

The Ponds High School

Annual Report



2018



8911

Introduction

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

It provides a detailed account of the progress the school has made to 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.

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Message from the Principal

It is important to provide a message to the community and validate the excellent work being done by staff, students and parents at The Ponds High School. Once again we experienced huge growth from 2017–2018 moving from 800 students to well over 1100 student and an increase of approximately 20 staff members. In 2017 we introduced the Stage 5 elective system that gave students the opportunity to select from over 100 elective choices and build curriculum suitable to their interests and abilities, in 2018 this was expanded across Stage 5. Some subjects include extension electives for students with particular talents in the academic and sporting fields, as well as a support elective for students requiring extra assistance with learning. So too a "Stepping it Up" Mathematics elective supported those students who wish to complete 5.3 levels of Mathematics but who also found it difficult to complete the rigorous requirements of that course. In 2018 our sporting and cultural success continued. Students participated in many external competitions and enjoyed sporting success which can be read later in this report including two CHS relay team victories. It was also a year of many opportunities in the creative and performing arts, with the second annual MADD Night showcasing Music, Art, Dance and Drama. The early tradition of a Multicultural Day was continued and behind the scenes Mrs Singh set off to Japan with 18 students in April for our first overseas visit. A strong Social Justice Team planned many fundraisers to assist charities and causes including the continuing support for Danny, our World Vision child as well as local initiatives. A local principal initiated Western Sydney teaching awards for outstanding educators in 2017. This year for the ceremony The Ponds High School recognized the contribution of Mrs Joy Reid– enrolment officer, Mrs Rosemary Unsworth– SLSO and Mrs Rachel Jack– relieving Head Teacher CAPA. A ceremony was held at Northmead High School to thank these people for their work. The school enjoyed the continued growth of the STEM and STEAM initiatives expanding the Formula 1 for Schools program to activities for Stage 4. Further links with industry and participation in Women and STEM activities, and coding competitions were all part of the opportunities offered to students. In 2018 a Stage 5 Head Teacher was appointed and a lot of work was completed preparing for the first senior cohort in 2019. A weekly muster was added to improve communications and develop a sense of community in the school. The assembly program, with a focus on recognising key dates and celebrating success is acknowledged as a valued activity and an important part of developing a positive culture in the school. The school is very grateful to the ongoing interest and support of the P&C who assist with school directions and funds to support student learning. Mr de Pree successfully applied for a grant for shading and the community looks forward to seeing this go up in 2019. A special thank you to the continuous support of the parent volunteers in the Uniform Shop, the Canteen and the Library. They have become important cogs in the school's machinery. A thank you dinner was held in December 2018 to acknowledge their support. 2019 will be another busy year introduce student leadership and senior curriculum. We look forward to this exciting part of the journey towards becoming a complete school in 2020.

Jenny Weal

Principal

School background

School vision statement

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

School context

The Ponds High School is situated in The Ponds, a new suburb in Sydney's North-West. The school opened in 2015 with 187 Year 7 students, including a support class. The teaching staff includes a range of expertise, from beginning teachers to experienced staff. Forty-two per cent of students are from a languages background other than English and currently there are approximately 35 languages represented. The gender representation is relatively even and only a small percentage of students identify as Aboriginal or Torres Strait Islanders. The school opened with a program for Gifted and Talented Students and has developed strong systems to support students requiring emotional and academic support. Pastoral care is built around a house system and an environment that rewards contribution effort and excellence. The 5 Ps: Be Positive, Prepared, Productive, Prompt and Polite reinforce values of successful learners that are important at The Ponds High School. The Bring Your Own Device Program is designed to assist student learning and connect them with information and skills needed in their future. The semesterised Stage 5 elective system allows a wide range of choices to engage students in their learning. The school has strong positive links with the community and there is enthusiasm to build this into a school recognized for excellence in sporting, academic, cultural pursuits and one where students are supportive of others and the wider community. The Ponds High School has established links and relationships with local primary and high schools, reinforcing the commitment to being a positive learning community which embraces the values of public education and the opportunities this affords. Academic, sporting cultural and transitional links have been established with educational institutions cultural bodies and the wider community. These include professional learning links with the neighbouring schools, STEM and STEAM (Science Technology, Engineering (Art) and Mathematics programs within the NSW Department of Education. Industry links with universities and cultural links with Japanese schools have also been initiated. The school plan has continued with the theme of "building". This is essential in a new school where the features, policies, procedures and educational, cultural and social landscape and personnel are evolving annually.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

