

# Picnic Point High School Annual Report



2018



8377

## Introduction

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

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

Mrs Sharon Byron

Principal

### School contact details

Picnic Point High School

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### Message from the Principal

Picnic Point High School was established in 1962 and has an excellent reputation for providing quality education within a caring and well-disciplined environment. The school population consisted of 1017 students in 2018 and is a dynamic learning environment that encourages all students to achieve their personal best and become responsible, informed citizens.

In 2018 the school community continued to embrace the vision of the new School Plan:

*"Picnic Point High School provides innovative, relevant and engaging learning experiences, which challenge students in a safe, inclusive and supportive learning environment. Teachers, students and the community work collaboratively to enhance the culture of high expectations in all aspects of teaching and learning. Students and staff of Picnic Point High School are encouraged and inspired to embrace learning as a lifelong process, which allows ongoing growth towards responsible and productive citizenship."*

The school's image in the community is enhanced by students' exemplary achievements in external examinations. We congratulate the 2018 dux of the year, Patrick Christodolou with an ATAR of 96.65. Other high achievers with ATARs over 90 include: Tiffany Nguyen 96.35, Katie Vernon 95.30, Jasmin Avramovski 92.10, Thomas Bush 90.95, Natasha Stengos 90.75, Brianna Levar 90.65, and Abbey Leedow and Timothy Gray both on 90.25.

#### **In the 2018 Higher School Certificate:**

- Nine students scored an ATAR of 90 and over;
- Students achieved 36 band 6s;
- 62% of Year 12 students received at least 1 band 5 and/or 6;
- 22 student results were published on the NSW Education Standards Authority (NESA) HSC Distinguished Achievers list.

The wide range of students' sporting achievements contributes to the strong reputation of the school. Picnic Point High School students and sporting teams perform with distinction in Bankstown Zone, Sydney South West Region and at NSW Combined High Schools.

There is also a long standing Performing Arts tradition and extra-curricular participation; Music, Dance and Drama are very popular and successful programs at the school. Performing Arts events also highlight the talents of our students in VET Entertainment classes; these students are responsible for running the technical aspects of all shows and events throughout the calendar year.

Picnic Point High School offers a comprehensive and diverse curriculum, including four Vocational and Education and

Training framework courses; Construction, Entertainment, Sports Coaching and Hospitality in Years 11 and 12. These programs are concurrent with strong, nurturing student welfare programs ensuring we are working towards meeting the holistic needs of all students.

The Parents and Citizens Association supports the school in partnership with teachers to collaboratively influence the future directions of the school. Senior Executive monitor and ratify financial budgets and reports, develop broad policies in relation to education and student welfare and ensure school facilities meet the needs of the school community.

At Picnic Point High School, we strongly believe that positive interpersonal relationships are the single most important ingredient in a successful school. Students, parents, visitors to the school and teachers remark on the positive, sociable, friendly and warm atmosphere. Such a feeling cannot be mandated. It is the essence and culture of our school and is the product of students, parents and teachers learning together.

I certify that the information in this report is the result of a rigorous school self–assessment and review process undertaken with staff, parent and student leaders and provides a balanced and genuine account of the school's achievements and areas for development.

Mrs Sharon Byron

Principal

### **Message from the school community**

Picnic Point High School Parents and Citizens Association (P&C) enjoys an active and collaborative role within the school community. We follow the P&C Federation values supporting inclusive programs that impact positively on all students irrespective of culture, gender, academic ability or socio–economic status.

Members meet monthly with our school Principal, Mrs Byron and executive staff to discuss school programs and how we might support them in a financial or physical sense. Recent success in this collaborative process has included seeking funding for school air conditioning through the 'Cooler classrooms program.' This year we are in the process of seeking 50% funding for a major canteen upgrade to support our implementation of the 'Healthy school canteen strategy.'

We are proud that our canteen is one of few in the area that is P&C managed. This means that significant funds are raised and regularly injected into school programs. In recent years our financial support has included upgrading the school library, a Technology classroom, Cafe area for Food Technology, stage lights and sound for the school hall, and regular contributions to other ongoing school projects.

We look forward to continuing our support of the school and its future programs.

Louise Steinfurth

P&C President

### **Message from the students**

Over the past year, a lot has happened at Picnic Point High School (PPHS). After the 2018 Student Leadership Camp, the student leadership team introduced an initiative to create a more environmentally friendly school. Some of these initiatives included the introduction of recycling bins and attempts to reduce waste from the canteen. We have also continued to see excellence in our sporting achievements and great participation from the school at large. As a school, we celebrated International Womens' Day with guest speaker Libby Hanrahan who is the only female helicopter paramedic in NSW. It was a privilege for us to have her share her time and inspirational story with us on the day. Overall, PPHS continues to progress and grow as a community and it is an honour to be part of the school as well as part of such a strong leadership team.

Madeline Gordon & Nathan Bates

School Captains 2018–2019

## School background

### School vision statement

Picnic Point High School provides innovative, relevant and engaging learning experiences, which challenge students in a safe, inclusive and supportive learning environment. Teachers, students and the community work collaboratively to enhance the culture of high expectations in all aspects of teaching and learning. Students and staff of Picnic Point High School are encouraged and inspired to embrace learning as a lifelong process, which allows ongoing growth towards responsible and productive citizenship.

### School context

Picnic Point High School is a comprehensive co-educational secondary school established in 1962 with 1017 students enrolled in 2018. There are 74 teaching staff with a diverse range of experience. The growth in student numbers in recent years has enabled the school to offer a diverse curriculum while still maintaining strong, nurturing student welfare programs.

28% of students are from backgrounds where a language other than English is spoken at home and 3% of students identify as Aboriginal. The Special Education faculty consists of three support classes (1 IM, 2 IO). The school has an outstanding and proud reputation in the community for providing quality education within a supportive and well-disciplined environment. Our school's image in the community is enhanced by students' exemplary achievements in external examinations and their involvement in student leadership programs. The post school data indicates a successful school transition which is highlighted by a high level of tertiary admissions, vocational education and training and workforce employment. There are established traditions in providing a wide variety of opportunities in sport and the school has a long history of excellent student performance. There has also been a long standing Performing Arts tradition and extra-curricular Music, Dance and Drama continue to be both very popular and successful programs at Picnic Point High School. The Parents and Citizens Association supports the school in partnership with teachers to collaboratively and positively influence the future directions of the school.

## 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 its annual 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**, Picnic Point High School's primary focus has been on Learning Culture and Assessment. Teachers have demonstrated their commitment to undertaking professional learning as well as implementing learning intentions and success criteria school-wide to enhance students' progress and growth mindset. Our school has also continued to develop our Gifted and Talented program, student mentoring opportunities and participated in the Archibull Prize Program. These developments have cumulatively established high expectations for all students in their learning and have shown that the school is now operating at the Excelling stage of the School Excellence Framework in Learning Culture. Additionally, in the element of Wellbeing, our school has also maintained the standard of Excelling through the exemplary work of our Head Teacher of Welfare, Learning and Support Team, Year Advisers and Deputy Principals. Moreover, Picnic Point High School is now also Excelling in the element of Reporting by making use of a range of methods to report on student progress as well as to communicate with parents and the community. In the elements of Assessment and Student Performance Measures, our school is Delivering in accordance with initiatives in our School Plan to formatively assess and reflect on student progress. Our development in monitoring Student Performance Measures will continue to improve through staff Professional Learning.

In the **domain of Teaching**, our priorities have been Effective Classroom Practice as well as Learning and Development. This has been reflected in the strategic directions of our School Plan targeting differentiation and formative assessment. By focusing on these pedagogical practices in professional learning as well as sharing examples of best practice, our staff have maintained our school's standard of Sustaining and Growing in the School Excellence Framework's elements of Effective Classroom Practice, Learning and Development as well as Data Skills and Use. Our professional development of teachers has continued to support teachers' ongoing improvement to increase student achievement in literacy and numeracy. For numeracy in particular, our school was publicly recognised when we were visited by the Premier, Gladys Berejiklian, for our students' success in NAPLAN. Further, in the element of Professional Standards, our school is operating at a Delivering standard in accordance with the School Excellence Framework and

will continue to improve this through our Lesson Observation Program, mentoring of early career teachers as well as instructional leadership.

At Picnic Point High School, the leadership team consistently strives to drive initiatives to enhance teacher efficacy as well as students' achievement. As such, members of the school leadership team have continued to communicate school priorities in accordance with changes in our School Plan and have led an array of programs. These have included the Instructional Leadership Program and the Aspiring Leaders Program to enhance the capacity of all staff to implement strategic directions as well as collaborative practices to achieve educational priorities. Evidence confirms that in the **domain of Leading**, the school is Sustaining and Growing in both the Educational Leadership as well as Management and Practices elements. Concurrently, in the elements of School Planning, Implementation and Reporting as well as School Resources, Picnic Point High School is Excelling.

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

### Innovative Learning

#### Purpose

To deliver a learning environment of high expectations that is built around the fundamentals of quality curriculum and innovative opportunities that provide collaborative, connected and self-directed learning experiences where students of a wide range of ability levels develop a growth mindset.

