selected to represent Western Sydney at the ACER Conference which hosted National and International guests.

School resources have been allocated to the establishment of all Key Learning Areas and many more resources will be needed to establish Stage 5 and plan for Stage 6 in 2018. Some areas have room for development as planning for the future is examined such as systems and processes to ensure all areas of accountability are specifically covered. In 2017 a lot of work was undertaken to develop a broad curriculum for Stage 5 electives. All teachers are proud of the scope and choice available for students to ensure interest and engagement in student learning. Strategic planning will be essential to ensure the curriculum for Stage 5 and 6 will be expertly covered in 2019. To date, the School Plan has been focused on building rather than improving, the next three year cycle will have more opportunities for improving as well as building.

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

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

Purpose

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

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

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

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

Overall summary of progress

In 2017, priorities were broken down into three key areas.

1. The Beginning Teacher Induction Program which included new staff to the school in Term 1. This was revised and successfully evaluated. This will continue into 2018.
2. Staff professional learning around key initiatives including Literacy and Numeracy and setting up a Teams structure for professional growth of staff. Literacy and Financial Numeracy were introduced but not developed fully and an action plan to effectively introduce the Super Six Strategies for Literacy will be developed for 2018. The Teams structure will be expanded in 2018 and provide some staff an excellent way to be involved and shape the culture and vision of the school.
3. One of the introduced teams was a BYOD Technology Team who worked tirelessly in the beginning weeks of term as part of the "O Week" for Year 7 to ensure students were quickly connected to the school's digital infrastructure. They also worked towards and delivered staff professional learning informally, through breakfast sessions and formal sessions to expand teachers' skills in using digital platforms and to expand their technology skills.

Year 9 programs for the NSW Australian Curriculum and other subjects were implemented for the first time and as a result staff had professional learning which was linked to effective assessment. A new Stage 5 elective structure was introduced offering a plethora of opportunities for student engagement and innovation. Genius Hour was evaluated and modified for Year 8 students and a showcase held again at the end of 2017 to highlight students' projects. The two cross KLA programs introduced in 2016 were continued in 2017. These occurred in Music and PDHPE and in Visual Arts and English. These gave teachers an opportunity to work together and ensure the alignment of consistent teacher judgement and assessment practices.

This was the first year of value added NAPLAN data. Initial analysis showed excellent growth for lower performing students but less growth for high performing students. Although the writing value added data compared creative writing and persuasive writing the value added growth was above state average and very pleasing. Further analysis of this growth will take place in Term 2, 2018. Literacy and Numeracy focus groups continued to run in 2016.

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

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Positive evaluation of the beginning and new staff induction program.	\$10,000	The beginning teacher induction program which included new staff to the school in Term 1. This was revised and successfully evaluated. This will continue into 2018.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Positive evaluation of the beginning and new staff induction program.		Beginning teacher funds were also expended on Teacher professional learning , planning time and report writing assistance.
Increase in cross KLA creative and STEM projects·	\$2,225	STEM week expanded in 2017 as all students were given access to STEM activities. Year 7 continued the Formula1 for Schools program. Year 8 had a new solar car project and Year 9 did code cracking activities. Industry links and excursions were provided with Cisco and Microsoft. Genius Hour continued with a formalised assessment project. Regular updates for STEM activities were posted on Facebook and in the School newsletter.
Student evaluation of genius hour and BYOD skills·	Nil	Student and teacher evaluation of Genius Hour in 2016 saw a modification of the program in 2017 and a change in making the course more formalised. Teachers were targeted that had skills across a range of KLA areas ensuring students had a better scope for the wide ranging developments of their projects. Staff skills were developed on technology. A formalised review of BYOD has not yet been undertaken.
Parent surveys on assessment practices show increased understanding and satisfaction of them.	Nil	This has been transferred to the new School Plan in 2018–2020. Work was continued by staff to improve rubrics and write an extension to the policies and procedures to include Stage 5, however, a formal evaluation of parent responses was not carried out.
Value added data for reading and comprehension testing results and NAPLAN (in 2017)	\$1,755	The first external NAPLAN data arrived and staff had time to look at the data, develop class groupings and reflect on the strengths and weaknesses of students at The Ponds High School. The NAPLAN graphs in this report show the results. Courses and structures have been developed to assist students who did not achieve Band 8 in Literacy and Numeracy. eg A Stage 5 elective course, 'Targeting Band 8' in Numeracy.

Next Steps

The next steps are preparing for senior schooling including curriculum and structures to support success while promoting engagement. The new plan continues to focus on developing new curriculum in Stage 5 and getting ready for Stage 6. In 2018 a Literacy target is to introduce investigation of ALARM to supplement and expand on the PEEL Literacy approach. Addressing reading comprehension will also be to phase in the Super Six Strategies for Literacy. A Numeracy audit to ensure all Numeracy skills are being covered in the curriculum is also scheduled as part of the 2018 professional learning calendar.

Teachers PDP goals for 2017 advised that one goal was to be around Literacy and Numeracy and acquiring new skills to support all students in the classroom regardless of their ability.

In 2017 there was approximately 20 new teachers. This will also be the case in 2018 and the challenge is aligning them to new systems procedures and a different culture while assisting them to contribute to positive KLA teams and learning and teaching programs.

Strategic Direction 2

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

Purpose

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

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

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

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

Overall summary of progress

Improvement measures in developing student and staff leadership included staff accepting more positions of authority. For the first time, 2017 Year Advisers took responsibility rather than having a class teacher mentor system. So too, a Teacher Teams structure was implemented in 2017. Each team was asked to develop a strategic plan. These teams were teacher led and had an executive support person. These teams include BYOD, Social Justice, School Promotions, Creativity and Innovation, Literacy, Numeracy and Work Health and Safety.

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

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

In 2016, a coffee cart was purchased. In 2017 students were trained as Baristas to gain barista skills and serving skills to increase responsibility and employability. All proceeds are returned back into learning and teaching programs.

