Picton High School

Annual Report

2018

8215

Introduction

The Annual Report for 2018 is provided to the community of Picton High School as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan. It outlines the findings from self–assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

Patricia Hammond

Principal

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Message from the Principal

2018 was a year of change for the Picton High School community. The principal Michelle Sapsed received a promotion to a Director of Educational Leadership position. The school community was pleased for her success and disappointed to see her leave. I was appointed in term 2 bringing a strong background in leadership of senior student curriculum, quality teaching, student wellbeing, learning support for students with disabilities and VET curriculum.

The building of the new Innovation Campus project will provide our community with a state of the art learning environment which will meet the needs of the future generation and benefit from new teaching pedagogy. The building project caused little disruption to the school during the year, although in term 4 the temporary school building commenced.

We decided to start the construction after the students had finished the Higher School Certificate (HSC) course to provided an opportunity for a successful year of academic and extra curricula achievement. We were very pleased with the results and efforts of our 2018 HSC cohort who achieved positive results across a wide range of courses. Our Vocational Education and Training (VET) courses continue to play an important role in preparing our students for their chosen careers with many of our students achieving a certificate II or certificate III in their area of VET study.

We continued to build strong partnerships with our community to support student learning and engagement through work place experience for our VET and Year 10 students as they prepare for the workforce and academic achievement. Parents, primary schools and community groups continue to support and underpin our achievement of the school plan directions and milestones and our partnerships are stronger and continue to grow. In 2018 we continued to expand the number of wellbeing and academic initiatives that support student achievement.

The staff at Picton High School have experienced change with many colleagues receiving promotions and transfers to other schools throughout the year. This has provided an opportunity for a positive contribution for new staff to bring new expertise and commitment to professional learning.

We restructured our meeting times to be learning hubs with experts within the school leading professional learning in their area of expertise. This change brought a dynamic vibrancy to the way professional learning was delivered for successful student outcomes. Our professional learning including twilight sessions, school development days, staff and faculty meetings, focused on futures learning, the 4 C's critical thinking, collaboration, communication, creativity, science, technology, engineering and mathematics (STEM), wellbeing, support of mental health, assessment, technology, education, data and student achievement.

During 2018 we revised the strategic directions to meet our school plan milestones which includes exciting new initiatives to prepare for a successful transition into the Innovation Campus 2021. These have been underpinned by the evidence based practices of visible learning.

I thank the Picton HS community for the collective support from parents, community, teachers, school administrative and support staff (SASS) in providing the highest quality of learning pathways for student success.

Patricia Hammond,

Principal

School background

School vision statement

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

We value:

- staff and community collaboration and commitment to the learning and achievement of every student in an environment of high expectations
- a culture of safety, respect and inclusivity where students strive to achieve their personal best

School context

Picton High School is a comprehensive Years 7 to 12 school located in south–west Sydney. A large school, with approximately 1054 students, we have nine percent Aboriginal population and a 45 place support unit. The school focuses on teacher professional learning that reflects current evidence of best practice. Students enjoy a very broad curriculum with a strong emphasis on vocational learning. The school is acknowledged as a leader in vocational learning, having won both state and national awards to support this. Picton High School is currently undergoing a large rebuild of a new Innovation Campus for anticipated student enrolment of 1500. The innovation campus will have future focused flexible learning spaces, multi–purpose performance space, modern science laboratories, commercial trade facilities and a well–equipped library. The school actively promotes wellbeing through our Wellbeing Year Advisor Program (YAP) and the recognition and rewards system. As a whole school our strengths lay in the areas of leadership, management practices and processes, school resources, collaborative practice and professional standards. This school plan aims to greatly strengthen our student performance measures and wellbeing framework.

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.

[Insert a narrative of the progress achieved across the domains of Learning, Teaching, and Leading]

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.

In the domain of Learning the school's self–assessment is consistent with the evidence presented and is validated using the School Excellence Framework. Our assessment and reporting practices show that student reports contain detailed information about individual learning achievements and are aligned with the reporting policy to ensure quality reports are provided to parents to update them on the progress of their child. In curriculum and learning the school provides equitable opportunities to students seeking both academic and alternative pathways. Extra–curricula offerings that support transition such as work experience and wellbeing programs provide students with the skills and knowledge needed to be successful after school. Our learning culture shows that programs like STEM and Writing for HSC Success have been successful in achieving positive outcomes for select groups of students and show potential beyond the current pilot stage to be extended to meet the needs of a wider audience. Our attendance in 2018 showed a decrease suggesting the new system of no role call had a negative impact on capturing the attendance data accurately. Our student performance measures show that students in Years 9 to 12 have shown positive value added growth and programs such as Writing for HSC Success and ALARM have positively impacted on student performance.

In the domain of Teaching the school's self–assessment is consistent with the evidence presented and is validated using the School Excellence Framework. In the area of collaborative practice our teachers are engaged in planned Quality Teaching Rounds for improve teaching and learning. Teachers are provided with professional learning to build their expertise in data use and collection and they use this knowledge to build profiles of students so they can deliver programs that meet student's individual needs. The use of data underpins both the development and evaluation of the

school plan. Effective teaching and learning is strengthened through the introduction of professional learning communities within the school with evidence based practice demonstrated. Learning and development is reflected in our professional learning calendar that is structured to ensure a shared responsibility for the development and delivery of professional learning. There is a strong focus on literacy development and Futures learning which are both priorities in our school plan. Through the performance development process in line with the school Performance Development Plan (PDP) procedures teachers and their supervisor engage in professional discussions to identify relevant areas for improvement. These plans are formulated using a range of documents such as the school plan and Australian Professional Teaching Standards for teachers to ensure that the focus of PDPs and the professional learning that underpins them is evidence based. Professional standards are prioritised in our school processes and provide equitable opportunities for staff to access professional learning that is relevant to meeting the goals set in their PDPs. Staff act ethically in ensuring that the professional learning they undertake is relevant to their PDP and align with NSW Education Standards Authority (NESA) and school plan targets. The majority of staff participate in programs outside of their classroom reflecting a culture of shared responsibility for driving school plan targets.

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

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

For more information about the School Excellence Framework:

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

Strategic Direction 1

Challenging curriculum and quality student learning

Purpose

Every student in our care is actively engaged in meaningful, challenging and future–focused learning experiences to achieve and thrive as resilient, lifelong learners. Students successfully transition to future learning and employment, with the skills and knowledge to make informed contributions as citizens.

Overall summary of progress

A number of future focused initiatives have been implemented to support students in building the skills needed to be successful to transition into the new Innovation Campus. Staff have participated in a range of professional learning opportunities to gain the skills and knowledge needed to successfully implement these new pedagogies.

The introduction of Point Explain Example Link (PEEL) and A Learning and Response Matrix (ALARM) has seen early success with improved results in exams that have extended responses.