#### Overall summary of progress

In 2018, a 12 day Year 7 Transition Program was implemented which included team building activities, welfare lessons and a PBL. The Project Based Learning (PBL) Team was formed in 2017 which comprised of a staff representative from all KLAs. This team developed the PBL program and the accompanying resources for Year 7 teachers to deliver well sequenced lessons where the students focused on developing their soft skills by working in small teams to design, create and present a project model.

As an exemplar for cross-curricular, the Humanities and STEM COG was developed in 2017 and executed successfully in 2018. All Year 7 students worked on a Humanities COG that combined Visual Arts, Geography, History and English to complete a focal project that drew inspiration from the KLAs to help students transition into these subjects and achieve the initial outcomes. To support their transition into Year 8 and engage students at the end of the year, Year 7 completed a STEM COG which allowed them to understand how skills and concepts across TAS, Science and Mathematics can be brought together to achieve success and meet targeted outcomes.

In 2018, a more formalised identification process was put in place for Year 7 and 8 to allocate students to the gifted stream and the Year 9 GAT mentoring program commenced. The Year 7 Extension class also participated in the Archibull Project which was an extremely successful vehicle for student enrichment and differentiation. Staff received professional learning on growth mindset and a parent information workshop was also presented in Term 4.

Teachers continued to use the reading comprehension strategies in their teaching in 2018 and all faculties focused on the visualising strategy with all Year 9 classes in Semester 1. In Semester 2, a pilot program was run and lead by our aspiring leaders called Lesson Study, where the focus was on writing scaffolds.

The Numeracy leaders worked with the Year 8 Mathematics classes in 2018 by implementing the RUCSAC strategy.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Year 9 GAT students not to demonstrate a decline in NAPLAN growth.	\$2675 PL, \$643 Mind Marathon Year 8, \$140 supplies, \$450 Archibull casual relief.	Identification process for GAT students determined and actioned. Baseline results obtained from Year 7 2018 NAPLAN highlighting 7E (Extension class), all Year 7 students will be tracked through to NAPLAN 2020. Two Year 8 GAT classes formed (8S and 8T) in 2019.
70% of Stage 5 GAT students value their mentorship.	GAT co-ordinator analysis of data.	Results from our survey exceeded expectations with 100% of Stage 5 GAT students valuing their mentorship.
Increase in TTFM student engagement profile data (3 year trend).  Meet the state average for engagement and motivation in Years 7-9.	HT T&L analysis of data.	Our results in TTFM 2018 were below those recorded from across the state in Intellectual Engagement composite and students who are Interested and Motivated. Year 7 and Year 8 2018 responses will be tracked and analysed in 2019 along with our new Year 7 2019.
Increased proportion of students achieving expected growth in Literacy and Numeracy.	HT T&L analysis of data.	Baseline data obtained Year 7 2018 NAPLAN and Year 7 2019 Best Start.

## Next Steps

In 2019, the Transition Program along with the PBL and COG will be refined. The respective teams met in 2018 where each team evaluated and refined their programs after collecting feedback from parents, staff and students.

In 2019, teachers understanding of catering for GAT students will be a professional learning focus. The GAT mentoring will expand to another year group and the GAT projects will continue to be delivered to our Stage 4 Extension classes.

In 2019, the Lesson Study program will continue and will expand to involve more teachers, whilst the Numeracy term RUCSAC will be introduced to all KLAs as a whole school approach. The Best Start Year 7 assessments will also provide useful data to assist in identifying those students who require additional support.



## Strategic Direction 2

### Teaching Innovation

#### Purpose

To further enhance the professional development of all staff to incorporate learning opportunities, quality assessment and evidence based practice to move student learning forward. By fostering student learning and effective teaching through research driven approaches, students are encouraged to work towards maximising their full potential.

#### Overall summary of progress

In 2018, all teaching staff committed to Visible Learning strategies to improve teacher clarity and student outcomes. Learning Intentions and Success Criteria (LISC) were implemented into Stage 4, with laminated cards developed and distributed to all classrooms. These cards were used on the main whiteboard at the front of classrooms to serve as a prompt for teachers and students to:

1. Ensure all students know what they are going to learn and where they are heading.
2. Provide guidance to teachers on what their chosen teaching and learning activities are seeking to achieve.

Milestones included embedding LISC in teaching practice for Stage 4. Students were also provided the flexibility to write the LISC in their subject books or diaries.

The second process in this direction related to Formative Assessment for teachers to "Know Thy Impact". In 2018, PPHS developed pre and post tests across faculties to observe the effect size from the beginning to the end of each topic in each subject. Staff used an Effect Size Calculator based on John Hattie's research to analyse their pre and post test results with at least one class. Teachers who were able to achieve an effect size of 0.4 or above with their class meant their students were "on track" to achieve one year's growth in that subject area.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increased levels of student engagement in TTFM data sets (2019–20) <ul style="list-style-type: none"><li>• Intellectual engagement composite</li><li>• Students who are interested and motivated</li><li>• Effort</li></ul> (Benchmark data is to be included post 2018 survey)	HT T&L analysis of data.	Our results in TTFM 2018 were below those recorded from across the state in Intellectual Engagement composite, Students who are Interested and Motivated, and Effort. Year 7 and Year 8 2018 responses will be tracked and analysed in 2019 along with our new Year 7 2019.
Value-added (7–9 SCOUT) to achieve SEF2 Sustaining and Growing	HT T&L analysis of data. \$10 000 Faculty analysis of data from pre and post tests. PL, design and implementation of test types.	Baseline data from 2017–2018 Value –Added Year 7–9 is at Delivering. However, NAPLAN 9–HSC (Year 9–12) is Excelling 2016–2017. Pre and post tests to determine effect size(ES), calculator for ES available to all faculties.
Learning Intentions and Success Criteria are explicitly visible as a teaching and learning strategy in all classrooms	\$1600 planning time, \$1600 Visible Learning release for PL, \$5000 Whiteboard purchases, \$2700 for Faculty PL and resources.	Learning Intentions and Success Criteria (LISC) visible in all Stage 4 classrooms. Laminated signs provided for each classroom to be displayed on the main teaching whiteboard at the front.

#### Next Steps

In 2019, LISC will be implemented across all Stage 4 and 5 classes for all teachers. A PMI (Plus Minus Interesting)

survey will be completed by staff in Semester 1 while a sample of students will be surveyed in Semester 2. The milestones have been modified to allow teachers to develop LISC at early stages prior to implementing more sophisticated LISC for Stage 6 classes. The intentions can focus on knowledge, skills, or understanding of terms. Teachers are required to use language that is accessible to all students or provide differentiation where possible.

Formative assessment strategies will continue to include pre and post testing and using the Effect Size calculator to achieve a calculation of 0.4, leading to at least one year's growth for each student per subject. Other less traditional methods of assessment will also be implemented in 2019 such as Mindmaps and Sequencing along with a grading system of A–E (to align with the initial system of marks) to cater for more practical subjects but still allowing for collective efficacy amongst teachers.

Other technology based formative assessment strategies will be researched, implemented and reviewed throughout the year to determine the most innovative and practical strategy for our setting.



## Strategic Direction 3

### Innovative Leaders

#### Purpose

To promote a culture of excellence by developing the capacity of staff in innovative teaching and learning practices which is highlighted by the inextricable link between wellbeing and learning.

All professional learning is linked to the Australian Professional Standards for Teachers to ensure quality practice and leadership development.

#### Overall summary of progress

In 2018, we established a culture of teaching excellence through collaboration and demonstration. Staff were provided opportunities to work alongside with one of three Deputy Principals and/or the Principal in their classroom as Instructional Leaders across one cycle and with at least three teachers from their area of responsibility. These experiences enabled the Senior Executive opportunities to provide guidance and mentoring within the classroom environment whilst fostering innovative practice and further development of teaching methodologies. Teachers were encouraged to try different things which enabled them to build their capacity to be innovative whilst having additional support to monitor students who may require additional assistance or direction.

During Instructional Leadership, and throughout interactions with students 1:1 or in whole groups, staff directed students to the Common Values Model (CVM). This allowed for all staff to use a common language to re-direct students where necessary in regards to Respect, Responsibility and Participation.

The Aspiring Leaders Program has enabled self-nominated staff to liaise with a respected external mentor to help guide their professional pathway. The mentor provided individualised advice and professional reading based on current research and department directions to teachers in various stages and roles in their career. All participants were offered opportunities to undertake a variety of leadership roles within the school to gain experience.

Another important process in this direction is the establishment of the Learning and Wellbeing Action Team (LWAT). This team conducted meetings prior to Executive meetings to allow for discussion of tier 3 students and any plans developed for risk/behaviour/learning. The team consists of Head Teachers, the Senior Executive and School Counsellors.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
The Senior Executive to participate in at least three cycles of Instructional Leadership.	\$4336 for 4 Senior Executive release over 8 periods x 3 cycles each	Embedding of Common Values Model (CVM) and Visible Learning strategies into classrooms by the Senior Executive and classroom teachers. The Senior Executive have also provided alternate teaching and discipline strategies that were non KLA specific giving teachers options and support in real time situations.
Majority of staff use the Common Values Model when interacting with students.	\$5600 Lesson observations (LORF), and Instructional Leadership, student diaries, Year 7 Transition Program.	The Principal through to the classroom teachers are using CVM in interactions with parents and students to reinforce "Respect Responsibility and Participation" across all aspects of school life.
All beginning executive members and aspiring leaders have completed specific professional learning to meet their leadership development goals.	\$6200 Aspiring Leader Mentor	All staff provided opportunities for support along their professional journey.