The 2017 Tell Them From Me Survey included some of the following data:

Overall Happiness

(School Average) High: 47% – (Replica Average): 47%

(School Average) Medium: 36% – (Replica Average): 39%

(School Average) Low: 17% – (Replica Average): 14%

Overall Self-Concept

(School Average) High: 74% – (Replica Average): 73%

(School Average) Medium: 22% – (Replica Average): 22%

(School Average) Low: 4% – (Replica Average): 5%

Overwhelmingly the happiest, best supported, most confident students were Year 9 males while Year 8 females showed

a more worrying trend and were the least connected and positive about most aspects of schooling.

As a result of this survey, Welfare programs and structures have been revised for 2018.

Progress towards achieving improvement measures		
Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Evaluate assemblies program and open night program in relation to student leadership.	Nil	These programs were discussed as part of the analysis of extra curricular activity and student well-being in the Schools Excellence Framework evaluation by the executive. Year 10 also had input into this through a focus group discussion. It has not been evaluated by the whole school. A new plan for 2018 and beyond will be necessary because of the size of the school and the inability to fit all year groups in the hall to celebrate special events.
Collection of initial well-being data through 'Tell them from me' survey and Mindmatters surveys.	Nil	Student well-being data was collected and analysed by students in the CAIT (Creativity and Innovation Team). This data focussed on the different perceptions of the year groups. It was shared with CAIT students and Year 10 students to promote thought about school directions. A focus group activity for year 10 has led to student voice initiatives and suggestions being introduced for 2018. This information was shared with parents at the P&C meeting as well as parents at the Year 7 information evening. The whole school also had input into this data after it was presented on assembly.

Next Steps

2018 will see the expansion of the staff leadership program through the Teams structure where the amount of teams will be expanded and PDPs goals will be linked to their involvement in a team. This allows everyone to contribute beyond the classroom to expand their skills in working to support others in their initiative. Student leadership initiative will be implemented formally in 2018 through the introduction of portfolio groups. In 2018 planning also needs to occur to prepare for the process of appointing school leaders such as captains, vice captains and sports captains for 2019.

Strategic Direction 3

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

Purpose

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

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

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

Overall summary of progress

Progress has been made in building positive partnerships as specifically articulated in the School Plan as well as developing other positive partnerships. The Ponds High School has worked with the community of schools and performed with key skills in a Performing Arts extravaganza. Working as part of the Great Teaching Inspired Learning initiative we continued work with Ms Borg as a Science Cadet in our school and Ms De La Cruz as a Mathematics Cadet. Second year interns supported us in administrative duties and attended camps and sporting events. This strengthened our relationship with UTS and UWS universities.

The School Technology Team introduced a new application for parents to enhance communication, share information and celebrate success. Parents have already commented on the usefulness of these additional communication tools.

The P&C continues to be an information forum to receive knowledge and contribute to whole school planning.

In semester two a Careers Adviser was appointed in a temporary capacity. The work he achieved in one semester has been gratefully received by the whole community. He has developed a webpage, with many resources and links. Interviewed all Year 9 students and devised profile pages, organised trade tasters for students and set up a work experience program for 2018. He has established a huge network of industry and business links to support our students.

The school hires its facilities to local sporting, dance, language and religious groups to provide a service to the community as well as to increase finances to improve aspects of the school.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Establishment of a school website and networking sites that are updated regularly.	\$750	The parent portal, school app and newsletter are updated regularly. In 2017 it was decided to embrace the new Department of Education website to be released in 2018. This user friendly platform will allow more teachers to contribute and therefore provide a more up to date information source for parents and the community.
Tell them from Me Surveys are fed back into students well being programs	\$2,000 teacher relief for planning Pastoral Care program.	An overhaul of the Home room structure was completed in 2018 and a more formalised scope and sequence devised with input from the PDHPE KLA as well as the Year Advisers. This also included a structure for regular year assembly meetings. In 2018 pastoral care and the new leadership structure will be introduced. The possibility of introducing programs such as Rock and Water or restorative Justice or PBL will be

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Tell them from Me Surveys are fed back into students well being programs		investigated to supplement the levels approach.
Students are mapped on the literacy continuum and shared with Riverbank Public School.	nil	Some meetings were held with a middle years Literacy team but only two classes have been mapped on the Literacy continuum as a trial.
Increased links with universities organisations and business..	\$1,500	The newly appointed Careers Adviser immediately established business and further industry links. in 2017 some teachers accepted practicum teachers and the relationship with Western Sydney University and UTS continued through the accepting of studying teachers seeking administration hours.

Next Steps

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

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

As the school grows, more contact with universities and external agencies will be developed as the student population ages a need for access to work experience and TAFE options will also emerge.

Key Initiatives	Resources (annual)	Impact achieved this year
English language proficiency	\$15, 000	In 2016 an ESL Teacher was appointed in the second half of the year to work with ESL students both in the classroom and through withdrawal. This continued in 2017. Our new ESL Teacher used ACER testing information to target these students using small group and individual withdrawal. She reported on a weekly basis to the Principal about the work completed and students' achievements, including sharing work samples. In 2018 a more permanent ESL teacher will take over ESL programs.
Low level adjustment for disability	\$12,597.28 plus \$6,000 plus \$35, 773 (RAM per capita)	A large proportion of RAM funding and extra school funds are directed to the wages of two School Learning Support Officers (SLSOs) to assist students in the classroom. Working with the LaST, these officers also provide individual support as well as group support in Literacy and Numeracy. A lot of work is done on assisting students with their assignment work. This occurs before and after school and at recess and lunch times.
Socio-economic background	\$6,000	Some money was redirected towards disability to fund SLSOs supporting students identified above, as the majority of our low socio-economic students also have learning support needs. These funds were allocated to the engagement of the SLSOs. Other funds provided some students with uniforms, laptops and access to excursions and camps.
Support for beginning teachers	\$44,000	Mrs Singh is given a period allocation to mentor all beginning teachers. This is provided by beginning teacher funding. She meets with them once a fortnight and assists in their accreditation. Beginning teacher resources are also directed to professional learning experiences and many opportunities to program with their KLA Head Teachers and colleagues. In 2017 some specialty equipment was purchased for use by beginning teachers and they were trained on being the experts on this equipment. This was predominantly in the area of Technology and Applied Studies.