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

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
• Increase of 1% in the top 2 HSC bands each year from 2018–2020 • Improved retention in senior years • Value added NAPLAN – HSC minimum standards (reading, writing & numeracy) • % Reduction in negative incidents, suspension and formal cautions • Increase in attendance rates • TTFM data shows an improvement of student self efficacy as learners.	Approximately $210,000	• Future focus pedagogies continue to be implemented across the school • Students have accessed a range of flexible learning spaces to enhance the development future focus skills. • Student negative behaviours can be measured in the number of incidents recorded on SENTRAL or by looking at the total number of suspensions in a year. • Student surveys indicated that students were increasingly engaged, however a sense of belonging was reduced

Next Steps

- Development of individual learning plans and/or individual transition plans for all students
- Literacy and numeracy strategies embedded in all Years 7–10 teaching programs coordinated by the learning support team
- The expansion of the ALARM paragraph writing program to structure written responses across Years 12
- Introduction of a partnership primary feeder schools working towards an Asian Expo

Strategic Direction 2

Teachers leading innovative practice and connecting with others

Purpose

Build workforce capacity through focused professional learning and development that creates a culture where every staff member is engaged in ongoing, relevant and evidence–based learning and practice. Teachers will demonstrate curriculum innovation, quality teaching and leadership capability that inspires learning.

Overall summary of progress

Staff Development Days and Twilight Professional Learning Program in 2018 addressed the processes in Strategic Direction 2. All Staff were introduced on 'Foundation Day' to Visible Learning which is founded on the evidence based practices of John Hattie. From this professional learning a Visible Learning Team was established that collected a variety of data sets. This data mindset was strengthened further through the establishment of a data team that were given training by the New South Wales Education Standards Authority (NESA) and Centre for Educational Statistics and Evaluation (CESE). This data has been used to drive the direction of teaching and learning processes in the classroom.

Through the work of the Visible Learning team the school established five learning dispositions; Self Motivated, Self–Reflective, Resilient, Adaptable and Creative. These dispositions after consultation with students, staff and the community have been embedded into both the discipline and merit systems.

Through the Twilight Professional Learning workshops teachers were given the opportunity to consolidate their practice in the areas of ALARM, Newman's Error Analysis, Super Six Reading Strategies and Google Suite. Workshops were part instruction and part practical to ensure these strategies were being put into teaching and learning programs.

Teachers completed their Performance and Development Plans (PDPs) led by Head Teachers using the principles of Growth Coaching. PDPs are linked to the Australian Professional Standards for Teachers and School Strategic Directions. They are formed around SMART goals and continue to drive the improvement of professional practice. Teachers identified from this process and reflection tools available that they have the skills to achieve higher levels of accreditation with two staff members undertaking the journey to become a Highly Accomplished Teacher (HAT).

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
• Increase in staff numbers who pursue HAT and LEAD • Programs and assessment show clear links to visible learning and evidence based teaching and learning strategies • Reduction in negative incidents as a result of PL on classroom mgt • Program registers reflect differentiated strategies to reflect student data and learning needs • Increased proportion of Aboriginal students in the top two NAPLAN bands for reading and numeracy • Increased proportion of students with an HSC, Year 12 certificate or AQF certificate II and above • Increased number of teachers accredited at the Highly Accomplished and Lead Teacher levels	Approximately $250,000	• 100% of new staff participated in the Picton HS Induction. • The Picton HS Professional Learning Calendar was designed using staff PDP goals, school plan goals and DoE mandatory requirements. A range of professional learning was made available at staff development days, twilight workshops, staff and faculty meetings. 100% of staff participated in professional learning events. • All teaching staff participated in the PDP process to design SMART goals for improved practice. These goals informed professional learning. • Audit of programs undertaken and feedback provided to ensure all comply with requirements. •

Next Steps

In 2019 the school will continue its Visible Learning implementation, continuing to work with Corwin as its advisory body. The strategy of Learning Intentions and Success Criteria (LISC) will be presented to staff who will then implement this in their lesson structures to create a strong sense of direction into lessons and assist in student engagement as part of the optimised classrooms process.. Further data will be collected so the school is able to track improvement and change.

The merit system will be underway which will allow for tracking of positive recognition in the school. It will assist in changing the culture which should be reflected in the Tell Them From Me Survey.

Teams will be established for Visible Learning, Data, ALARM and future Future Focused pedagogies to continue to build the teaching and leadership capacity of all staff. The Data team will take a lead role in providing the ground work for measuring growth and looking toward future improvement.

Strategic Direction 3

Strategic leadership to enable collaborative partnerships and student engagement

Purpose

School leaders have a commitment to fostering a school–wide culture of collaboration and a shared responsibility for student engagement, learning and success. The school is responsive to its community and effectively caters for its diverse range of students.

Overall summary of progress

Strategic Direction 3

Strategic leadership to enable collaborative partnerships and student engagement. School leaders have a commitment to fostering a school–wide culture of collaboration and a shared responsibility for student engagement, learning and success. The school is responsive to its community and effectively caters for its diverse range of students.

Enhancing Real World Connections Purpose to promote learning connections to the world outside the classroom and to establish strong school and community partnerships. Overall summary of progress Our school has been very successful in developing partnerships with primary schools, organisations and businesses within the local area and wider community to support student achievement.

Our Community of Schools (COS) focus further developed with members from our school and our feeder primary schools attending regular meetings where we have collaboratively developed a timeline of implementation for a range of transition and learning initiatives such as STEM, Regional Science Fair, Newman's Error Analyses and an English Writing Program.

Professional Learning Communities are organised to focus on knowing students and how they learn. The Professional Learning Communities are focused on analysing a range of data and using it to individualise instruction within the classroom. Picton HS has targeted professional development for staff through a twilight series that provides the opportunity for staff to work collaboratively on a identified priority areas Visible Learning, Staff and Student Wellbeing and Curriculum Innovation.

Picton HS has developed and implemented a range of work programs to strengthen post school opportunities of our students. A range of individualised student transition programs and supports have been implemented to ensure students can identify and achieve their individual career goals. Careers fairs and links with University of Wollongong (UOW) and Western Sydney University (WSU) provide our students with access to post school pathways in addition to our 'On Target to Senior Success' HSC program which provides a face to face mentoring program building students range of study skills, wellbeing and goal setting experiences.

All year groups have participated in a range of activities on culturally significant events including NAIDOC, Harmony Day and Multicultural Week and other social awareness fundraisers.

The school has begun utilising existing events and created new opportunities to engage the wider community in meaningful feedback practices and decision making processes and in turn ensure the wider community is informed of key decisions including spot surveys at school events such as parent teacher night, Year 7 information evening and graduation.

Improved use of the school Facebook and website for school communication with a view to opening a parent portal through Sentral to allow parents greater interaction with their child's learning journey.

Picton HSl has a strong tradition of supporting local community events such as ANZAC Day, Thirlmere Festival of Steam and local primary school events.