#### Next Steps

In 2019, we will continue to provide innovative leadership through these successful programs. Instructional Leadership will be refined and offered to more staff. The Senior Executive will target areas of the school plan to embed in their demonstration lessons and work with teachers to develop innovative practices across different KLAs. The Common Values Model will continue to be implemented from the Year 7 Transition Program right through to Stage 6. All staff will work together to ensure the CVM is highly visible in their classroom through the posters and interactions with students both formal and informal. The Aspiring Leaders Program will continue to support all staff and whole school Professional Learning will be aligned to the Australian Professional Standards for Teachers (APST). The Learning and Wellbeing Action Team will continue to focus only on tier 3 students ensuring all faculties are well prepared for "high needs" and/or "at risk" students along with any new enrolments who may need additional support to ensure successful transition to Picnic Point High School.



Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	\$20 348	Continue with successfully established programs: NRL School to Work Program. Edible Garden: Planting completed and a maintenance program established. PLPs and tutoring, paintings, Belonging Program, Reconciliation Week.
<b>English language proficiency</b>	\$43 890	This funding allowed for the employment of additional staffing to provide support to students in the classroom and also provide opportunities for students to be withdrawn from the classroom to provide individual support.
<b>Low level adjustment for disability</b>	\$95 759	This funding allowed for the employment of Learning and Support and SLSO staff to support students. This included supporting students with Individual Learning Plans (ILPs) as well as supporting teachers to differentiate the curriculum for students with learning needs.
<b>Socio-economic background</b>	\$189 737	This funded the following school priorities: <ul style="list-style-type: none"> <li>* employment of a third Deputy Principal.</li> <li>* Higher duties of a classroom teacher to take on the role of Head Teacher Administration.</li> <li>* Additional 0.6 staffing to support school priorities.</li> </ul>
<b>Support for beginning teachers</b>	\$27 572	Feedback forms from ECT and Induction program.
<b>Environment</b>	\$0 <ul style="list-style-type: none"> <li>• Re-use of A4 ream boxes for classroom recycling.</li> <li>• Donation of bins from our community for the main quad.</li> <li>• Donations of native plants from Bankstown Council.</li> </ul>	Recycled paper bins placed in all class rooms.  Recycled can and bottle bins in the main quad.  Native plants grown in environment by Year 10 and Year 8 students.
<b>Boys Education/Boys Mentoring</b>	\$1 000  2 teacher release days	This team conducted a program review. Ongoing implementation is delayed due to limited mentors available.



## Student information

### Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	547	582	584	564
Girls	467	445	441	434

Enrolments at Picnic Point High School are consistently at or above 1000 students every year. The information above shows there has been a decrease in enrolments of girls by 7% since 2015, however, over the same period boys have increased by 3%. In 2018, girl to boy ratios were 43:57 and total enrolments dropped below 1000 during the census period. Enrolments returned to 1000 soon after and next year's census should reflect a more consistent pattern with previous years.

### Student attendance profile

School				
Year	2015	2016	2017	2018
7	93.3	94.5	92.4	92.8
8	91.4	91.2	91.2	89.8
9	90	90.4	90.4	90.5
10	88.3	88.7	88.4	86.6
11	88.6	86.4	89.8	87.3
12	90.2	91.4	87.6	89.5
All Years	90.4	90.5	90.1	89.5
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

Attendance rates at Picnic Point High School are higher than the State Department of Education (DoE) average for all Years 7–12. Whilst this is a good result, when compared to our school's previous years, we have room for improvement. The overall attendance rate for all years combined has dropped below 90% for the first time in this four year period. Changes from 2017

attendance shows a slight increase in Years 7 and 9, with the greatest improvement of 2% by Year 12 students.

Whole school programs including: fortnightly meetings with the Deputy Principals and HT Welfare along with fortnightly meetings with Year Advisers and the HT Welfare identify students who are declining in attendance and/or behaviour. Weekly Millennium reports are provided to Deputy Principals to monitor positive and negative behaviour and daily attendance sheets are provided by email to all staff.

Parents can monitor their child's attendance through the Parent Portal of Millennium, additionally, they are contacted via a text message by 10.30am on the day their child is absent from school. Attendance letters are sent where an absence has not been adequately explained after three days. Ongoing poor attendance is referred to the Home School Liaison Officer at the regional DoE office.

Overall, in 2018 our school was 1.1% above State DoE attendance profiles for All Years which is our highest margin over the 2015–2018 period.

### Structure of classes

In Stage 4, most classes are of mixed ability with one extension class in Year 7 and Year 8. The extension classes have been formed after careful analysis of qualitative and quantitative data. This data was obtained from various assessments and observations including: NAPLAN, MYAT, Year 7 PBL and Primary School handover information.

## Post-school destinations

Proportion of students moving into post-school education, training or employment	Year 10 %	Year 11 %	Year 12 %
Seeking Employment	0	1	8.1
Employment	8	10	11
TAFE entry	1	3.9	8.1
University Entry	0	0	59
Other	5.6	2.3	0.7
Unknown	1	0	8.1

## Year 12 students undertaking vocational or trade training

In 2018, 34% of Year 12 students were involved in Vocational or Trade Training.

Subjects studied and student numbers are as follows:

- Construction, 12
- Entertainment, 6
- Hospitality, 9
- Human Services, 5
- Retail, 1
- Sports Coaching, 11
- Animal Studies, 2

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

In 2018, we had 136 students sit for the HSC exams or obtain equivalent Vocational Educational Qualifications. Nine students scored an ATAR of 90 or above in the HSC with 22 students listed on the HSC Distinguished Achievers list on the NESA website.

## Workforce information

### Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	2
Head Teacher(s)	11
Classroom Teacher(s)	51.3
Learning and Support Teacher(s)	1.5
Teacher Librarian	1
School Counsellor	1
School Administration and Support Staff	15.17
Other Positions	1

\*Full Time Equivalent

1% of all school staff are from Indigenous backgrounds.

### 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	28

## Professional learning and teacher accreditation

All RAM Funds for professional learning (PL) are expended in the year that they are granted. Staff regularly engage in whole school professional learning on key school and DoE policies and whole school priorities as outlined on the School Plan. This PL occurs on School Development Days at the beginning of Term one, two and three, and four twilight sessions scheduled throughout the calendar year in lieu of the final two School Development Days at the end of the year.

Staff also have an opportunity to submit an application for additional professional learning tailored to their individual needs throughout the year. Staff are required to submit an application which outlines how the professional learning aligns with their Professional Development Plan (PDP) goals, priorities and the School Plan.

In 2018, all staff participated in the Lesson Observation Program at least on two occasions. This provided a valuable opportunity for staff to engage in professional learning to extend and refine their teaching and learning practices. During the year, 12 staff members participated in Lesson Study as part of the Strategic Direction 3 Aspiring Leaders Program. All members completed professional learning on the Lesson Study Model, worked as a team to observe each others' lessons with a focus on scaffolding to assist student writing. The teachers then evaluated their respective lessons and the impact they had on the writing quality of students.

## Financial information

### Financial summary

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

	2018 Actual (\$)
<b>Opening Balance</b>	855,546
<b>Revenue</b>	11,008,408
Appropriation	10,472,379
Sale of Goods and Services	21,062
Grants and Contributions	498,646
Gain and Loss	0
Other Revenue	5,525
Investment Income	10,798
<b>Expenses</b>	-10,959,075
Recurrent Expenses	-10,959,075
Employee Related	-9,945,088
Operating Expenses	-1,013,987
Capital Expenses	0
Employee Related	0
Operating Expenses	0
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	49,333
<b>Balance Carried Forward</b>	904,879

The balance carried forward of \$904 879 is comprised of \$114 290 from 6100, \$785 363 from 6300, and \$5226 from third party P&C funds.

Funding has been set aside for maintenance and upgrade of school facilities including:

- Painting of school classrooms, hallways and staff areas.
- Kitchen and amenity upgrades across the school.
- Furniture and equipment replacement in classrooms and faculties.
- School Hall upgrade.
- Automatic school gates to ensure the safety of students and staff.
- Re-structure of perimeter fencing to assist safe and orderly entry and exit for students to school bus lines.

## Financial summary equity funding

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

	2018 Actual (\$)
<b>Base Total</b>	8,672,540
Base Per Capita	204,356
Base Location	0
Other Base	8,468,184
<b>Equity Total</b>	508,972
Equity Aboriginal	20,348
Equity Socio economic	189,737
Equity Language	46,958
Equity Disability	251,928
<b>Targeted Total</b>	701,610
<b>Other Total</b>	110,376
<b>Grand Total</b>	9,993,497

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.