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

The establishment of an extensive well-being framework teaches students responsibility and respect for themselves and others. The 2018 Tell Them From Me Survey demonstrated that the initial establishment group felt a stronger commitment to the school as a community. In response to this, Orientation Day activities for 2018 were developed and planned so as to allow the 2018 enrolling cohort of 313 student to feel more connected. This was evaluated highly by students and the "O Week" program will continue as an integral part of Year 7 transition. A learning and support framework and GATS program supports equitable academic outcomes to meet community needs and expectations. These include a strong commitment to learning support and teacher professional learning dedicated to differentiation. There is a strong follow up on student attendance, now conducted through the Welfare Head Teacher and Stage 5 Head teacher working in conjunction with the Home School Liaison Officer. In 2017 there was a continued focus on assessment policies, procedures and the quality of assessment tasks and marking criteria including. A Subject Selection Evening for Year 8 was continued and a 10 into 11 evening was introduced to share choices and assessment obligations procedures for Stage 5 and 6. Parent communication was further developed in 2018 through the Parent Portal, the School App and P&C meetings/forum. An overhaul of the use of the school Facebook site now projects a positive message about achievement and growth at The Ponds High School. Parents have access to all assessments and many homework tasks are posted on Moodle. Information sessions have been held to help parents and carers understand how to access the Parents Portal through Sentral and understand the flipped approach to Mathematics. In 2019 a new learning platform, CANVAS will be introduced to further the opportunities for student learning and engagement.

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

Leadership opportunities for students and teachers are growing. Half way through 2015 a Beginning Teacher program was established which is run by Mrs Singh, this was revised and formalised again for 2018. In 2018 teachers set professional goals aligned to school priorities and the WOW (Watching Others Work) buddy program continued. Because of the size of the school and staff, everyone contribute beyond their classrooms to build the culture of participation and engagement that is emerging in our school. School planning needs to be more strategic in the long term, currently resources have been focused on, and directed to, the establishment of excellent programs and processes achieved by teams collecting data from different schools and then adapting it to the context at The Ponds High School. The P&C meetings are well attended and at every gathering parents have an opportunity to contribute on the topic that is presented.

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

The school has developed links with our local schools and with charity agencies through a highly developed Social Justice Program and several universities. With the introduction of Work Experience for Year 10 many connections were made with companies and small businesses to support this program.

School resources have been allocated to the establishment of all Key Learning Areas and for the resources needed for

2019 Year 11 students. Many hours of planning for curriculum, assessment and experiences for seniors also took place from Terms 2–4. In 2018 work continued to ensure abroad curriculum for Stage 5 electives. All teachers are proud of the scope and choice available for students to ensure interest and engagement in student learning. Strategic planning will be essential to ensure the curriculum for Stage 5 and 6 will be expertly covered in 2019. To date, the School Plan has been focused on building rather than improving, the next three year cycle will have more opportunities for improving as well as building.