All teachers have been involved in professional learning communities and had access to our Twilight series focussed on collaborative practice to strengthen leadership and improve student engagement through shared responsibility.

'On Target to Senior Success' A mentoring and coaching program aimed to build the skills and capacity of ATAR students in achieving the ATAR goal they have set themselves.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
• At every school event, feedback and consultation is elicited from the community • Every Visible Learning strategy has an expert instructional leader who is capable of building capacity of others • The school self assessment shows improvement so that all areas that are currently at 'working towards delivering' are at delivering	Approximately $150,000	• The Community of Schools was attended in partnership with our seven feeder primary schools. • Deputy principal postcards, year adviser awards and VIVO rewards have been implemented to increase the number of students that are recognised for their achievement. • All year groups participated in readings and activities on culturally significant events including NAIDOC, Harmony Day and Multicultural Week.

Next Steps

- The school will utilise existing events and create new opportunities to engage the wider community in meaningful feedback practices and decision making processes and in turn ensure the wider community is informed of key decisions
- Processes are established to engage the community in reflection on student performance data to develop collective capacity in informing the school's future directions
- Greater involvement of parents in the learning and support process such as Individual Learning Plans

• At every school event, feedback and consultation is elicited from the community
• Every Visible Learning strategy has an expert instructional leader who is capable of building capacity of others
• The school self assessment shows improvement so that all areas that are currently at 'working towards delivering' are at delivering

Approximately $150,000

• The Community of Schools was attended in partnership with our seven feeder primary schools.
• Deputy principal postcards, year adviser awards and VIVO rewards have been implemented to increase the number of students that are recognised for their achievement.
• All year groups participated in readings and activities on culturally significant events including NAIDOC, Harmony Day and Multicultural Week.

Key Initiatives	Resources (annual)	Impact achieved this year
Socio–economic background	$671,994	Staff and student surveys. Programs.
Support for beginning teachers	$8328	HT Admin can provide clear evidence of relief allocated to mentors and beginning teacher. Each teacher and mentor can provide completed tasks associated with the induction program.
Targeted student support for refugees and new arrivals	$0	

Key Initiatives	Resources (annual)	Impact achieved this year
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Support for beginning teachers	$8328	HT Admin can provide clear evidence of relief allocated to mentors and beginning teacher. Each teacher and mentor can provide completed tasks associated with the induction program.

Student information

Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	624	613	597	538
Girls	518	520	525	509

In 2018 student enrolment totalled 1062. Applications for enrolment were slightly down on the previous year due to the building works project.

Student attendance profile

School				
Year	2015	2016	2017	2018
7	91	91	90	87.7
8	88.7	89.5	87.6	85.4
9	85.4	87.3	85.6	85
10	84.5	85.7	83.9	81.2
11	86.7	81.9	85	80
12	87.9	90.3	86.8	86.1
All Years	87.1	87.4	86.5	84.2
State DoE				
Year	2015	2016	2017	2018
7	92.7	92.8	92.7	91.8
8	90.6	90.5	90.5	89.3
9	89.3	89.1	89.1	87.7
10	87.7	87.6	87.3	86.1
11	88.2	88.2	88.2	86.6
12	89.9	90.1	90.1	89
All Years	89.7	89.7	89.6	88.4

Management of non-attendance

Picton High School's Year Advisers, Head Teacher Wellbeing and Student Wellbeing Support Team work closely with individual students to investigate impacts on learning, attendance and design programs of support. The team reviews the attendance policy and implements improved streamlined processes and strategies to assist students and their families to improve attendance at Picton HS. They also work with students to re–engage them in their learning through vocational opportunities, alternate programs and transition initiatives. In alliance with the Home School Liaison Officer we identify and support students with long term attendance concerns to reintegrate the student into a consistent learning environment.

Post-school destinations

Proportion of students moving into post-school education, training or employment	Year 10 %	Year 11 %	Year 12 %
Seeking Employment	0	2.9	2.2
Employment	15.8	9.3	44.1
TAFE entry	3.2	3.8	18.2
University Entry	0	0	28.9
Other	0	0	5.2
Unknown	0	0	1.4

- Our Year 12 students in 2018 have been overwhelmingly successful, with 91% of the cohort obtaining employment or tertiary education opportunities.

Year 12 students undertaking vocational or trade training

- 104 students attained the HSC
- 14/26 (53%) students achieved Certificate III qualifications. This percentage is lower than previous years because 10 students completed a Statement of Attainment towards Cert III Entertainment.
- 29/37 (78%) students achieved Certificate II qualifications

Year 12 students attaining HSC or equivalent vocational education qualification

104 students attained the HSC

- Our Year 12 students in 2018 have been overwhelmingly successful, with 91% of the cohort obtaining employment or tertiary education opportunities.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	2
Head Teacher(s)	13
Classroom Teacher(s)	56.1
Learning and Support Teacher(s)	3.2
Teacher Librarian	1
School Counsellor	1
School Administration and Support Staff	18.17
Other Positions	1

*Full Time Equivalent

The Australian Education Regulation, 2014, requires schools to report on Aboriginal composition of their workforce. Picton HS has an experienced staff of teachers and administrative staff. The Aboriginal composition of staff at Picton HS in 2018 was 2.14 %.

Teacher qualifications

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

Teacher qualifications

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

Professional learning and teacher accreditation

All staff were engaged in the Picton HS professional learning program in 2018. The whole school professional learning program consisted of School Development days, Twilight workshops, staff meetings, faculty meetings, team meetings and executive meetings where professional learning remains a central focus. Whilst these are often led by external providers staff at Picton HS have also developed presentations and delivered these at School Development days and Twilights building upon their capacity to lead their peers. All teaching staff at Picton HS have developed performance development plans (PDPs) that are closely linked to school plan directives and the Australian Professional Standards for Teachers. These PDPs were used to inform the directions of the Twilight workshops and whole school staff meetings and gave staff the opportunity to attend professional learning opportunities linked to their professional learning goals for 2018. A proportion of professional learning funds were also used to fund regular casual teachers attending professional learning. As part of the professional learning procedures expectations are that staff returning from professional learning share the knowledge and skills with their colleagues, building capacity across the faculty and/or school.

The NSW Education Standards Authority (NESA) continues to oversee the processes of accreditation for all teachers in NSW in consultation with teacher accreditation authorities across the state. As a part of this process in 2018 all pre–2004 teachers were accredited as Proficient according to the Australian Professional Standards for Teachers. In addition to these pre–2004 teachers more than ten staff at Picton HS were accredited as Proficient Teachers having undergone a structured induction into teaching that supports teachers' development in line with quality Standards. Teachers with relevant experience may choose to have their practice recognised at higher levels. Higher levels are voluntary and recognise teachers as advocates, mentors and leaders in the teaching profession. In 2018 two teachers have chosen to undergo higher accreditation opportunities.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2018 to 31 December 2018.