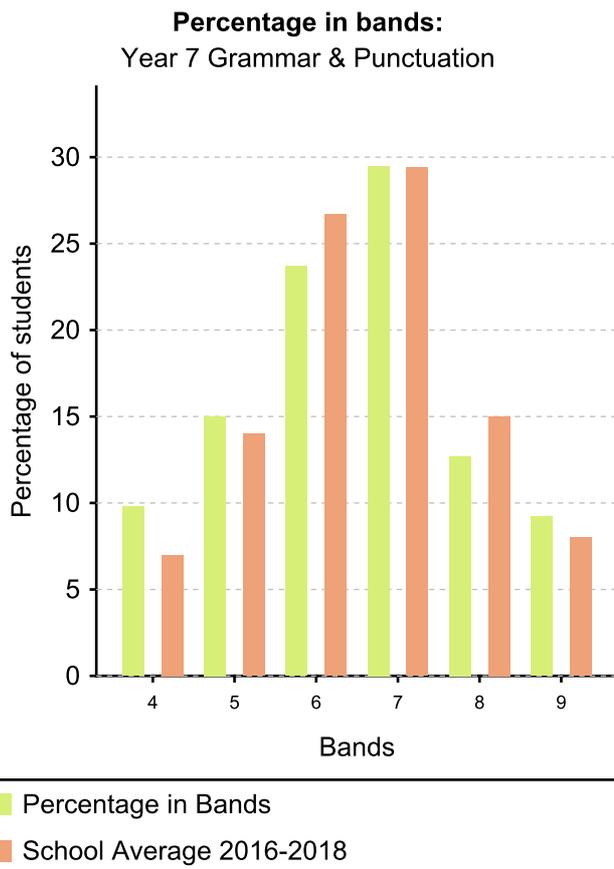
From 2018 to 2020 NAPLAN is moving from a paper test to an online test. Individual schools are migrating to the online test, with some schools attempting NAPLAN on paper and others online.

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.

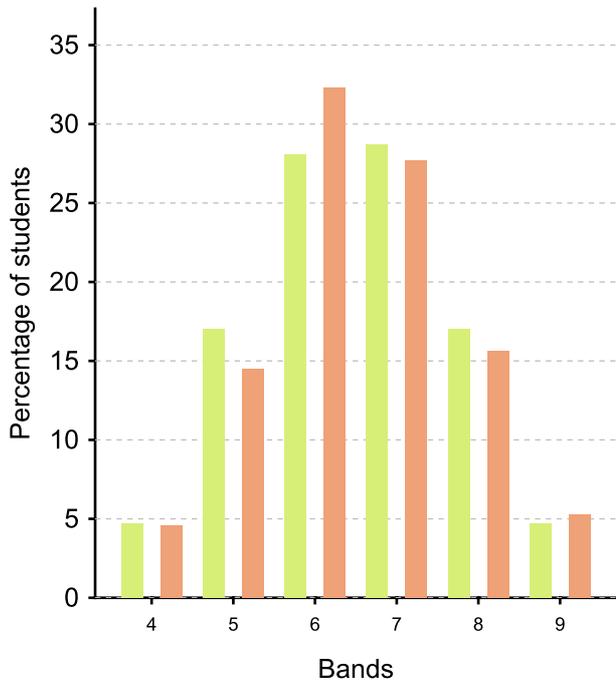
In Literacy for 2018, there was an increase in students

at or below minimum standards for Year 7 Grammar & Punctuation and Spelling and a decrease in the higher bands compared to our school average 2016–2018. Results in Year 9 Grammar & Punctuation and Spelling show a reduction in the number of students in the lower bands but also a decrease in the higher bands. Year 9 Reading results showed a 4% improvement in band 8s which is the greatest improvement in this cohort.

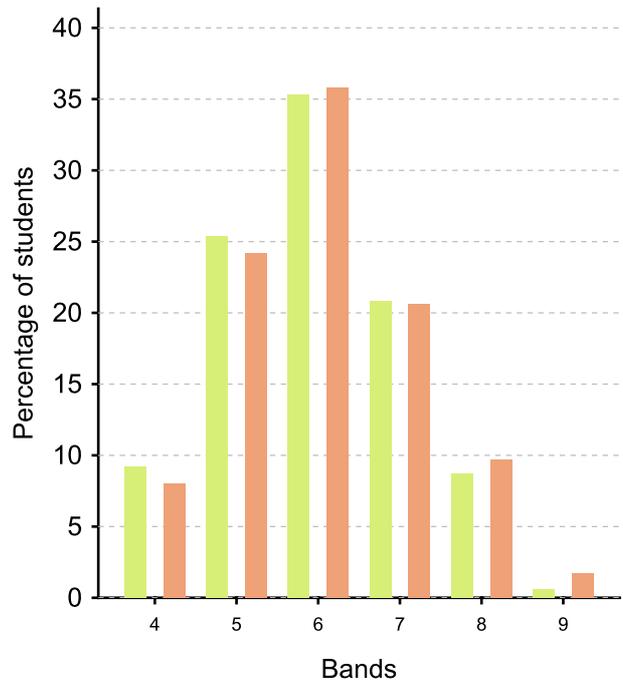
In Year 7 and Year 9 Writing there are students in the bottom bands and a reduced number in bands 9 and 10 compared to previous years. A whole school focus on writing using strategies such as scaffolds and templates has been established through Lesson Study across all key learning areas to improve Writing results.



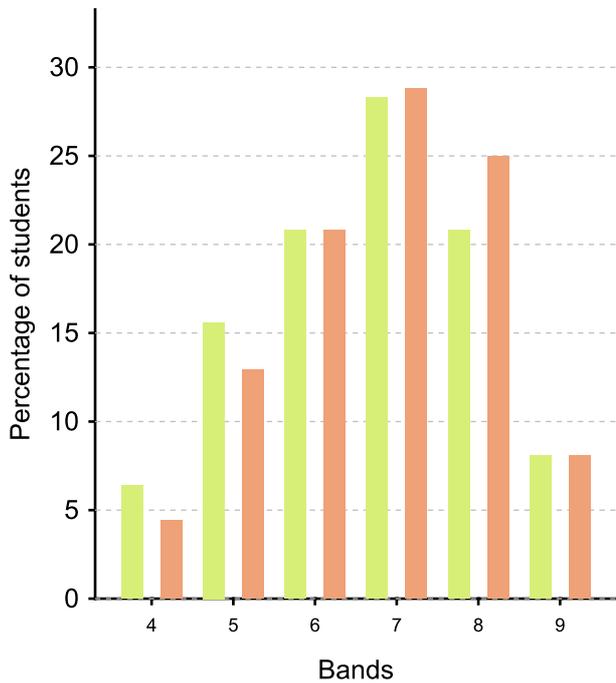
**Percentage in bands:**  
Year 7 Reading



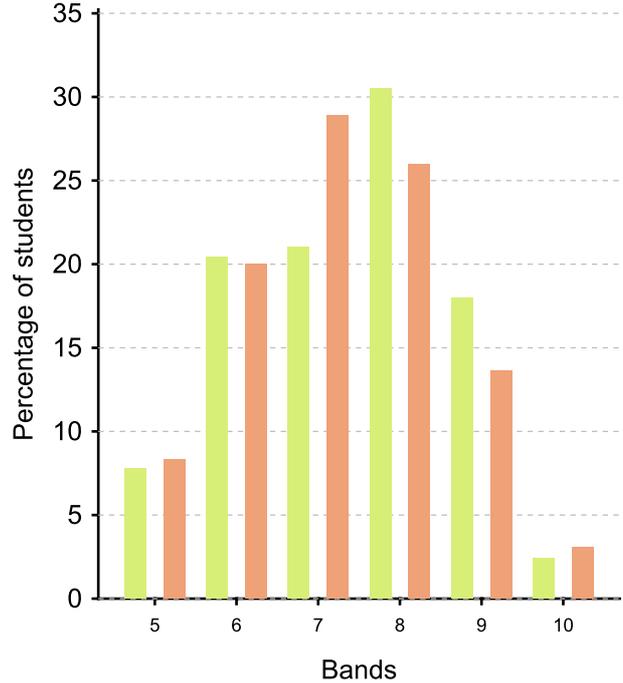
**Percentage in bands:**  
Year 7 Writing



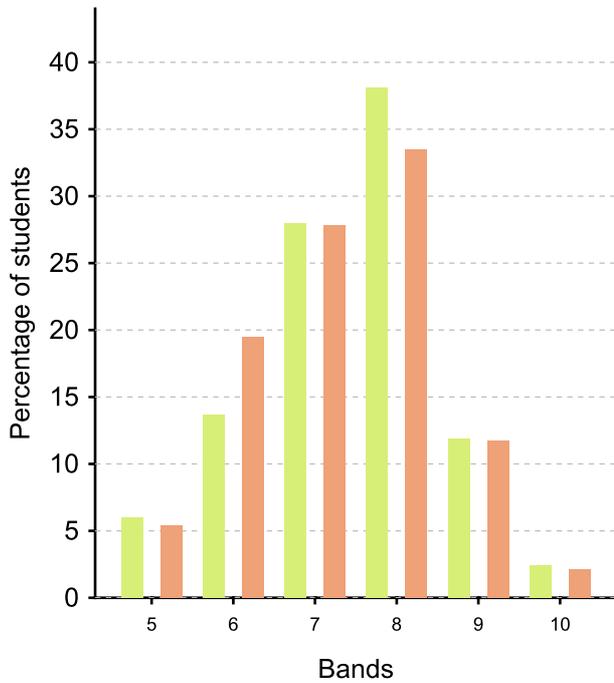
**Percentage in bands:**  
Year 7 Spelling