Student information

Student enrolment profile

Students	Enrolments		
	2015	2016	2017
Boys	97	227	426
Girls	96	236	385

The Ponds High School is rapidly growing and the gender balance remains relatively even. In Year 7, 2017 there was enough of a gender imbalance that a GATS Boys' only class was initiated to target learning for those boys as well as to ensure an even distribution across the other classes. Very few Out-of-Area placements were accepted in 2017 and only under strict adherence to the Department of Education and the School's Enrolment Policy.

Student attendance profile

School				
Year	2014	2015	2016	2017
7		95.8	94.2	95.9
8			93.6	93
9				93.7
All Years		95.8	93.9	94.3
State DoE				
Year	2014	2015	2016	2017
7		92.7	92.8	92.7
8			90.5	90.5
9				89.1
All Years		92.7	91.6	90.8

Management of non-attendance

School attendance data continues to be above the state average. The school has identified processes to manage attendance including parent notifications, follow up reasons for absence and an attendance monitoring system. Whole school attendance levels are affected by the number of students that have overseas holidays and visits to families, especially when the illness of a family member has necessitated an emergency visit.

There is a small minority of students who have attendance issues and these are monitored by the Head Teacher Welfare in conjunction with the Home School Liaison Officer. Strategies such as partial attendance, attendance at specialty units, psychological support and in the rarest case, a court hearing, have all supported students with attendance issues.

Post-school destinations

Proportion of students moving into post-school education, training or employment	Year 10%	Year 11%	Year 12%
Seeking Employment	0	0	0
Employment	0	0	0
TAFE entry	0	0	0
University Entry	0	0	0
Other	0	0	0
Unknown	0	0	0

One student left The Ponds High School to seek external employment. He has since returned to alternate education in another state. One Year 9 student enrolled in Trade school for 2018.

Year 12 students undertaking vocational or trade training

NA. The Ponds High School has no students in Year 11 and 12 in 2017.

Year 12 students attaining HSC or equivalent vocational education qualification

NA. The Ponds High School has no students in Year 11 and 12 in 2017.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	2
Assistant Principal(s)	0
Head Teacher(s)	8
Classroom Teacher(s)	37.5
Teacher of Reading Recovery	0
Learning & Support Teacher(s)	0.8
Teacher Librarian	1
Teacher of ESL	0
School Counsellor	1
School Administration & Support Staff	11.68
Other Positions	1

*Full Time Equivalent

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

Teacher qualifications

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

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	12

Professional learning and teacher accreditation

All staff participated in professional learning in 2017 at a faculty level, teams level and school level. Many external courses, especially in new curriculum areas were also accessed.

A Staff Induction Day is held in January for all new staff to familiarize themselves with systems and setup procedures. The induction program continues into term one where new staff are encouraged to attend the Beginning Teacher meetings.

The Beginning Teacher Induction program is run by Mrs Amanda Singh and works in conjunction with faculty monitoring until new teachers submit their

accreditation report. Mrs Singh is the only teacher who is working towards higher levels of accreditation. She spent 2017 collecting evidence for Highly Accomplished Level and welcomed her external observer in Semester 2, 2017. She is ready to submit her report in 2018.

One PDHPE teacher completed her "Train the Trainer" course and was then able to run in-house training of staff on the compulsory CPR Training. With the support of Jamison High School, all staff members were able to complete their training.

All other staff participated in school wide training including Literacy training, commenting on the Tell Them From Me survey findings and behaviour data findings. Technology sessions were regularly held to upskill staff to support the BYOD program. Professional Development Plans were organised with school selected WOW buddies. (Watching Others Work). Classroom observations and report reading support was carried out by these buddies.

Much of the school professional learning time and financial commitment into external professional learning was invested in subject specific planning for faculties. This will be an ongoing focus for 2018 as teachers prepare for a new senior curriculum. Many subjects have new curriculum and many faculties have inexperienced teachers to upskill. Strategic Direction Number One remains the BUILDING of excellent Teaching and Learning programs to engage and inspire students. This must be an ongoing priority for faculties preparing for the future.

At the Executive Conference a collective analysis of the Schools Excellence Framework Version Two was undertaken with guest speaker Ms Tina Bennet, who shared her experience of preparing for Validation.

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.

The school rolled over to the LMBR management system in June 2017 which meant that a significant amount of time was invested in training, especially for the office staff.

Funds rolled over are significant in 2017–18 as many are already allocated for the purchase of equipment needed for a growing school and resources for setting up senior curriculum. An upgrade of technology facilities including: a new computer room, necessary for technology subjects, an external sound system for assemblies, some security cameras and a Hall AV system necessary for all students to see and hear what is happening on stage have all been ordered for 2018.