	2018 **Actual** ($)
Opening Balance	1,499,366
Revenue	12,899,523
Appropriation	12,485,493
Sale of Goods and Services	61,958
Grants and Contributions	341,301
Gain and Loss	0
Other Revenue	762
Investment Income	10,009
Expenses	-13,103,133
Recurrent Expenses	-13,103,133
Employee Related	-11,960,743
Operating Expenses	-1,142,390
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	-203,610
Balance Carried Forward	1,295,757

General Financial Management Summary

Picton High School conducts regular financial meetings to ensure financial processes comply with extant departmental financial governance, including the Finance in Schools Handbook (FISH) management policy requirements, and that expenditure is performed in accordance with the strategic school plan to improve student learning and outcomes.

2018 became the last year operating the school from of the old school site. Therefore, expenditure for resources and operations were reduced as a result of preparing for the transition and relocation to the new temporary Popup School.

Under the auspices of the LMBR, 2018 also saw the achievement of a couple of significant financial milestones. It was the first full fiscal year for the school received its budget allocation under the Resource Allocation Model (RAM), using the Approved School Budget Allocation Report (SBAR), and using the new financial information management system (SAP Finance).

Allocation summary The allocation budget is accumulated from three component areas including Targeted Funding, Equity Loadings, and Base School Allocation (Staffing Cost & Operational Funds). The school is now responsible for the management of staff salaries which is derived from staff entitlements and student enrolments. The main proportion of the schools operational funding budget comes from our Equity loading used for staffing and flexible expenditure.

Financial summary equity funding

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

	2018 **Actual** ($)
Base Total	9,330,840
Base Per Capita	223,330
Base Location	11,132
Other Base	9,096,378
Equity Total	1,272,957
Equity Aboriginal	70,486
Equity Socio economic	671,994
Equity Language	20,050
Equity Disability	510,427
Targeted Total	1,273,009
Other Total	234,285
Grand Total	12,111,091

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.

From 2018 to 2020 NAPLAN is moving from a paper test to an online test. Individual schools are migrating to the online test, with some schools attempting NAPLAN on paper and others online.

Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should take into consideration the different test formats and are discouraged during these transition years.

In Year 7 NAPLAN there has been no real change in the percentage of students in the top 2 bands in Grammar and Punctuation. There has been an increase in students in Band 6.

Year 7 Reading has seen an increase in students in Band 4.

Year 7 Spelling has followed the same trend as Reading resulting in an increase in Band 4 students.

Year 7 Writing results show an increase in students who achieved Bands 1 to 3.

In Year 9 NAPLAN there has been a reduction in students achieving Band 5 in Grammar and Punctuation.

Year 9 Reading results have remained fairly steady, however, many have moved from Band 6 to Band 7.

Year 9 Spelling results are similar to those achieved last year.

In Year 9 Writing there was a marked reduction in the percentage of students achieving Band 5 however there are now students testing at between Band 4 and Band 1.
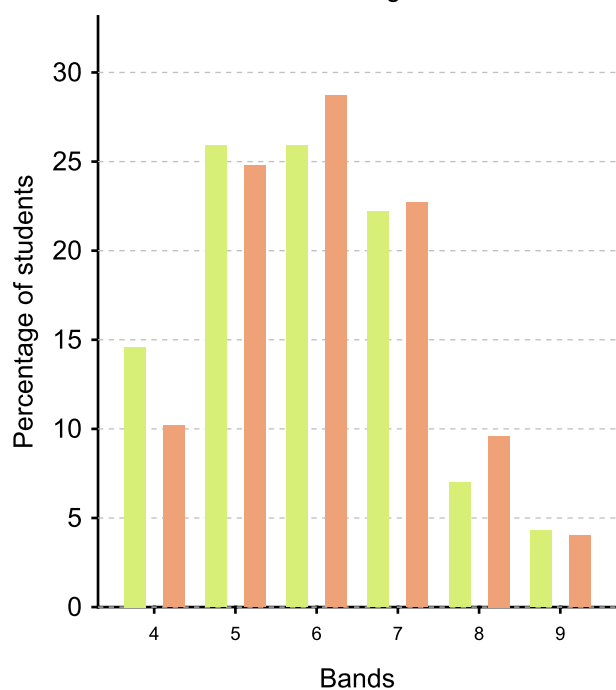
Percentage in bands:
Year 7 Grammar & Punctuation

Legend:
- Percentage in Bands
- School Average 2016-2018
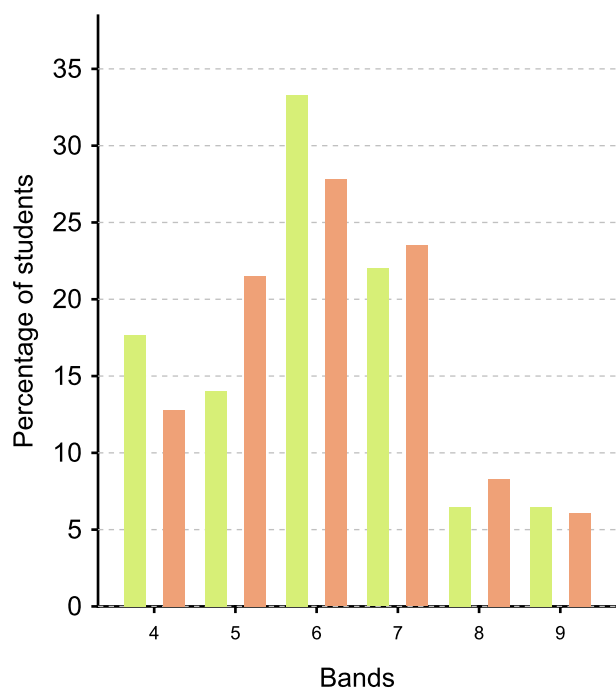
Band	4	5	6	7	8	9
Percentage of students	17.7	14.0	33.3	22.0	6.5	6.5
School avg 2016-2018	12.8	21.5	27.8	23.5	8.3	6.1

Band	4	5	6	7	8	9
Percentage of students	14.6	25.9	25.9	22.2	7.0	4.3
School avg 2016-2018	10.2	24.8	28.7	22.7	9.6	4