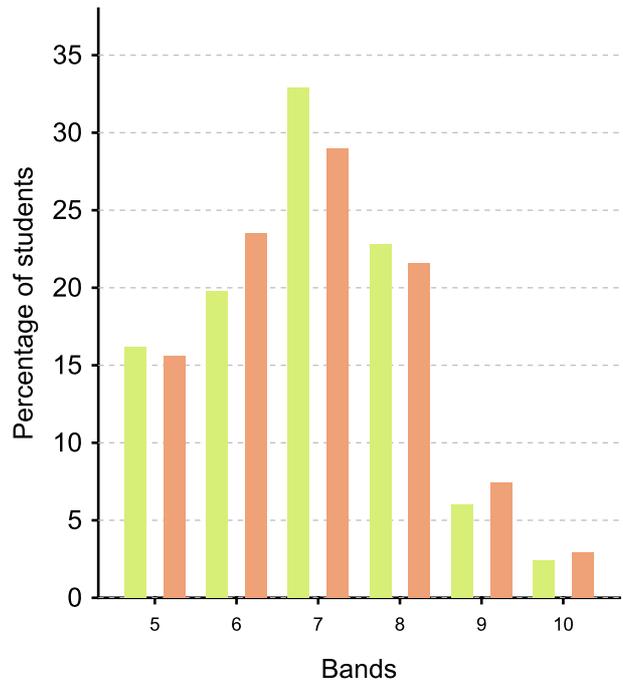
**Percentage in bands:**  
Year 9 Grammar & Punctuation



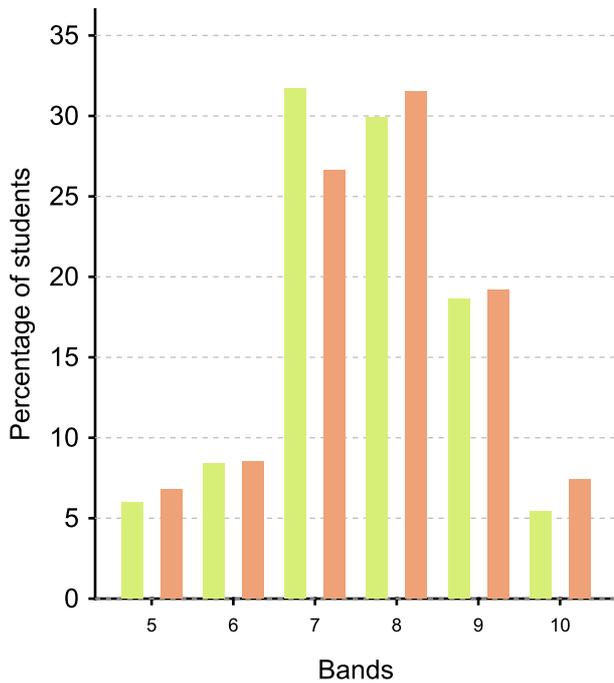
**Percentage in bands:**  
Year 9 Reading



**Percentage in bands:**  
Year 9 Writing



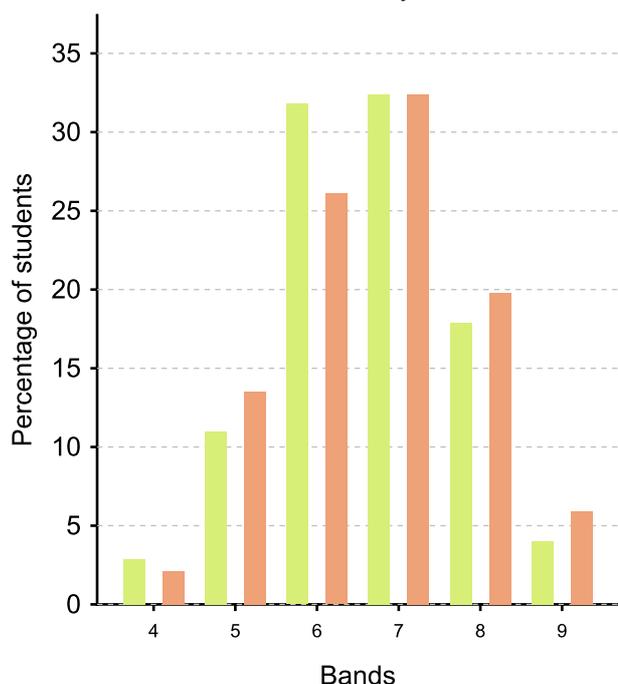
**Percentage in bands:**  
Year 9 Spelling



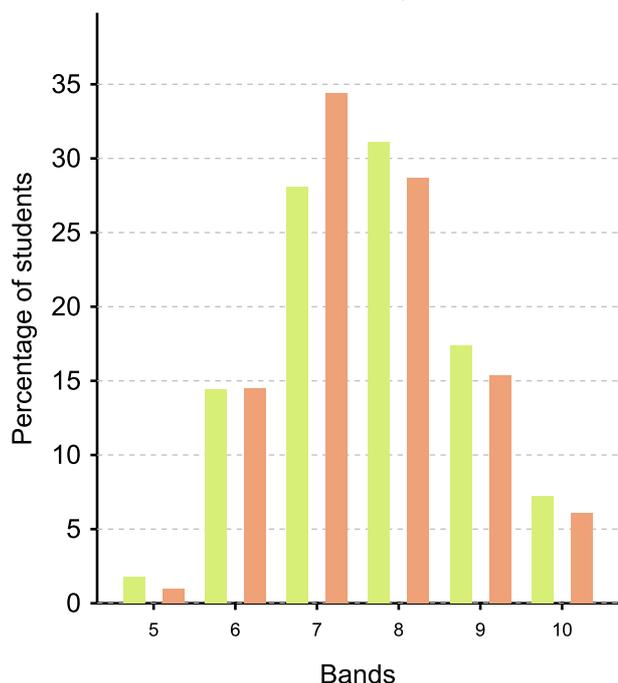
NAPLAN Numeracy for 2018 at Picnic Point High School resulted in 65% of Year 7 students achieving a band 6 or 7 which is above the national minimum standards, however, there was a reduction in bands 8 and 9.

In Year 9 Numeracy, 55% of students achieved the highest bands 8, 9, 10, compared to the schools average over 2016–2018, this was an improvement of at least 1% in each band. Unfortunately, there was a 1% increase in band 5 results, which is below the national minimum standard.

**Percentage in bands:**  
Year 7 Numeracy



**Percentage in bands:**  
Year 9 Numeracy



*Improving Aboriginal education outcomes* for students in the top two NAPLAN bands. Our Indigenous students have completed Personalised Learning Plans to set goals for their learning and organise their time to target specific areas of need assisted by our staff in the Learning Centre.



### Higher School Certificate (HSC)

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

In 2018, the Ancient History Year 12 students excelled in the Higher School Certificate, improving our own School Average 2014–2018 by 3% and the State Average by a massive 12%.

In many other subjects, we were also above the State Average and Similar School Cohorts by as much as 7%, these subjects are: Biology, Business Studies, English Standard, Geography, Legal Studies, Mathematics, Mathematics General, Modern History, Personal Development, Health, and Physical Education, Society and Culture.