The use of school facilities greatly benefits the community and provides funds for Teaching and Learning. The school hosts dance groups, gymnastics, many different sporting opportunities, coding classes, languages schools, church groups, tutoring facilities and one-off activities that also support developing relationships in the wider community

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/self-evidence-guide>

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For more information about the School Excellence

Strategic Direction 1

Building Excellent Teaching and Learning Practices

Purpose

- Building excellent teaching and learning practices across the school that are engaging, challenging and inclusive and build upon students' previous skills, knowledge and understandings, which is underpinned by a positive learning culture within the school. Parents and teachers working collaboratively to support students in their development is also essential.
- Preparing for implementation of the Senior Stage 6 curriculum.
- Continued preparation for the implementation of the Australian Curriculum 7–12 to support teachers to modify programs and learning experiences that develop engagement, creativity and innovation.
- Supporting teachers to be able to: diagnose entry points; effectively use data and evidence; develop scope and sequences; plan and regularly review effective programs and assessment strategies and develop effective remedial and enrichment programs for all students all of which will ensure effective teaching and learning.
- A commitment to innovative programs eg STEM, Literacy and Numeracy, Flipped Classroom approach, Genius Hour and cross-curricula projects supporting innovation and development of creative thinking and problem-solving ability.

Overall summary of progress

In strategic direction number one the main focus areas included:

1. Preparing for Senior curriculum for the first Year 11 cohort for 2019. This was a huge undertaking requiring great team management and ongoing professional learning, especially to support teachers who have not taught the Preliminary HSC before. Professional development occurred with external agencies, internal planning days were essential and where possible included people not currently at The Ponds High School but those who were starting in 2019. Visits to other schools to assist with curriculum and other aspects of managing senior school start up procedures also took place throughout 2018.
2. A decision to only focus on the Super Six Comprehension strategies and leave the ALARM maxrix for the future was made to ensure that all KLA's embraced literacy improvement. Whole school and targetted professional learning opportunities were regulary provided by KLA's. The literacy team organised folders to support KLA head teachers with the implementation of learning strategies around improving student comprehension.
3. The focus of students effectively using their BYOD evolved in 2018 to merge into– preparing for CANVAS for 2019. Progress on this initiative is included in the table below. This is made more complicated because the school grew to include 23 new teachers in 2019 and they also had to be upskilled on using CANVAS.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Projection data collected 2019 for Year 11 students and compared with RAP data analysis of 2020, HSC results.	Nil.	Nil– Data is to be collected in 2019 in Term 3 when the first Year 11 cohort has completed the Preliminary course.
Increased use of effective technology platforms to improve student learning opportunities	1. \$12 000 2. \$ 30 000	1. In Science STYLE was introduced. This is an online interacative resource that provides an engaging medium to supplement and support student learning. This was widely used by Science teachers and parents have commented in the effective support it provides. 2. The school decided to move from a Moodle platform to CANVAS because of the potential to assit with many aspects of curriculum. These include functions of the speed grader, storing of resooources including links to Box of Books, useability, diary functions, etc. Staff spent time to

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increased use of effective technology platforms to improve student learning opportunities		learn the interface and prepare resources for 2019.
Data collected on differentiation techniques 2019–2020 show an increase on strategies used and value added for students	Nil.	Literacy tracking, especially in relation to student who have been targetted with specialised Learning Support continues.
Value added data for reading and comprehension testing results and NAPLAN (in 2017–) after implementation of literacy strategies.	All KLA's were supported with professional learning time to develop literacy strategies.	Some analysis of NAPLAN data took place but the variation between the ONLINE versus the paper testing made this data less reliable than previous data sets.

Next Steps

2019 is an important year for each of the above areas.

1. In the area of curriculum development, planning must again be built for the first HSC cohort. Time and support needs to be given to teachers to ensure this is effective. Data needs to be collected on projected HSC marks. Other subject areas Years 7–10 also have new curriculum for 2020, made complicated by our elective structure and planning for this is essential. Professional learning time around engagement and differentiation are also being prepared for 2020. Sitting alongside this is the preliminary and HSC monitoring procedures that are essential parts of building excellent teaching and learning practices.
2. 2019 is a year for using Super Six literacy strategies to deliver professional learning and thus model this as an effective learning tool. Teachers need to be upskilled on how to collect data to show evidence of impact of teaching using the Super Six strategies.
3. The first year of CANVAS implementation is monumental and the focus on using the tools within CANVAS to assist student learning are the key areas for development in 2019. Professional learning time is strategically allocated to assist staff to use these tools.