Percentage in bands:
Year 7 Spelling

Legend:
- Percentage in Bands
- School Average 2016-2018
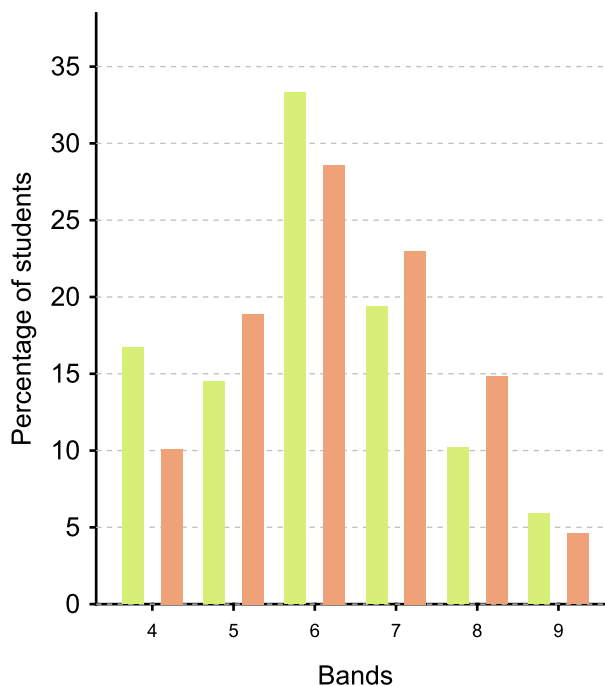
Band	4	5	6	7	8	9
Percentage of students	16.7	14.5	33.3	19.4	10.2	5.9
School avg 2016-2018	10.1	18.9	28.6	23	14.8	4.6

Percentage in bands:
Year 7 Reading

Legend:
- Percentage in Bands
- School Average 2016-2018

Percentage in bands: Year 7 Writing

Band	5	6	7	8	9	10
Percentage of students	12.1	27.2	23.8	26.2	8.7	1.9
School avg 2016-2018	17.5	27.5	24	20.4	7.4	3.1

Legend:
- Percentage in Bands
- School Average 2016-2018
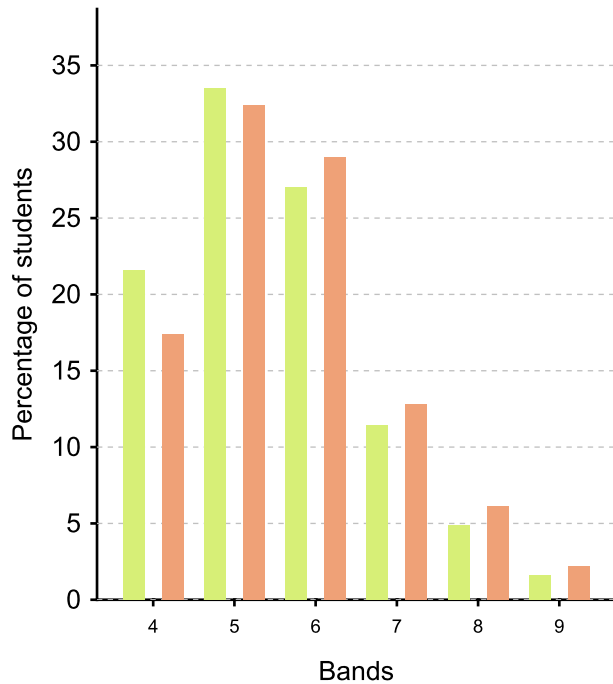
Band	4	5	6	7	8	9
Percentage of students	21.6	33.5	27.0	11.4	4.9	1.6
School avg 2016-2018	17.4	32.4	29	12.8	6.1	2.2

Percentage in bands: Year 9 Reading

Legend:
- Percentage in Bands
- School Average 2016-2018
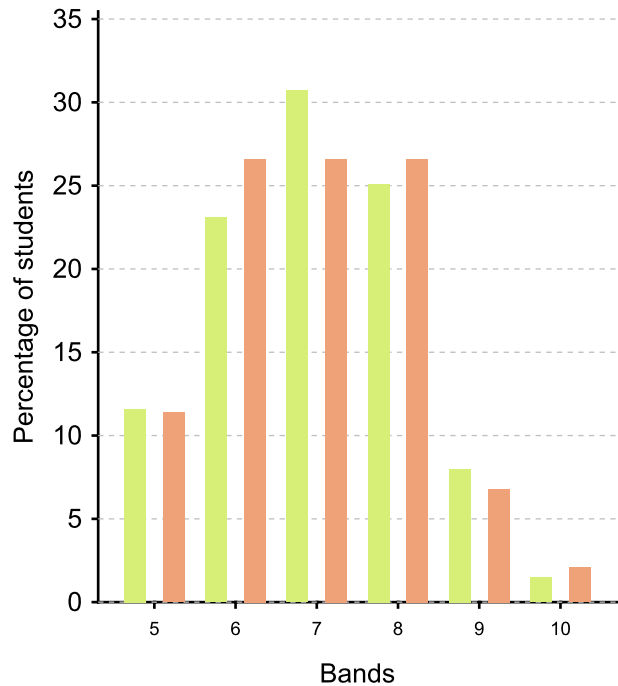
Band	5	6	7	8	9	10
Percentage of students	11.6	23.1	30.7	25.1	8.0	1.5
School avg 2016-2018	11.4	26.6	26.6	26.6	6.8	2.1

Percentage in bands: Year 9 Grammar & Punctuation

Legend:
- Percentage in Bands
- School Average 2016-2018

Percentage in bands:
Year 9 Spelling
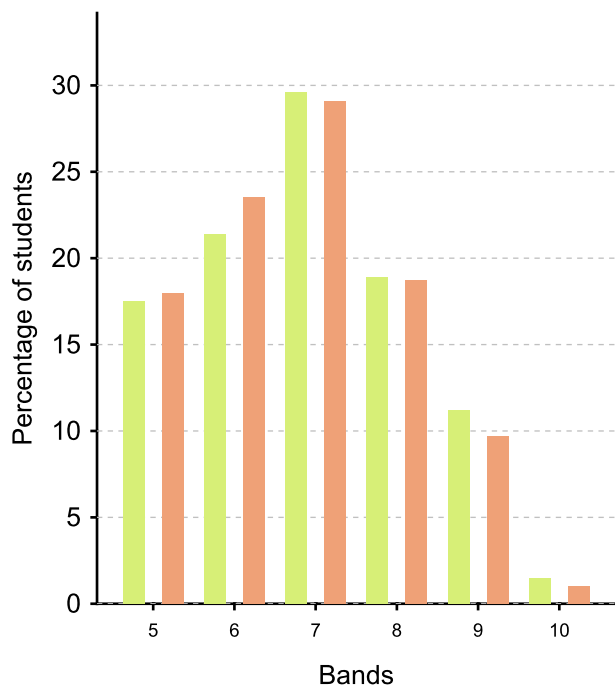
■	Percentage in Bands	
■	School Average 2016-2018	

Band	5	6	7	8	9	10
Percentage of students	17.5	21.4	29.6	18.9	11.2	1.5
School avg 2016-2018	18	23.5	29.1	18.7	9.7	1