Receipts	\$
Balance brought forward	972,198
Global funds	334,918
Tied funds	146,818
School & community sources	644,665
Interest	16,138
Trust receipts	42,813
Canteen	88,595
Total Receipts	1,273,947
Payments	
Teaching & learning	
Key Learning Areas	142,181
Excursions	101,595
Extracurricular dissections	174,796
Library	5,890
Training & Development	0
Tied Funds Payments	94,665
Short Term Relief	14,821
Administration & Office	93,018
Canteen Payments	70,944
Utilities	48,824
Maintenance	29,008
Trust Payments	41,085
Capital Programs	0
Total Payments	816,827
Balance carried forward	1,429,318

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 Actual (\$)
Opening Balance	0
Revenue	2,353,077
Appropriation	1,807,322
Sale of Goods and Services	239,571
Grants and Contributions	302,763
Gain and Loss	0
Other Revenue	0
Investment Income	3,421
Expenses	-757,894
Recurrent Expenses	-757,742
Employee Related	-252,543
Operating Expenses	-505,199
Capital Expenses	-152
Employee Related	0
Operating Expenses	-152
SURPLUS / DEFICIT FOR THE YEAR	1,595,183
Balance Carried Forward	1,595,183

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 (\$)
Base Total	6,585,863
Base Per Capita	71,547
Base Location	0
Other Base	6,514,316
Equity Total	166,803
Equity Aboriginal	4,696
Equity Socio economic	19,919
Equity Language	35,734
Equity Disability	106,454
Targeted Total	201,840
Other Total	117,425
Grand Total	7,071,931

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

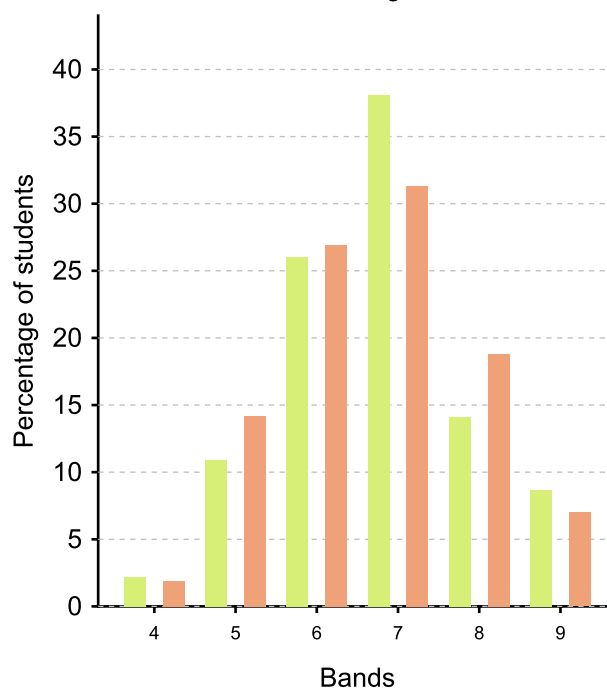
NAPLAN

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.

The following provides a visual representation of the student performance across the bands. It is interesting to note the differences in the cohorts in the three years of students' results. The first value added data was especially pleasing for students in the lower bands, showing many students who had made significant growth from Year 7 to 9. In Year 7 writing 30% of students are at or below the minimum standard, this is equal to the state average and reveals a need to continue a whole school focus on improving writing.

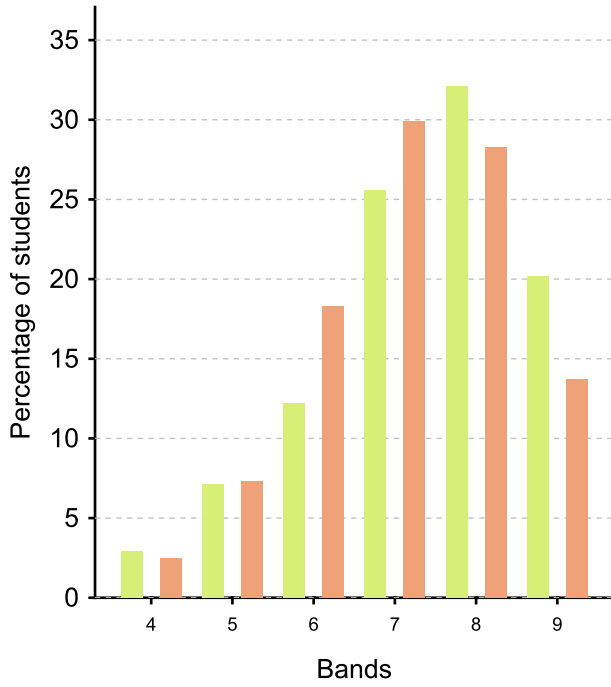
While there has been a whole school focus on writing this is still the area with the most significant need with 12% of students in Year 9 not achieving a Band 8 for Literacy. (State level is 18%) Results in Numeracy were promising where 2% of Year 9 students did not meet the new benchmark of a Band 8. (State level is 3%) Preparation for the Literacy and Numeracy Testing for 2018 has started for student who will be in Year 10 in 2018.