Strategic Direction 2

Building Leadership Capacity

Purpose

- To build leadership capacity of students and staff to enable them to be confident and reflective learners prepared for dynamic futures. Programs include student mentoring, Genius Hour, implementation of a school leadership structure and assemblies program where all students have a school responsibility, opportunities in a variety of teams and transition programs, the school welfare program and sporting opportunities.
- Development of a middle-years program and forging links with Riverbank Public School and our other local feeder primary schools will offer more opportunities for student and teacher leadership and contribution to the school and wider community.
- Building teacher capacity to develop and lead staff and student initiatives linked to the school plan and vision, through the team structure, assembly program, beginning and new staff induction, staff meetings, teams and the professional development plan will enable a school wide commitment to continued growth, expectations and improvement.

Overall summary of progress

Progress has been made in 2018 to roll out a whole school leadership plan for students in 2019 that will involve portfolios in Social Justice, Environment, Multicultural, School Promotion, CAIT (Creativity and Innovation) Stage 4 and Sports. This will enable up to 24 leaders to be appointed from each year group.

In the area of staff development and leadership The beginning teacher program continues to operate effectively and another 5 staff received their accreditation in 2018. The staff teams were increased giving more opportunity for staff to select an area of interest and work in cross KLA groups on school priorities.

In the area of assemblies, the whole school muster was abandoned and a plan made for assemblies in 2019.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increased opportunities for student project leadership and management including staff and students.	Nil	Preparation for whole school leadership planning for 2019 was started ready for implementation in Term 2 2019. The Year 10 leadership team met more regularly and continued to provide opportunities to contribute to society and raise school involvement.
More staff leading professional learning through the TEAMS approach and sharing classroom idea	\$13 500	The number of staff teams increased in 2018 and therefore more staff were able to lead or contribute to a school initiative. Staff were asked to include a teams- related goal as part of their Professional Development Plan.
Evaluate assemblies program and open night program in relation to student leadership.	Nil	Executive team evaluated the assemblies program in Term 4, 2018. The decision was made to consolidate the assemblies and devise a new structure for 2019. This included. Only 2 assemblies per term and splitting the assemblies and running them twice to ensure all students fit comfortably in the hall. Changing the key student speakers also meant more students have the opportunity to be involved.

Next Steps

In 2019 the student leadership program will be rolled out and evaluated. The beginning teacher program will continue and an executive and aspiring leaders program will be introduced. A year group muster has been organised to develop

communication, pastoral care, involve students and develop an identity as a large year cohort. This will be evaluated in 2019.

Strategic Direction 3

Building Productive and Positive Partnerships

Purpose

- Building strong links with our communities enables a collaborative approach and contributes to the planning process and the development of practices within our school. This will be done through: middle years programs with partner public schools; GATS programs, sharing professional learning opportunities, cross curricula projects, links with other high schools especially in preparation for senior students, participation in local creative and performing arts, developing sporting links through competitions and coaching programs.
- This also includes community links: a strong P&C program, the school website, newsletter, workshops and parent portal, school Facebook page and developing parent workshops.
- This also includes partnerships: developing cultural and social justice links in the community and abroad. Partnerships with industry and university programs will also contribute to school excellence in terms of building a wider and more successful community while also enabling opportunities for students post Year 12.