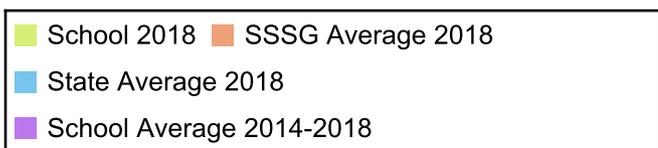
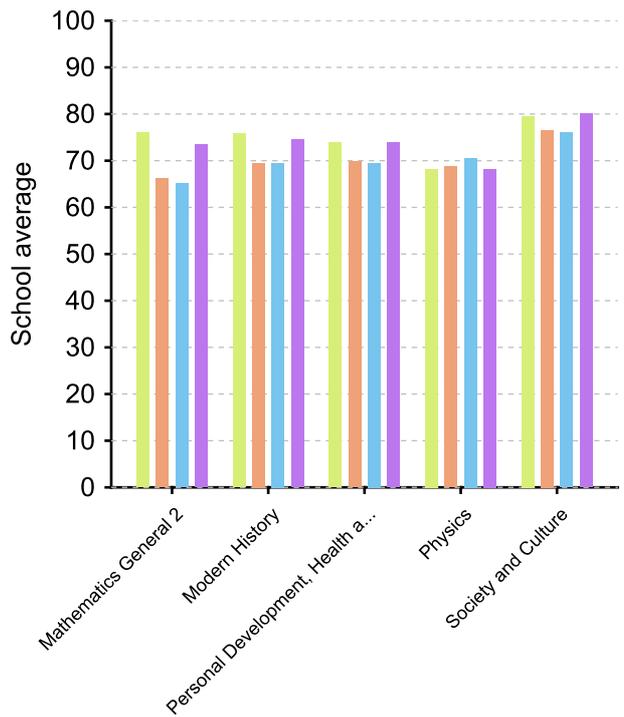
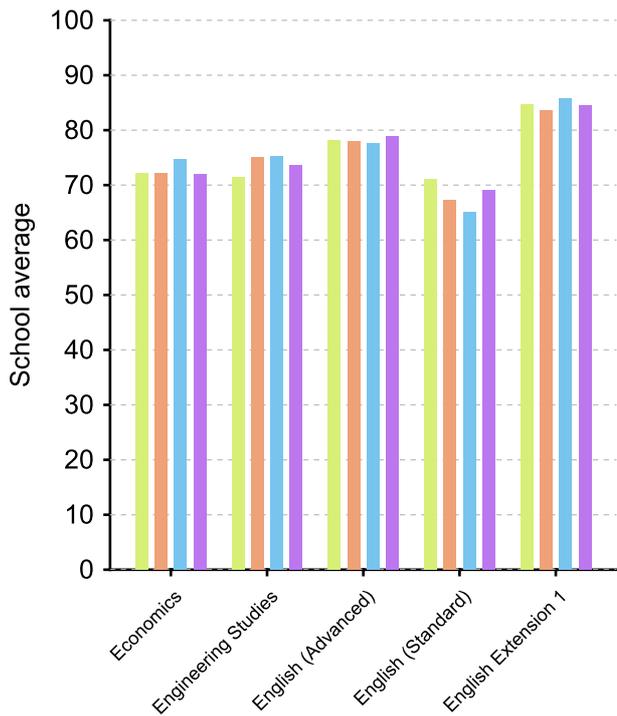
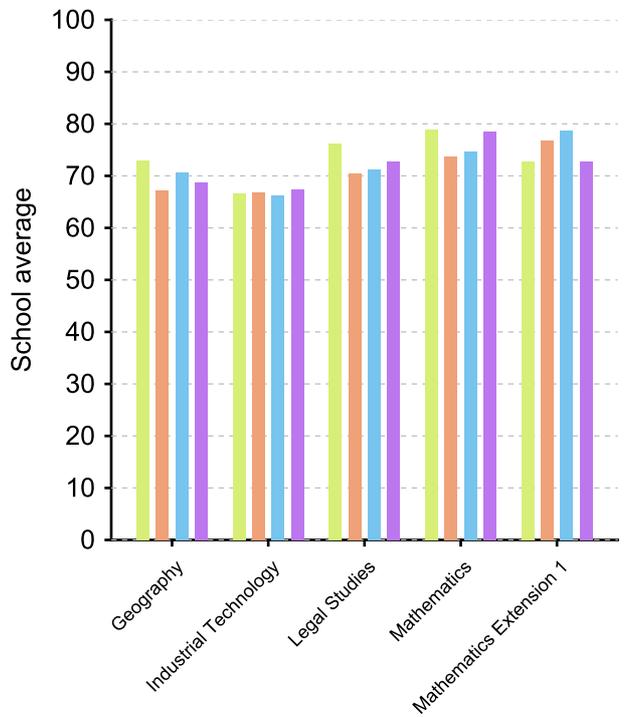
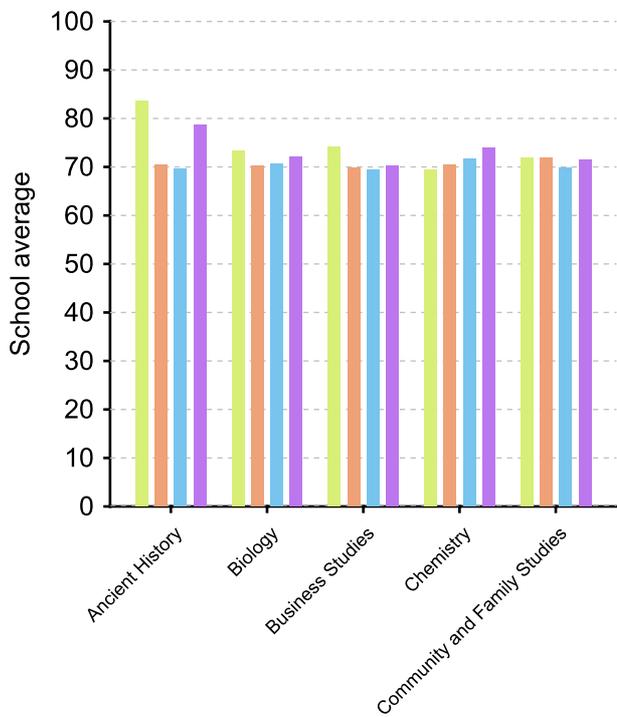
The number of band 6s have steadily increased in Ancient History since 2014, and in 2018, there were no band 1 or 2 results. Other subjects showing strong band 5 and 6 results over several years are: Business Studies, English Advanced, Legal Studies, Mathematics General 2, Music 1, Society and Culture.

Visual Arts have maintained a strong six year history of students achieving results in only the highest bands (4,5,6). This subject has consistently produced a minimum number of 10% band 6s, 40% band 5s, and last year eliminating the lowest bands (1,2,3) from their results.

Furthermore, 100% of English Extension 1 students achieved an E3 or E4 result (top two bands in extension subjects), while 100% of Music Extension students achieved an E3 band.

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.

In accordance with the *Premier's Priorities: Improving education results* and *State Priorities: Better services* –



## Parent/caregiver, student, teacher satisfaction

In 2018, PPHS again participated in the Tell Them From Me (TTFM) survey. These surveys gave parents and students a voice to share individual and group perceptions across a complex cross-section of educational indicators. This data was used during the School Excellence Framework Self-Assessment and is relied upon as a mechanism for improvement during our school evaluation cycles which are completed annually, to obtain and authenticate progress towards completion of school strategic directions and priorities. We will continue to deliver the surveys annually. A snap-shot of the results from the TTFM student survey are below.

The TTFM survey included ten measures of student engagement alongside the five drivers of student outcomes. For each aspect of engagement, students were asked to indicate the extent to which they agreed or disagreed with a number of statements, such as "I get along well with others at school" with student scores represented on a 10-point scale. Similar criteria were established for participation in sports and clubs and school attendance.

The school results of our students indicated higher percentages than those recorded by students from across the Department of Education in the following areas:

- Participation in school sports
- Effective learning time
- Positive teacher-student relations
- Positive learning climate
- Advocacy outside of school
- Students planning to do an apprenticeship or VET/TAFE course
- Student academic buoyancy levels (to overcome setbacks and challenges that are typical of the ordinary course of school life)

Our school students' results were equal to those recorded by students across NSW Government schools in:

- Student academic self concept
- Students with a positive sense of belonging
- Expectations for success
- Students with positive behaviour at school

However, students' results were below those recorded by students from across the state in the following areas:

- Student participation in extracurricular activities
- Students that value schooling outcomes
- Students with positive homework behaviours
- Intellectual engagement composite (students are intellectually engaged and find learning interesting, enjoyable and relevant)
- Students who are interested and motivated
- Effort
- Relevance
- Rigour

Additionally, students' results were below those of other students in the state for 'students planning to finish

Year 12' and 'students planning to go to university'.

**Positive Learning Climate** – This aspect of the TTFM survey assessed to what extent students understood that there were clear rules and expectations for classroom behaviour. This also pertains to teachers maintaining high expectations to be followed by students.

In this school, Disciplinary Climate of the Classroom was rated 5.7 out of 10 by girls and 6.1 out of 10 by boys. The NSW Government norm for boys and girls is 5.6 out of 10.

**Advocacy outside of school** – Questions for this element were designed to ascertain whether students felt they have someone at home or in their community who consistently provides encouragement and can be turned to for advice.

In this school, Advocacy outside School was rated 5.8 out of 10 by girls and 6.2 out of 10 by boys. The NSW Government norm for girls and boys is 4.6 out of 10.

**Effective learning time** – As part of the TTFM survey, students were asked to answer questions on whether they felt important concepts were taught well, as well as, to what extent class time was used efficiently, and homework and evaluations supported class objectives.

In this school, Effective learning time was rated 6.4 out of 10 by girls and 6.5 out of 10 by boys. The NSW Government norm for girls is 6.2 and for boys is 6.3.

**Relevance** – It is our school's intent that students find classroom instruction relevant to their everyday lives.

In this school students rated Relevance 5.5 out of 10. The NSW Government norm for these years is 5.8

Relevance was rated 5.4 out of 10 by girls and 5.7 out of 10 by boys. The NSW Government norm for girls is 5.7 and for boys is 6.

**Rigour** – This aspect of the TTFM survey assessed whether students find classroom instruction well-organised and purposeful with immediate and appropriate feedback to help them learn.