Percentage in bands:
Year 7 Reading

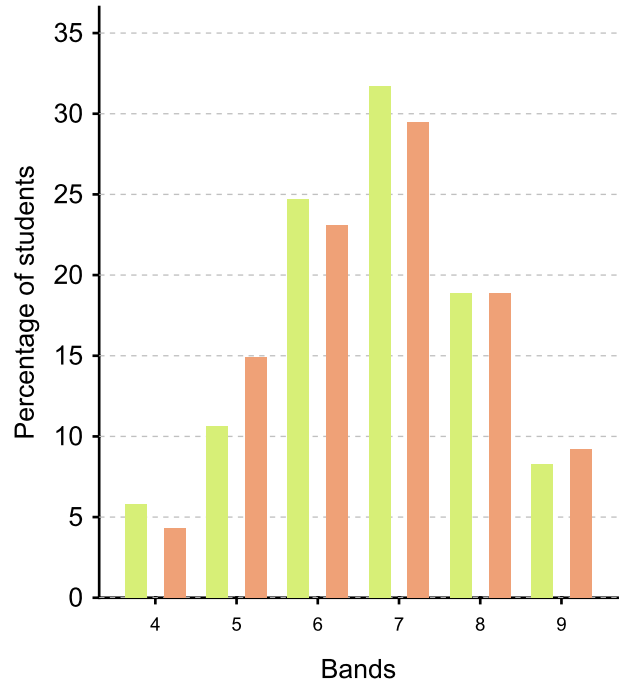


■ Percentage in Bands
■ School Average 2015-2017

Percentage in bands:
Year 7 Spelling



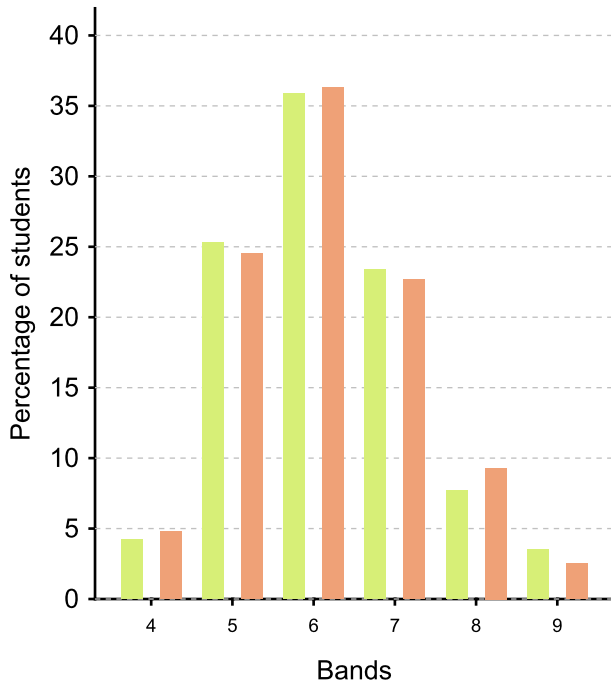
Percentage in bands:
Year 7 Grammar & Punctuation



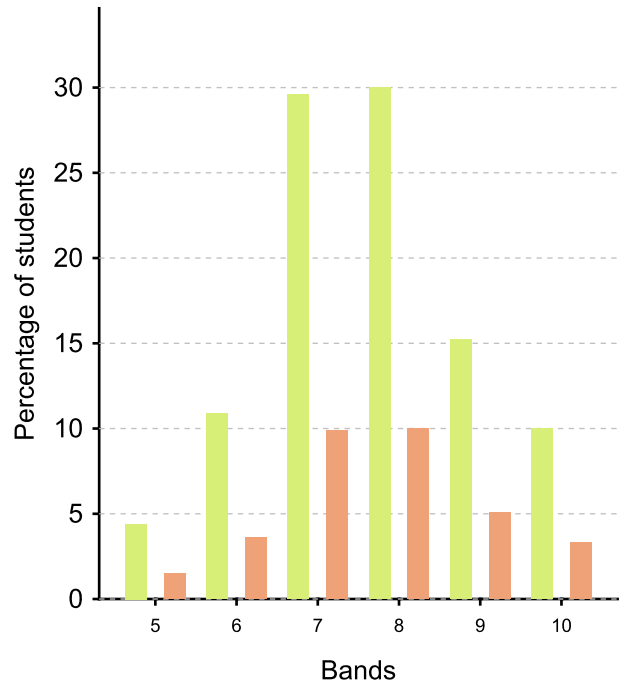
Percentage in Bands
School Average 2015-2017

Percentage in Bands
School Average 2015-2017

Percentage in bands:
Year 7 Writing



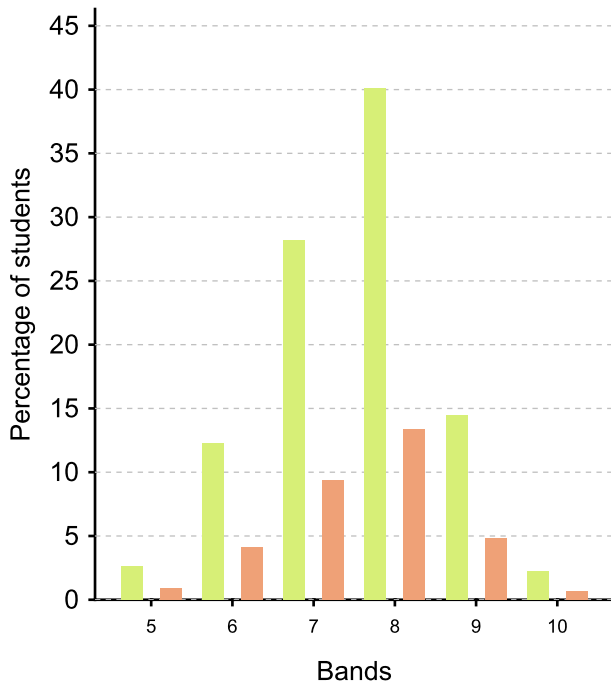
Percentage in bands:
Year 9 Grammar & Punctuation



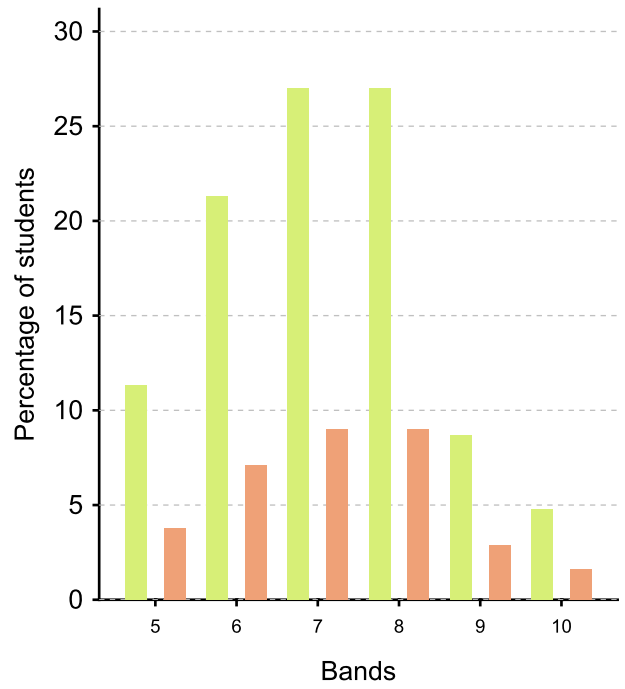
Percentage in Bands
School Average 2015-2017