Overall summary of progress

Building positive relationships and connections with the community are essential for making the school a better place. In 2018 many positive relationships have been built and reinforced with our feeder schools, with The Ponds SSP School, local high schools to assist with building senior systems and curriculum and with the wider community. With the first Year 10 group work experience meant that connections were made with businesses, shops, child care and health centres. Some organisations took on many of our students and we are grateful for their support. A support program was set up with the local nursing home and our students conducted regular visits here. Relationships with TAFE colleges and Universities expanded as we move towards the first graduating class in 2020. The first group of students enjoyed external agency support in tasting work through the Links to Learning program, we look forward to these opportunities being expanded in 2019 and beyond.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Establishment of a new website and social network sites that are updated regularly.	One teacher was given an allocation to manage school promotion which includes social media.	The modified facebook page is a success. The statistics evidence that use have increased and the positive interaction has been commented on by the school community. The new departmental website has been populated and more work will be done on this to promote the school and its achievement
More positive responses are recorded on Sentral than negative responses.	Nil	In 2018 more negative responses were recorded, Teachers still mostly rely on handing out merits for positive feedback. This will be reviewed in 2019
Tell Them from Me survey are fed back into Student Well Being plans and reflect positive and successful partnerships.	Nil	Limited use of Tell Them from Me data in 2018.
Students mapped on Literacy continuum.	Nil	Decision was made to not participate in literacy progressions until it had been trialled in other high schools
External agency contributions are evaluated in the Annual Report.	Nil	With the introduction of Work experience and HSC preparation relationships with businesses, Universities, TAFE's programs like Links To Learning, Police and PCYC programs, Welfare and Careers programs have expanded greatly. The careers teacher established and has shared with parents his excellent website with extensive links.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
External agency contributions are evaluated in the Annual Report.		Framed thank you certificated have been sent to significant contributors towards TPHS work experience program.

Next Steps

In 2019 and 2020 the main aim of this direction is to promote the positive aspects of the school and of the achievement of the community. Appointment of a Head Teacher Teaching and Learning in 2019 will assist with involving the community more strategically in focus groups and surveys to direct the shape of the next school plan. It is unplanned as to whether we will begin mapping students on the continuum or whether this will roll over into the next plan.

Key Initiatives	Resources (annual)	Impact achieved this year
English language proficiency		In 2018 our EAL/D teacher worked with students inside and outside the classroom. In the second half of 2018 she started an after school support group to assist EAL/D students with their assessment tasks. Lots of work samples/ evidence were collected and annotated to indicate student EAL/D levels. The EAL/D teacher also prepared workshops to be run in early 2019 for all staff to upskill them on their knowledge of the EAL/D scales and understand the needs of EAL/D students.
Low level adjustment for disability		A large proportion of RAM funding and extra school funds are directed to the wages of three School Learning Support Officers (SLSOs) to assist students in the classroom. Working with the LaST, these officers also provide individual support as well as group support in Literacy and Numeracy. A lot of work is done on adjusting assessment tasks, assisting students with their assignment work. This occurs before and after school, at recess and lunch times. Assistive technology to support students with disabilities was also rolled out extensively in 2018. The greatest impact was the increased reading ages and the increased submission rate of quality assignments for identified lower performing students.
Socio-economic background		Some money was redirected towards disability to fund SLSOs supporting students identified above, as the majority of our low socio-economic students also have learning support needs. A growing amount of these funds have provided some students with uniforms, technology devices and access to excursions, electives and camps.
Support for beginning teachers	Mentor Head Teacher \$113 000	Mrs Singh is given a period allocation to mentor all beginning teachers. This is provided by beginning teacher funding. She meets with them once a fortnight and assists in the accreditation process. Beginning teacher resources are also directed to professional learning experiences and many opportunities to program with their KLA Head Teachers and colleagues. This was used extensively to support beginning teachers to develop new curriculum for Year 11 in 2019. In 2018 some specialty equipment and text book resources were purchased for use by beginning teachers and they were trained on being the experts on this equipment. This was predominantly in the area of Technology and Applied Studies.

Student information

Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	97	227	426	582
Girls	96	236	385	531

The Ponds High School is rapidly growing and the gender balance remains relatively even. The only exception was Year 8 2018 where there are 35 more boys than girls. For this reason a Boys GATS class continued to run to improve the gender balance in the other classes. Very few Out-of-Area placements were accepted in 2018 and only under exceptional circumstances and with strict adherence to the Department of Education and the school's enrolment policy.