Percentage in bands:
Year 9 Writing
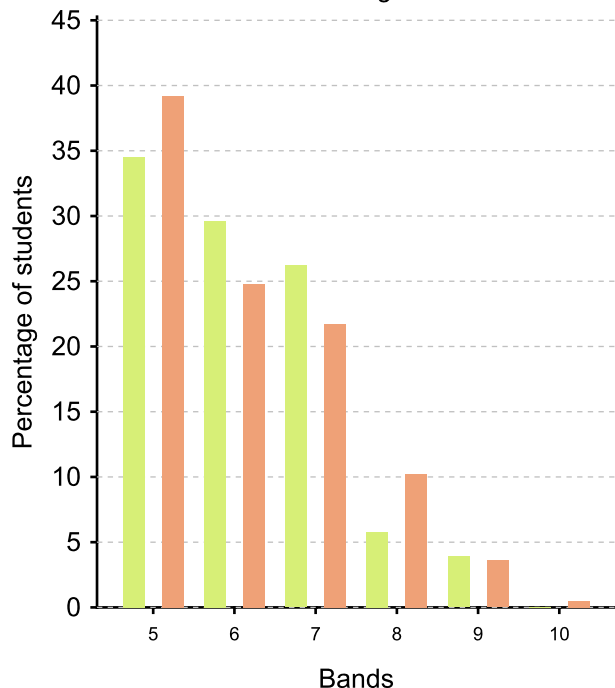
■	Percentage in Bands	
■	School Average 2016-2018	

Band	5	6	7	8	9	10
Percentage of students	34.5	29.6	26.2	5.8	3.9	0.0
School avg 2016-2018	39.2	24.8	21.7	10.2	3.6	0.5

Year 7 NAPLAN results for Numeracy have held fairly steady over the last three years.

Year 9 NAPLAN results for Numeracy show that students have moved from Band 6 to Band 7.

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

Premier's Priorities: Improving education results and *State Priorities: Better services – Improving Aboriginal education outcomes* for students in the top two NAPLAN bands. In 2018 our Aboriginal cohort achieved an increase in reading and numeracy of 1.8% from the 2018 results.
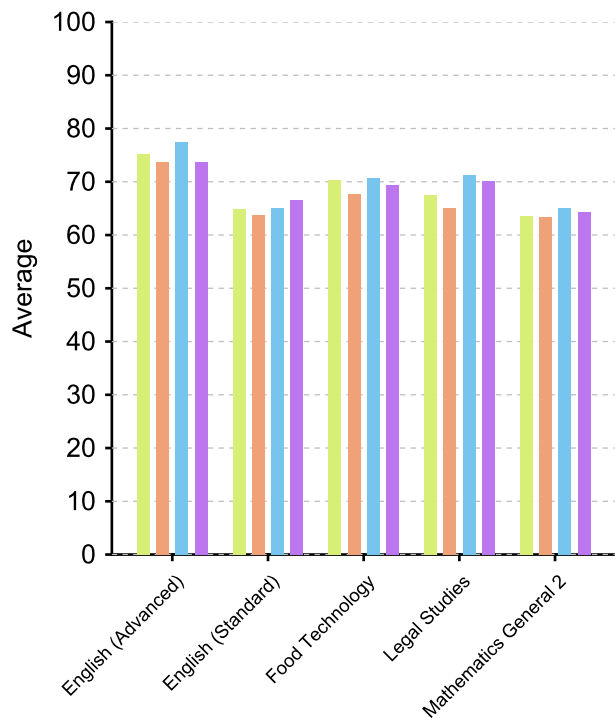
Higher School Certificate (HSC)

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

104 Students attained the HSC in 2018.
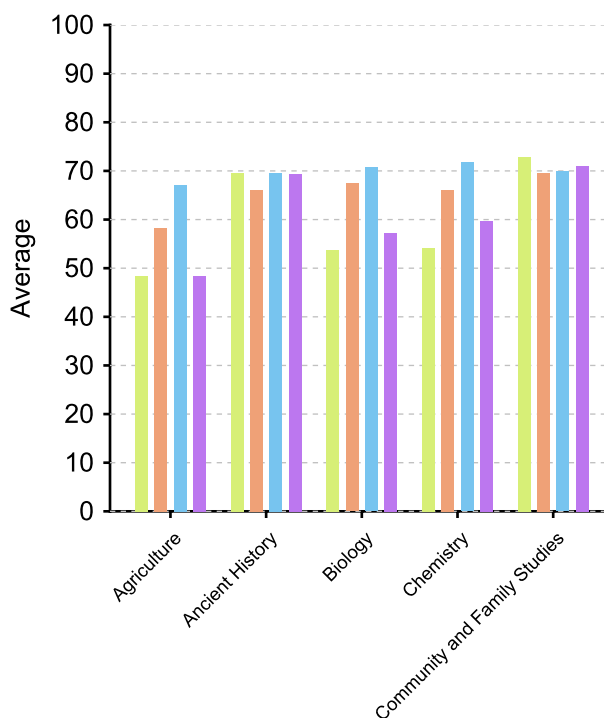
■ School 2018	■ SSSG Average 2018	
■ State Average 2018		
■ School Average 2014-2018		

Biology	53.8	67.4	70.7	57.3
Chemistry	54.2	66.1	71.8	59.8
Community and Family Studies	72.9	69.5	69.9	71.0
English (Advanced)	75.2	73.7	77.5	73.8
English (Standard)	64.8	63.8	65.0	66.5
Food Technology	70.4	67.6	70.7	69.3
Legal Studies	67.5	65.2	71.2	70.1
Mathematics General 2	63.5	63.4	65.1	64.3
Modern History	64.1	64.8	69.5	69.0
Music 1	80.9	74.3	79.5	80.5
Personal Development, Health and Physical Education	69.4	68.8	69.5	69.4
Senior Science	67.7	67.7	68.2	69.0
Visual Arts	80.4	75.0	78.0	75.7
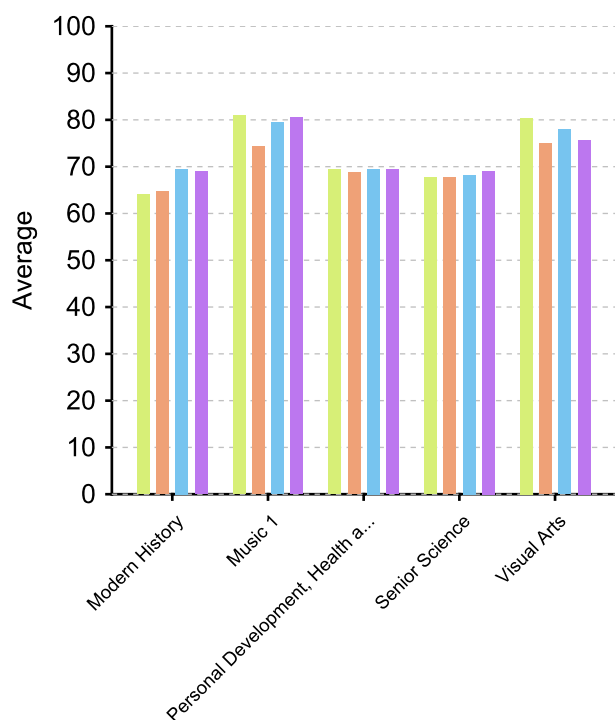
Our HSC students achieved: seven band 6 and 49 band 5 with 104 students in band 4 which was a decline from previous years.