Percentage in Bands
School Average 2015-2017

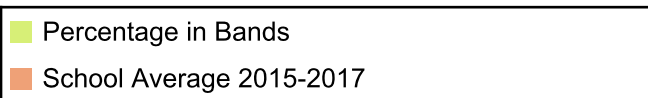
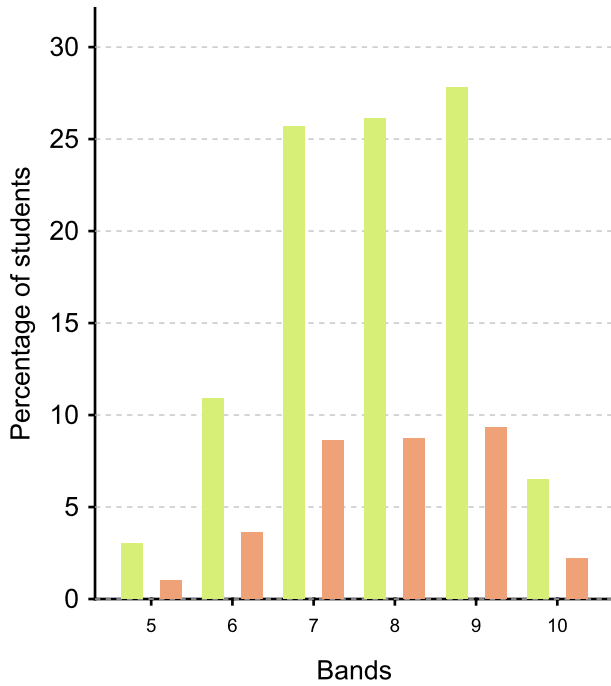
Percentage in bands:
Year 9 Reading



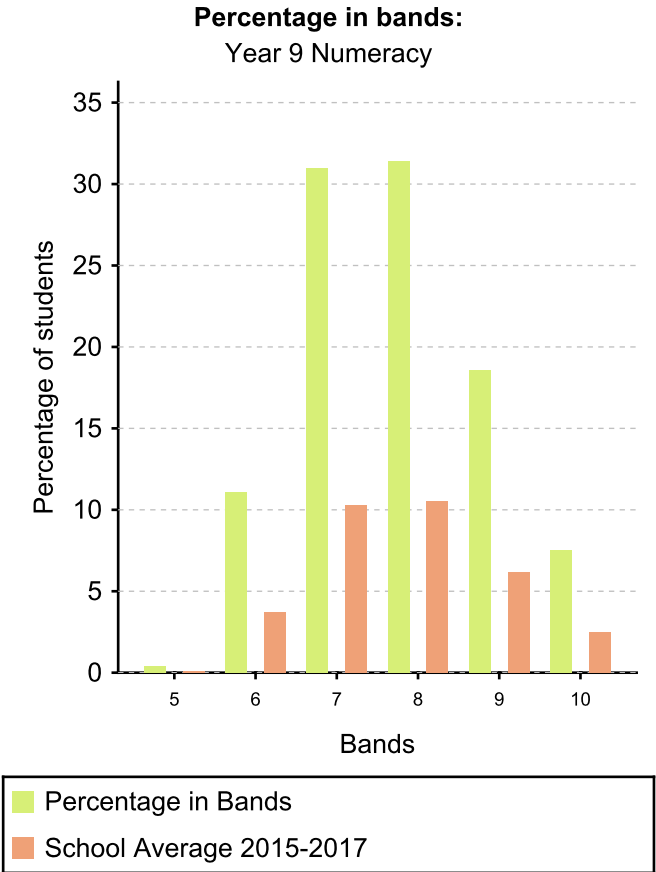
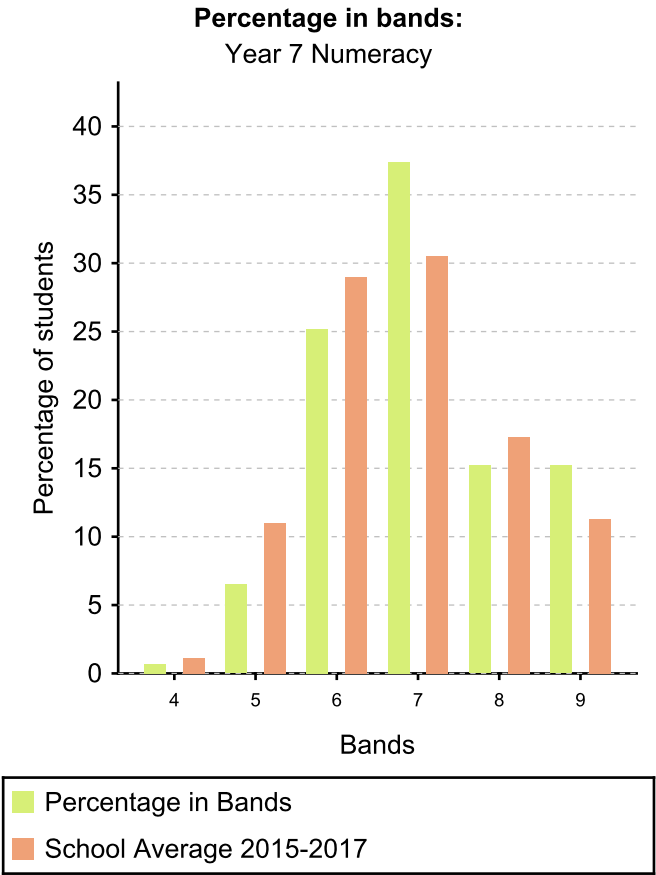
Percentage in bands:
Year 9 Writing



Percentage in bands:
Year 9 Spelling



Students at The Ponds High School performed better on Numeracy testing rather than Literacy testing. The 2017 Year 7 cohort have performed the best of the three cohorts from 2015. However, there is still a percentage performing at or below minimum standard. In 2017, 7% were at or below minimum standard, as opposed to 14% across the state. In Year 9, 12% were at or below minimum standard, as opposed to 16% across the state. There have been an increase in students accessing the top two bands in NAPLAN.