In this school, Rigour was rated 5.9 out of 10 by girls and 6 out of 10 by boys. The NSW Government norm for girls is 6.4 and for boys is 6.4.

**Positive teacher-student relations** – This element of the survey measured whether students feel teachers are responsive to their needs and to what extent they encourage independence with a democratic approach.

In this school, Positive Teacher-Student Relations were rated 6 out of 10. The NSW Government norm for these years is 5.

Positive Teacher-Student Relations were rated 5.9 out of 10 by girls and 6.1 out of 10 by boys. The NSW Government norm for girls is 5.6 and for boys is 5.7.



## Policy requirements

### Aboriginal education

Picnic Point High School (PPHS) is committed to improving the educational outcomes of Aboriginal students so that they achieve and maintain equity with the broader community. The school is actively committed to involving all students in opportunities to experience and appreciate Aboriginal culture and history.

### Aboriginal Education across curriculum

Key Learning Areas at PPHS have all followed policy from the Department of Education including mandated Aboriginal Education in specific units of work. Subjects that are part of the new Australian Curriculum have embedded compulsory aspects of their courses to meet the required outcomes regarding Aboriginal Perspectives and content. Further to this, other faculties are incorporating content and tasks designed to address Aboriginal history, culture, language and traditions. Staff are provided with opportunities and resources through the Aboriginal Education Team to learn about and implement Aboriginal perspectives and culture into their classroom, whilst also being able to participate in a variety of cultural, educational and traditional celebrations.

### Personalised Learning Plans and Tutoring

All Indigenous students at Picnic Point High School have a Personalised Learning Plan (PLP). Parents and students are interviewed as part of a detailed process to develop a learning plan that is suited to every individual student and their specific short and long goals. These plans are then made available to all staff so that learning needs can be consistently addressed and/or modified throughout the year.

Picnic Point High School also offers the Stage 6 Tutoring Program for senior students. All students in Years 11 and 12 have access to tutoring sessions in subjects of their choice to assist in increasing syllabus knowledge, improve performance in assessment tasks or better prepare for examinations. This program is funded by the government and involves a number of teachers from Picnic Point High School who provide their expertise in a variety of subject areas. Senior students also have the opportunity to participate in the National Rugby League (NRL) School to Work Program, where additional education and employment opportunities are made available in a supportive and engaging environment.

In 2018, we continued the Tutoring Program for students in Years 7–10. The Aboriginal Education Space (AES), which was established in 2014, has continued to thrive. Traditional Aboriginal artwork continues to be painted on the walls by talented students and student made artwork is now on display. Students are timetabled to come out of their regular class and spend one hour with a teacher mentor, receiving one-on-one tutoring in a subject area in which they required assistance. The students have once again responded extremely well and gained significant skill and knowledge from participating in the program.

### Reconciliation Week

As part of our commitment to increasing the awareness and understanding of Aboriginal History and Culture, we recognise and celebrate Reconciliation Week in a number of ways. During the week, we hold a quiz competition on each morning assembly. Questions on Aboriginal history, culture and traditions are submitted by students in the weeks prior which are then read out on assembly. Prizes are awarded to all students who answer correctly, as well as a celebration BBQ at the end of the week to all students throughout the school.

### Belonging Program

The Belonging Program was once again undertaken by the students at PPHS. Students attended a Koori Youth Forum at Bankstown Art Centre where they gained instruction on Aboriginal artwork, traditional dance and music, food and stories from local elders. They also attended a Cultural Day at East Hills Public School where students worked in groups to explore their proud Indigenous history and culture. These highly successful and extremely rewarding days were greatly appreciated by our junior students. Unfortunately the last excursion to Symbio Wildlife Park had to be postponed due to poor weather.

### Edible Garden

Following on from our Native Garden project, which began in 2014, the Aboriginal Education Team have now completed the Edible Garden to educate Indigenous and non-Indigenous students on the edible plants that are native to the area. We successfully incorporated native plants from surrounding areas to give students a broad a base of information and knowledge. The large concrete pots have been filled with a range of native plants that are now flowering edible foods that students and teachers can take home. A short i-movie and photo booklet was created to document the outstanding achievements displayed by students throughout the year. It was later shared with the local community via the school's Facebook page and website.



## Multicultural and anti-racism education

The school values inclusive multicultural education which is evident throughout both teaching and learning and school environments. During the school year, students access learning experiences which develop citizenship capabilities.

Celebration of NAIDOC week and the Belonging Program highlight some of the key initiatives employed to create awareness and acceptance of the diversity in which our school community exists. The Picnic Point High School student population consists of more than 25 different cultural backgrounds.

Multicultural education is supported through strong school policy which underpins both student learning and behaviour expectations, that maintains a healthy workplace free of racism and discrimination and that fosters dignity and respect.

## Other school programs

### Student Leadership

The Student Leadership Program at Picnic Point High School is a successful and highly regarded component of school life. The program was established in 2006 and has developed into a comprehensive, quality leadership training experience that supports students as they practise and refine their leadership skills. In 2018, 148 students from Years 7 to 11 participated in the Student Leadership Program. The program offers all interested participants a variety of leadership opportunities and the development of essential skills such as resilience, conflict management, effective communication, empathy, cooperation, confidence, equity and how to maintain respectful relationships, which builds the leadership capacity of all students.

The Student Leadership Program provides a comprehensive and engaging leadership learning experience. In Term 1 and 3 of 2018, all student leaders participated in two whole day workshops, which focussed on developing the leadership capacity of all participants.

During Term 3, all leadership students are invited to apply to attend the annual Student Leadership Camp. 53 students were successful in their application to

attend the 2018 camp at the Bungonia National Park. The theme of this year's camp was 'Outdoor Adventure – Finding My Strength'. All students worked cooperatively in a supportive environment with the assistance of the camp instructors, to complete the three day camping experience, which ensured the application and development of all students' leadership abilities.

Elections for Prefects and SRC are conducted in Term 2 and nominees present speeches to their year group and leadership students, outlining their vision and goals for the students of Picnic Point High School. All successful candidates represent their year group for twelve months and the 2018 Student Representative Council consisted of 28 students – 12 Prefects (Year 12 students) and 16 students from Year 7 to 10. The newly elected SRC representatives completed a two hour induction workshop in May, to further develop their leadership skills and prepare effectively for their role as student representatives.

The Prefects worked diligently throughout the year to complete all roles and responsibilities with maturity and dedication. They represented the school on a number of formal occasions throughout 2018, including the Year 12 Graduation and Presentation Day, fulfilling many important roles such as MCs, giving farewell speeches and presenting awards and certificates to students and members of the school community. The Prefects also conducted a variety of fundraising activities in 2018 to support various charity organisations such as Soldier On, including chocolates for St. Valentine's Day, guessing competitions and many barbeques. Furthermore, the School Captains also attended the annual NSW Students' Leadership Day hosted by the NSW Governor, which was a very enriching experience for them.

### Student Welfare

Picnic Point High School supports the wellbeing of all students. All staff aim to support students to continually develop their cognitive, emotional and social wellbeing. Picnic Point High School strives to maintain a strong student welfare network, supported by all members of the school community, to ensure students become active and responsible members of the wider community. The welfare programs provided by the school enhance student leadership skills, develop personal responsibility and aim to increase participation in school life. These welfare programs also focus on the development of positive peer relations and respectful interactions with others.

Formal Assemblies– are held each term and provide the opportunity for the Principal, Deputy Principal and Year Adviser to speak with each year group on a variety of school related topics. Each Formal Assembly encompasses a specific theme and in 2018, the Assistant Year Advisers organised presentations based on goal setting, cyber bullying and student achievement.

Year 8 Belonging, Motivation, Wellbeing (BMW) welfare lesson – In 2018, a comprehensive program that included the topics of decisions and consequences,

cyber bullying, goal setting, study skills, conflict resolution, anger management and the importance of sleep was presented to the Year 8 cohort as a mandatory welfare program. There were also eight lessons of an individualised boys' and girls' program. The boys' program was delivered by male staff and covered sessions on self-esteem, self image, masculinity, peer relations and team building activities. The girls' program focussed on the topics of empathy, peer relations, self confidence and assertiveness taught by three female staff.

**Year 7 Transition Program** – For the first 12 days of Term 1, all Year 7 students completed the Transition Program. This consisted of essential welfare programs, including the Anti Bullying Program and learning about inclusion and diversity. During these 3 weeks, Year 7 students also completed the Project Based Learning program, creating a place that connects people within the school environment. Students developed their collaborative learning skills and their conceptual thinking of how to successfully achieve a goal. A focus on providing cross curriculum learning opportunities also allowed students to undertake a variety of activities to develop their creative skills.

**Peer Support Program** – In Term 1, 58 Year 10 leaders completed the highly successful Peer Support program with all Year 7 students. In Term 4, 59 Year 9 students completed Peer Support Training in preparation to work with Year 7, 2019.

**Year 11 Crossroads Program** – In Term 2, Year 11 students attended the three day Crossroads Camp at the Great Aussie Bush Camp, Kincumber. Students completed the mandatory Crossroads program, addressing issues on health, safety and wellbeing.