Parent/caregiver, student, teacher satisfaction

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

Student

- A large portion of students believe that communicating with others is an important skill for their future job or career plans is very important.
- 41% of students reported to have set challenges for themselves in their school work.
- 54% of students reported that they participated in school sports and clubs.
- 56% of students reported that they value schooling outcomes.
- 73% of students reported they had positive peer relations.
- 56% of students reported that schooling is useful in their everyday life and will have a strong bearing on their future.
- PHS students reported higher than the NSW government norm regarding having someone at home or community who consistently provides encouragement and can be turned to for advice.

Teacher

- PHS teachers reported higher than the NSW

Subject	School 2018	SSSG	State	School Average 2014-2018
Agriculture	48.4	58.2	67.1	48.4
Ancient History	69.6	66.1	69.5	69.4

government norm regarding giving students opportunities to use computers or other interactive technology for describing relationships among ideas or concepts.
- PHS teachers reported higher than the NSW government Norm regarding helping students use computers or other interactive technology to undertake research.
- PHS teachers reported higher than the NSW government norm when working with parents to help solve problems interfering with their child's progress.
- PHS teachers reported a strong consistency with the NSW government norm when talking with other teachers about strategies that increase student engagement.
- PHS teachers reported a strong consistency with the NSW government norm when giving students feedback on how to improve their performance on formal assessment tasks.
- PHS teachers reported a strong consistency with the NSW government norm when setting high expectations for students' learning.
- PHS teachers reported a strong consistency with the NSW government norm when using two or more teaching strategies in most class periods and discussing with students ways of seeking help that will increase learning.

Parent/Caregiver

- Parents and Carers reported higher than the NSW government norm when encouraging their child to do well at school.
- Parents and Carers reported higher than the NSW government norm regarding reports on their child's progress which were written in terms they understand.
- Parents and Carers reported higher than the NSW government norm when talking with their child about feelings towards other children at school and discuss how well their child is doing in his or her classes.
- Parents and Carers reported that only a minority where involved in school committees.
- Parents and Carers reported on–par with the NSW government norm that their child is clear about the rules for school behaviour.
- 86% of parents and carers reported that the subjects their child wants to study are available at the school.
- Parents and Carers reported that they found types of communication when discussing their child with the school such as telephone calls, emails and informal meetings useful.

Policy requirements

Aboriginal education

An Aboriginal leadership team made up of fifteen members was established to oversee the cultural and academic wellbeing of the Aboriginal and Torres Strait Islander students. The team oversaw all aspects of Aboriginal education within the school including: attendance, celebrations, Personal Learning Plans

(PLP's), scholarships and programs.

The school funded a joint Aboriginal education coordinator role. The coordinators were provided time to supervise the outsourced programs, develop a rapport with the students and oversee the cultural activities within the school. Through this role Aboriginal students felt supported and were able to communicate with teachers about their needs.

Aboriginal students had the opportunity to participate in the 'Pathways to Dreaming' program run by the Western Sydney University. This program allowed students to visit the university campus and trial a variety of courses and activities that university has to offer. Students developed their knowledge in a variety of areas and have begun planning for their secondary education.

Aboriginal students had the opportunity to participate in the AIME program run by the University of Wollongong. This program provided students with the opportunity to regularly visit the campus and work with mentors to identify their strengths and plans for the future. The program also allowed for mentors to visit the school to assist students with their class work.

Year 6 into 7 transition program included specific activities for the Aboriginal students, to gain an understanding of the
opportunities for Aboriginal students at Picton HS. This included
exposing them to our Aboriginal garden and yarning circle., as well as a
presentation explaining the many opportunities that will be available to them
at Picton HS.

This year PLP's were completed by teachers who volunteered. This ensure that teachers were able to closely mentor and support students in writing and working through their PLP. As a result we had many students reach their personal goals.

Aboriginal educational tutoring for both math and literacy. Weekly tutoring was provided for students to get support in their math and humanities subjects. As a result we had an increase in assessment submission and students felt confident in approaching new tasks.

NAIDOC Week was celebrated as a school with assemblies that included a welcome to country and national anthem said in the Dharawal language, dance performances and a presentation created by our students based on the theme 'Because of her we can'. Parents and guardians were invited to attend the celebration and enjoyed a morning tea made up from traditional ingredients

A meet and greet barbeque was held once a term, to provide parents and guardians an opportunity to speak to teachers and create a community. As a result we have more and more parents and guardians attending these barbeques, creating a positive environment within the community.

Teachers regularly attended the Wollondilly Aboriginal

Education Consultative Group (AECG) meetings creating stronger connections with the community and gaining their advice and
guidance on how to support our Aboriginal students

Our aboriginal students worked with a local artist to create a mural of the local site, Mermaid Pools. The mural was designed and painted by students with the assistance of an Aboriginal artist. The mural will be displayed in the new school in 2021, but currently a vinyl wrap of the mural is displayed in the temporary school.

Teachers engaged in professional learning and training on how to lead and support Aboriginal education within the school. As a result teachers feel more confident in supporting Aboriginal students, ensuring the content and pedagogy is accessible to all students.

Aboriginal students represented the school at a basketball competition, where the students were extremely proud of their achievements, creating a sense of pride in their school.

Students attended two STEM camps for Aboriginal students organised by the AECG. This was an excellent opportunity for students to be exposed to new opportunities and learn new skills. The students who attended reported how much they learnt on the camp and how these new skills would be useful in the classroom.

Multicultural and anti-racism education

Multicultural Education

Harmony day was celebrated by staff and students, utilising the resources provided by the Harmony Day website. Lessons were run within classes, exposing to students the many different stories of the people of Australia. We also ran a decorate your door competition, students engaged with designing visual representations of the theme 'Everyone Belongs'.

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

EAL/D students were identified and offered assistance with assessment tasks and the improvement of their literacy skills. Two EAL/D supervisors worked closely with students to ensure they were moving through the EAL/D progressions. Teachers were offered assistance on teaching strategies and differentiation to support the students.

Anti–racism Education

Picton High School are committed to the elimination of racial discrimination – including direct and indirect racism, racial vilification and harassment in all areas of the school. No student, staff member, parent, caregiver or community member should experience racism within the context of Picton High School. All teaching and non–teaching staff contribute to the eradication of racism by promoting acceptance of Australia's cultural, linguistic and religious diversity, challenging prejudiced

attitudes and ensuring that sanctions are applied against racist and discriminatory behaviours.