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.>

NA. The Ponds High School has no students in Year 11 or 12 in 2017.

NA. The Ponds High School has no students in Year 11 or 12 in 2017.

Parent/caregiver, student, teacher satisfaction

Students

Students participated in the Tell Them From Me Survey twice in 2017. The results were analysed by staff, students and parents.

Some of the findings of the second survey include:

Students overall self concept

(School Average) High: 74% – (Replica Average): 73%

(School Average) Medium: 22% – (Replica Average): 22%

(School Average) Low: 4% – (Replica Average): 5%

Students participate in extra curricular activities much more than similar schools.

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

Students in Years 7, 8 and 9 have higher than the state academic outcomes for results in English, Mathematics and Science.

In the students observations the results are as follows:

English grades – The two groups who were considerably above replica schools were Year 7 females with 77%, followed by Year 9 males with 73%. The only group below the replica school was Year 8 girls with 71% as opposed to 74% for replica schools.

Mathematics grades – The only group below replica schools were the incoming Year 7 students with 71% and 69% males and females respectively. The positive results of the other years suggests that student are making steady mathematical progress at The Ponds High School.

One area for concern was:

Some students, especially Year 8 females, showed that only 59% of girls had a sense of belonging connected to 63% for similar schools. It is hoped that the Year Adviser program and reviewed welfare structures will see an increase in this area in 2018.

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

Parents

As only a small percentage of parents responded to the Tell Them From Me survey in 2016 it was decided to promote P&C forums as a way of receiving feedback and knowledge about curriculum and programs. In 2017 P&C meetings were relatively well attended and the most positive feedback came from meetings with the following topics:

Cyberbullying presented by the Police Liaison Officer, the students' results of the Tell Them From Me Survey, Introducing Careers at The Ponds High School and The School Plan. Parents voted to continue this forum style meeting in 2018 and to quietly continue to advocate for the Department of Education to present a plan to deal with future school growth as we will be at capacity on day 1 in 2018.

Teachers

In 2017 teachers assessed development against the School's Excellence Framework Version Two to establish where the school was standing and how this translated to faculties and classrooms. While examples of individual excellence were obvious there were areas of inconsistency. This resulted in a change to welfare systems and structures and also to devise an executive support system for 2018 as well as increasing support for aspirant teachers. The expansion of the Teams approach for staff will also generate more leadership positions for 2018. Staff development, leadership and evaluation of professional learning and practices has been included into the 2018–20 School Plan.

Policy requirements

Aboriginal education

Aboriginal Education is an important part of the School Curriculum. The Ponds High School has a very small percentage of Aboriginal students. All ATSI students had Personalised Learning Plans. Ms Miriam Kelly provided leadership to support and promote Aboriginal Culture for these students.

The school acknowledged both Sorry Day and NAIDOC Week with student led assemblies. Three identified Aboriginal students shared their families' stories, which were published in the newsletter. This group designed cultural paintings which are displayed in the English open space.

Two Aboriginal students were appointed mentors to assist their social development and academic progress.

The Ponds High School is also committed to provide students with curriculum experiences that include and celebrate Aboriginal achievement.

Multicultural and anti-racism education

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

In 2017 more teachers completed the Department of Education professional learning on Cultural Inclusion. This makes approximately one quarter of the staff who have completed this module, which involves classroom activities and approaches to teaching that are mindful and inclusive of diverse cultures.

A temporary ESL teacher was appointed to supporting EALD students. A combination of withdrawal, small groups and classroom support was used to assist students with Literacy learning needs and with assignments.

In 2017 both a Harmony Day Assembly and a huge Multicultural Day Assembly were celebrated with students wearing national dress or adopting a culture. The day was supported with lessons ran by student leaders around issues related to racial harmony and multicultural awareness in Australia. The funds raised during Multicultural Day each year go to support Danny, our World Vision child from Rwanda.

Mrs Miriam Kelly began raising awareness of anti racism procedures to encourage students to report incidents where racist comments and actions needed follow-up.

Other school programs

SPORTS AT THE PONDS HIGH SCHOOL

2017 was another successful year in Sport at The Ponds High School. We welcomed Grade Sport and continued to participate across multiple gala days and

knockout sports in cricket, touch football, soccer and netball. Students regularly trialled for Macquarie Zone and Sydney West teams with five successful candidates representing The Ponds High School at higher levels in these teams.

Futsal and Soccer continued to be a much loved sport in the school. Student passion for these sports were displayed through our dominance of the NSW Futsal and Western Sydney Wanderers Cup. Both the Under 14 and Under 16 boys Futsal teams advanced to the state cups, with the Under 14 teams making quarter finals.

Highlights also include our dominance in the pool at CHS Swimming Carnival. Owen Hainsworth is to be congratulated for his gold medal in the Under 14 Boys 50m Freestyle combined with a silver medal in 100m freestyle. Ben Harris also took out silver in the 100m backstroke. Four of our relay teams were present at both CHS Swimming and Athletics Carnivals. Special mention must go to the Under 13 Boys 4 x 50m Freestyle Relay Team who placed 3rd, receiving a bronze medal.