**Year 7 Camp** – In Term 2, Year 7 students attended a three day camp at The Tops Conference Centre at Stanwell Tops. Students completed team building activities in a variety of challenging outdoor environments and developed social connections and friendships with other students.

**Welfare Performances** – Brainstorm Productions presented three welfare performances in 2018. Year 7 students attended the anti-bullying performance of Verbal Combat in Term 3 and Year 8 students attended the performance of The Flipside in Term 1, focussing on the issue of cyber safety and cyber bullying. Year 9 students attended the Brainstorm production of Cheap Thrills in Term 2, focussing on raising awareness of drugs and alcohol and risk taking in society.

**Picnic Point High School's Police School Liaison Officer** –Senior Constable Danny McManus, presented workshops to Year 7, 8 and 9 students on the topics of online safety, drug education, harassment, stealing and the Young Offenders Act in Term 3 and 4.

**Bstreetsmart Workshop** – Year 11 students attended the 'bstreetsmart' workshop at Qudos Bank Arena, Sydney Olympic Park. This program integrates with the NSW Personal Development, Health and Physical Education syllabus, promotes safe driver behaviour and provides students with information on how to reduce

risk taking behaviour through greater awareness of the consequences of distracted driving, inattention, speeding, drink and drug driving and driver fatigue.

**Study Skills Workshops** – All year groups completed study skills workshops throughout the year, tailored to their age group and current learning experiences.

**Year 10 Senior Preparation Workshops** – These workshops were presented over three days in Week 8 of Term 4, encompassing a variety of workshops including the Legal Aid workshop Burn, focusing on social media; a safe partying workshop presented by Athina Shelston from Communication Training Services; the Smart Start and Smart Earning workshops, presented by CommBank; the Live Learn Drive Youth Safety Education workshop presented by NRMA; an online safety workshop Tagged, devised by the Australian Communication and Media Association and All My Own Work, a NESA requirement prior to the commencement of Stage 6. Year 10 students also completed team building and personal training workshops.

**Rewards Days** – An integral component of the school merit system is the opportunity to reward students who achieve a certain level of positive points for exemplary behaviour and effort. At the end of Term 1, 2 and 3 all students who had achieved either platinum or gold level were invited to attend a Movie Day at school. At the end of Term 4, eligible students were invited to attend an excursion to Jamberoo to celebrate their achievements throughout 2018.

**Top Blokes Program** – In 2018, 9 Year 9 boys and 13 Year 10 boys completed the Top Blokes program, which provides workshops that aim to improve boys' self-confidence, the ability to employ positive decision making skills, increased knowledge about mental health issues, improved communication skills and how to be a positive influence among peers. This program is presented by trained facilitators and was supported by the school P and C and local Rotary organisation.

**White Ribbon Day** – In Term 4, the Supervisor of Girls developed a presentation for all students to promote White Ribbon Day, the campaign aimed at educating boys and men on the issue of domestic violence.

**Graffiti Education** – In Term 1, Xavier Diaz from Warner Youth Education gave an informative talk to all Year 8 students on the topic of Graffiti Education and Awareness.

## **Sport**

Picnic Point High School students always represent the school in large numbers, which reinforces the history of sporting success in our school.

In 2018, 54 students represented our school in swimming at Zone level of which eight students were Age Champions, 20 at Regional with 29 students going on to State competition.

In cross country, 97 students represented at Zone level of which eight were Age Champions. 28 competed at

Regional level with seven going on to State competition. In athletics, 109 students represented at Zone level of which four were Age Champions. 51 competed at Regional level, with 12 moving on to State competition and two students progressed through to the All Schools.

Throughout 2018, Picnic Point High School continued to be successful in many areas of school and competition sports. The school fielded 40 grade teams with three teams winning grade competitions. Students also participated in 16 different recreational activities. Our school performed well again in 2018 at zone, regional and state levels, 14 students were selected for regional teams.

Picnic Point High School students were Zone Swimming Champions for boys and girls. Along with this, 14 teams represented the school in State Knockout competitions and we are Sydney South West Champions for Girls Touch Football and Boys Water Polo.

### **Creative and Performing Arts**

Picnic Point High School continues to provide quality Creative and Performing Arts Programs while also offering a wide variety of co-curricular opportunities.

Major achievements in 2018 include: \*Four talented students were selected to be a part of the Bankstown City Talent Advancement Program – Christos Mangos (Year 12), Renee Hewson (Year 12), Theoni Marks (Year 10), Lily Constable (Year 7). \*Two students were successful in gaining placement in the NSW State Dance Ensemble. Isabella Rennie–Surra of Year 11 and Monique Dunn of Year 9. \*One student was selected for the NSW Singers. Charlotte Humphrys (Year 10) performed at many events co-ordinated by The Arts Unit and was selected for the NSW Singers' tour of Europe. \*One student was selected for State Drama Ensemble Joshua Williams (Year 12). \*Isabella Rennie–Surra (Year 11) and Monique Dunn (Year 9) were selected to be a Featured Dancers at the 2018 Schools Spectacular. \*30 Dance students participated in the Bankstown/East Hills Dance Festival. \*The Dance Company comprising of 16 Dance students participated in the Ultimo Dance Festival 'In the Spotlight'. \*31 students participated in Schools Spectacular across seven genres.

In 2018, the Creative and Performing Arts Faculty showcased many events at Picnic Point High School where our Elective classes and Co-Curricular Music, Visual Arts, Photography & Digital Media, Dance and Drama Ensembles were featured. These included: \*Senior Music Showcase \*Year 6 Open Night \*ANZAC Day Ceremony \*MADD Festival \*HSC Music Recital \*Presentation Day \*Formal Assemblies

#### **MADD Festival**

The annual celebration of Music, Art, Dance and Drama was a splendid showcase of our Creative and Performing Arts elective classes and co-curricular projects. This was a week of technical rehearsals, matinee performances to local primary schools, our

Year 7 and 8 cohorts and an evening concert. Over 150 students took part in the event, featuring live performances and an art exhibition.

#### **Dance Festival Series 2018**

In June, our junior and Senior Dance Companies performed at the 'In the Spotlight' Dance Festival Series 2018 – Ultimo Public Schools.

In preparation for our performance at the Ultimo Dance Festival, PPHS Junior and Senior Dance Companies needed to create a dance composition based on a concept. The senior Company's item is called 'Lifeswept' and explores the concept of being "swept up" in the ebb and flow of life, which takes us in multiple, unexpected directions.

The Junior Dance Company's item is called 'Home is with me' and explores the idea associating the idea of a home with another person or group of people, rather than a physical place.

#### **Bankstown East Hills District Dance Festival**

On the 7 November 2018, the Picnic Point High School Dance Company also performed at the Bankstown East Hills Dance Festival, stealing the show with three distinct items – 'Home is with me' (modern dance), 'The A Perfect Day' (contemporary dance) and 'Sing Sing Sing' (Musical Theatre Jazz dance). The versatility of our dancers was evident from their performance, which was impressively consistent across all three dance styles. The Dance Company is a truly dedicated and hard-working group who meet twice a week (sometimes more) outside of class time to learn and perfect routines. Every student respects the discipline of dance which requires them to have high expectations and to strive beyond their natural capabilities.

#### **Schools Spectacular 2018**

Schools Spectacular 2018 'The Greatest' was an incredible success for Picnic Point High School this year. 31 students participated in Schools Spectacular across seven genres of the Performing Arts consisting of the following: \*Combined Dance Ensemble: 12 students \*Combined Drama Ensemble: 6 students \*State Dance Ensemble: 2 students \*Millennium Marching Band: 3 students \*Core Choir: 1 student \*D'Arts Ensemble: 5 students \*Featured Dancer in Tap: 2 students

Students of our school represented Picnic Point throughout the whole show and all students were prominently featured in their segment. Isabella Rennie–Surra Year 11 and Monique Dunn were Featured Tap Dancers on the Main Stage in two Segments –Charlotte Humphrys performed on the Main Stage as part of the Core Choir. James, Sarah and Kayley Butler performed in the Millennium Marching Band which presented pre-show entertainment as well as performing on the Main Stage during Interval. Six students –played lead roles in the Combined Drama Ensemble for Schools Spectacular. 12 students featured in the Elton John segment with the combined schools dance ensemble.

## Youth Engagement Strategy

The Youth Engagement Strategy (YES) program aims to educate and re-engage transitioning students. The students were nominated by Year Advisers and are drawn from selected Year 10 and 11 student cohorts. On offer are over 75 trade courses spread all over the Western, South Western, North Sydney region as well as the larger central Sydney institute. All courses have 98% hands on practical components and the rest are careers skills development with actual experienced tradesmen / TAFE staff guiding students through the industry pathways.

Within the participants, 71% students' transitioned into an apprenticeship with Plumbing the most popular followed by Carpentry. Other apprenticeships include: Electrical, Air-conditioning/Refrigeration and Landscaping /Horticulture. The remaining 29% of students have chosen to remain at Picnic Point High School for further study.

The YES strategy was very successful in its intent and purpose. Feedback from participating students and TAFE teaching staff is positive and shows the program is held in high regard by all stakeholders.