In 2018, the following activities were undertaken as part of the role of the Anti–Racism Contact Officer (ARCO):

Resolving referrals regarding racist behaviour in line with school policies and procedures

Accurate records keeping of racism based referrals

Anti–racism entry in the school newsletter each month highlighting Picton HS's commitment to elimination of all forms of racism and the recourse available to students and parents/caregivers if they are racially vilified

ARCO information/contact in daily notices

Anti–racism role as ARCO referred to Year Advisors and the welfare team for welfare days

Incident record

In 2018, there were 6 formal racism based referrals to the ARCO. All of these were resolved in either an informal or formal manner. The incident rate was lower than that recorded in 2017. The types of racial vilification are as follows:

10 instance of a racial name–calling

All 10 were between students

Other school programs

Vocational education program

At Picton High School we offer an extensive range of Vocational Education and Training (VET) subjects to support students' career goals and interests. In 2018 eight VET courses were studied across Years 11 and 12 with students completing mandatory work placement to gain a certificate I, II or III. The courses included Business Services, Construction, Entertainment Industry, Hospitality – Kitchen Operations, Metals and Engineering, Primary Industries, Retail Services and Sport Coaching. In total 54 VET certificates were obtained by Picton High School students in 2018. Our students also benefited from a strong program of support for the completion of traineeships and apprenticeships.

In 2018 students in Years 11 and 12 undertook either a school–based traineeship or apprenticeship in the areas of business and retail services. All Year 10 students undertook fortnightly timetabled careers classes which helped them identify individual strengths and passions and they learnt how these could lead to post school career opportunities. Students designed career portfolios to display their resume, work experience journals, interests, strengths and characteristics. As part of our work ready program Year 10 students also participated in one week of work experience where they were able to put their skills into

action. Parents, work experience providers and students alike recognise the value of work experience in helping students develop a better understanding of what career in which they are more likely to enjoy and be successful. Our work experience program has also proven highly valuable in guiding students in their Year 11 subject selection, Australian Tertiary Admission Rank (ATAR) choice and VET subjects.

Achievements in the Arts

2018 saw a successful year for Creative and Performing Arts. A major focus was our showcases, reflective of the excellent work generated in the classroom and showcasing extracurricular activities in the disciplines of visual arts, photography, dance, music and drama. Students continue to show a strong interest in the elective creative arts and performing arts subjects offered in stage 5 and 6 and the mandatory course in stage 4.

The Picton High School concert band performed at many events across the region to hundreds of community members including, The Thirlmere Festival of Steam, ANZAC Day ceremonies, The community ANZAC Day dawn service and Remembrance Day, Buxton Carols, Wilton Carols and a number of school based assemblies and ceremonies.

Twenty three Band students along with 4 staff took their amazing talents on tour, travelling to the Bateman's Bay area. Students performed to residents of 'The Manor', an aged care facility with an audience of over 35 people. Students also performed at the Bateman's Bay's Village Centre to a large audience of delighted shoppers. The tour also consisted of a visit to the Birdland Animal Park and Mogo Gold Fields.

Our students did very well in the HSC with two music students Isaac Jenks and William Turner, gaining a band six. A very high number of band five results were also achieved across all CAPA disciplines. Thomas Adams, our Entertainment Industry Regional Group winner for audio and lighting, gained admittance to AIM for a Bachelor of Music Production/ Entertainment.

Under the direction of Mr Madern our entertainment industry students participated in a variety of community events starting with the Thirlmere Festival of Steam, Thirlmere and Picton ANZAC Day ceremonies and a number of school based assemblies and ceremonies.

Two of our students Emma Ashworth–Clement and Ella–Rose Holland were selected as talented artists to participate in the Dobell School at the National Arts School. The Dobell School aims to provide Year 11 Visual Arts students from government high schools in regional NSW and outer metropolitan areas a unique and rare opportunity to develop their skills under the guidance of professional practicing artists.

A display of creative submissions by Preliminary and Higher School Certificate Visual Arts, Ceramics, and Digital Imaging students was exhibited in the Picton High School hall in November. Students and parents enjoyed the opportunity to view and discuss the excellent works on show and to celebrate the talent and

creativity of our senior students. The rich and varied learning experiences provided by our staff were evident in the creative expression on display.

Students with a passion for art and craft had a great opportunity to participate in Art Club which ran during lunchtimes in 2018 under the guidance of teacher Mrs Amy Mathie. Students participated in a range of activities in the community and around the school from local prize competitions in the Wollondilly Shire to contributing to the large scale designs for the temporary school vinyl wraps.

In 2018 a unique opportunity became available for students to participate in the Vinyl Wrap team, coordinated by Mrs Gauci, Miss Seach and Mrs Mathie. The students and teachers designed a variety of artworks and designs as precinct images to identify faculty buildings in the temporary school, green space images to make the area feel more open, educational images related to learning, indigenous images to connect with local Aboriginality and street art images to demonstrate creativity. We would like to thank the team for their talent and efforts in designing the wonderful wraps to brighten up the temporary school.

Coordinated by Mrs Burnside and Miss Smith Extravaganza was a great success once again where our feeder primary schools and local dance groups joined us to showcase the great talent of the students within our community in the field of dance and drama.

Performing Arts Night which was coordinated by Mrs Savignano, Mr Madern and Mr Austin saw our Picton HS students put their talents on show with some fantastic musical performances. After weeks of dedicated rehearsals this week–long event was a success!

One of our talented students Chloe was identified and chosen to represent the finest high school performers internationally by performing at Sydney Opera House in the 2019 High School Honours Performance Series.

This year the CAPA faculty have continued to build strong partnerships with local primary schools, businesses and community. These experiences have provided students with opportunities to take part in real world and lifelong learning experiences.

Achievement in Sport

This year Picton HS had students represent at the Macarthur Zone, Sydney South West (SSW) and Combined High School (CHS) levels in swimming. Our house captains for the year were Amie Eagles, Olivia Mathiasch, Travis McSweeney and Taryn Godfrey. Picton HS Sports person of each year for 2018 were: Year 7:Cody Laval; Year 8: Jack McLeod; Year 9: Tiana Van Stralen; Year 10: Liam Gregory; Year 11: Louise Wyeth and Year 12: Cayden Darley. Picton HS Sports Person of the Year was Tiana Van Stralen Special memorial sport awards were also presented to the following students: The Nathan (Teddy) Graham Award to Michael Goggins, the Lachlan Simpson Award to Hunter Ackerly, the Erica Halloway Award to Joshua Hawke, the Best and Fairest Award to James Brown,

the Rookie of the Year Award to Rielly Smith, the Nicole Fitzsimons Award went to Holly Graham and the Ashleigh Brazill (Netball) Award went to Chloe Rigby. This year we introduced 4 new special awards as follows. The Waratah Shield Award to Samantha McCoskery, the Athlete of the Year to Emma Matthews, The Swimmer of the year to Cody Laval and the Long Distance runner of the year went to Jake Pizzutto.

This year for the first time since running for over a decade, the students were victorious in beating the staff in the Staff vs Student Cup which echoes the amount of talented athletes who attended Picton HS in 2018.