The calibre of athletes in our school is high and as a result the 2017 Sporting Awards were hard fought for. The Junior Sportswoman of the Year was awarded to Holly Kerslake. She is a humble achiever who strives for personal best not only on the sporting field but also within the classroom. Holly's commitment to training is evident through her competition results. She excels in the Trampolining world and at the 2017 CHS Trampolining Carnival in Gosford, she achieved:

14 Years Girls Age Champion for Trampoline

14 Years Girls Age Champion for Double Mini Trampoline

14 Years Girls Runners Up Age Champion for Tumbling

3rd Overall Champion of Champions CHS Trampolining

The Junior Sportsman of the Year was awarded to Clayton Taylor. He is the ultimate athlete who is dedicated to refining his skills across a wide range of sports. His sporting achievements include:

School Age Champion Swimming, Cross Country and Athletics.

Macquarie Zone Representative– Swimming, Athletics, Cross Country

Sydney West Representative – Swimming, Cross Country, Athletics, Orienteering

CHS Representative – Swimming, Cross Country, Athletics where he placed 4th in 90m hurdles.

NSW ALL SCHOOLS Representative – Cross Country

Sydney West 13 years Orienteering Champion

Sydney West 13 years Cross Country champion

Macquarie Zone Swimming Age Champion

Bill Turner Cup and Wanderers Cup Soccer Representative

Under 14 and Under 16 School Futsal State Championships School Representative

Special mention must also be made of Clayton's sporting commitments outside of school where he is a member of the Sydney FC Academy and Inner West Magic Under 14 Premier League Futsal Team. He was also selected in the NSW and Australian Futsal Teams where he travelled to Italy in September/ October to compete.

The Junior Best All Rounder was awarded to Keely Stevens. This young lady puts in 150% on the sporting arena. She displayed outstanding sportsmanship and skill across a multitude of sports. Keely is to be commended for the following achievements:

School Athletics Age Champion

Sydney West Representative – Athletics

Macquarie Zone Representative – Opens Oztag

Sydney West Representative – Under 15 Touch Football

Premiers Sporting Challenge Medal

A School Blue is the highest sporting award issued by the school. It represents not only an outstanding achievement in one particular sport, but also an exceptional level of involvement and commitment to all aspects of school sport. The following students received this prestigious award in 2017:

Antonia Diaz Ballas for CHS Trampolining

Holly Kerslake for CHS Trampolining

Owen Hainsworth for CHS Swimming

Benjamin Harris for CHS Swimming

Team of the Year was awarded to the Under 13 Year Boys 4 x 50m Relay Team, including: David Jurkiewicz, Clayton Taylor, Cooper Virgo and Joshua Woolliams. This group of hard working young men took out Bronze at the CHS Swimming Tournament and should be very proud of their achievement.

Our school's sporting success could not have been achieved without our committed athletes. Their persistent approach to hard work and effort definitely translated to results on the sporting field. The future of sport at The Ponds High School is looking extremely strong.

SOCIAL JUSTICE

Social Justice is a large enterprise within the community of The Ponds High School. The club has created its own constitution, logo and motto. All

members strive to make a difference, not only within the school but also within the wider community. The student-run club meets each week and worked tirelessly during 2017 to support organisations and fundraisers such as *The Biggest Morning Tea*, *It's All in the Bag* and *Clean Up Australia Day*. The team actively supported *The Ponds Special School* inaugural events such as the Athletics Carnival, Move-a-Thon and *Bandaged Bear* Fundraiser. It is very positive for our students to interact with the wider community and to help others with diverse levels of ability and disability.

Students and staff within the club worked tirelessly to host the yearly Multicultural Day. This successful day was student-led and involved a two-hour concert and cultural activities on offer for students to immerse themselves in. The success of this day saw a total of \$6,000 raised which funded six desktop computers for The Ponds High School Learning Hub. The club has also supported *Bear Cottage* through superhero activities, sausage sizzles and students have gained a wider perspective on community and empathy.

The success of our Social Justice group is attributed to the distributive leadership model engaged by the students. They are the imperative component of the club who role model leadership and guidance. With them, Miss Semaan runs weekly meetings to engage students with brainstorming new projects and projects to enact with an aim to make a difference.

GATS

The Ponds High School continued to offer the GATS Program for Year 7 and 8 students in 2017 based around Literacy and Numeracy results and academic progress. These students had many opportunities to excel in class and many external activities, taking part in external testing and excursion opportunities. They were also used to highlight the experience of being a new Year 7 student to future parents at the Year 6 into Year 7 Information Evening.

Approximately 20 students were involved in a CAIT (Creativity and Innovation Team) initiatives which included developing films for special events, analysing the Tell Them From Me Survey and supporting the Western Sydney Research Project held in conjunction with Western Sydney University and Flinders University in Melbourne. The culmination of this was a trip to Melbourne to showcase Creativity and Innovation at The Ponds High School. From this, our school was selected to represent Western Sydney at the ACER Conference in Sydney. The team began work on implementing the school's motto for 2018.

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

Gifted technology students were given opportunities to participate in technology competitions as well as visit expos and interact with industry leaders.

CAPA

There are many positive experiences for students who are talented and interested in CAPA programs at The Ponds High School. Extra curricular experiences include:

Art Club, Drama club, Choir, 2 Dance groups, Music groups: Guitars Group, The PUGS Ukulele Group and Band. The first showcase of CAPA talent occurred in 2017 with an exceptional MADD Concert. Highlights from this performance have been used on Presentation Night and Year 7 showcase evenings.

In 2017 student participated in the Ridges Festival with our local primary schools as well as participating in Schools Spectacular.

STEM

With the introduction of Stage 5 Electives, the opportunities for students to specialise in subjects with a STEM focus increased dramatically. From Motion and Mechatronics to Designing 3 Dimensional worlds, to Web Design and Electronics, these subjects have proved very popular choices with our students.

Robotics and Multimedia also continued as a popular Stage 4 TAS rotations.

The Ponds High School continues to be a leader in STEM and STEAM. The REA Formula One Day was repeated using the specially designed wind tunnel to assist with the aerodynamic testing of the cars to be raced on the day. The introduction of the Solar Cars Challenge for Year 8 and Code Cracking for Year 9 contributed to a successful week.

Further links with industry are continuing to expand in 2018.