Student attendance profile

School				
Year	2015	2016	2017	2018
7	95.8	94.2	95.9	94.1
8		93.6	93	92.8
9			93.7	90.1
10				90
All Years	95.8	93.9	94.3	91.9
State DoE				
Year	2015	2016	2017	2018
7	92.7	92.8	92.7	91.8
8		90.5	90.5	89.3
9			89.1	87.7
10				86.1
All Years	92.7	91.6	90.8	88.7

Management of non-attendance

School attendance data continues to be above the state average. The school has a text messaging system to manage attendance including parent notifications, follow up reasons for absence and an attendance monitoring system. A period by period roll marking system allow whole day and partial absences to be followed up by a Stage Head Teacher and Deputy Principals.

Whole school attendance levels are affected by the number of students that have overseas holidays and visits to families, especially when the illness of a family member has necessitated an emergency visit. This is

greatest in Term 4.

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

Post-school destinations

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

2018 was the first Year 10 cohort. Only 8 students left to employment from 223 students. Two student left part way through the year to attend TAFE.

Year 12 students undertaking vocational or trade training

The Ponds High School did not have students in Year 12 in 2018.

Year 12 students attaining HSC or equivalent vocational education qualification

The Ponds High School did not have students in Year 12 in 2018.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	2
Head Teacher(s)	10
Classroom Teacher(s)	53.1
Learning and Support Teacher(s)	1
Teacher Librarian	1
Teacher ESL	1
School Counsellor	1
School Administration and Support Staff	14.17
Other Positions	1

*Full Time Equivalent

There are no teachers on staff who identify as having an Aboriginal or Torres Strait Islander background in 2018.

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	14

Professional learning and teacher accreditation

All staff participated in professional learning in 2018 at a faculty level, teams level and school level. Many external courses, especially in new curriculum areas were also accessed. Links with other schools were forged in all KLA areas to assist in the preparation of Senior curriculum set-up.

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

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

accreditation report. Mrs Singh spent 2017–18 collecting evidence for Highly Accomplished Level and submitted her report in 2018.

One PDHPE teacher completed her "Train the Trainer" course in 2017 and was then able to run in-house training of staff on the compulsory CPR Training. With the support of Jamison High School, all staff members were able to complete their training. In 2018 another trainer has been prepared ready for 2019.

All other staff participated in school wide training including Literacy training in Super Six. Technology sessions were regularly held to upskill staff to support the introduction of CANVAS in 2019. Professional Development Plans were organised with school selected WOW buddies. (Watching Others Work). Classroom observations and report reading support was carried out by these buddies.

Much of the school professional learning time and financial commitment into external professional learning was invested in subject specific planning for faculties. This as an ongoing focus for 2019 as teachers prepare for a new senior curriculum. Many subjects have new curriculum and many faculties have inexperienced teachers to upskill. Strategic Direction Number One remains the BUILDING of excellent Teaching and Learning programs to engage and inspire students. This must be an ongoing priority for faculties preparing for the future.

At the Executive Conference planning for Literacy, Technology and Senior NESA compliance were the highest priority areas.

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	1,595,183
Revenue	11,254,717
Appropriation	10,004,301
Sale of Goods and Services	511,419
Grants and Contributions	713,725
Gain and Loss	0
Other Revenue	0
Investment Income	25,272
Expenses	-11,149,272
Recurrent Expenses	-11,149,424
Employee Related	-9,520,900
Operating Expenses	-1,628,524
Capital Expenses	152
Employee Related	0
Operating Expenses	152
SURPLUS / DEFICIT FOR THE YEAR	105,445
Balance Carried Forward	1,700,629

	2018 Actual (\$)
Base Total	8,998,292
Base Per Capita	157,987
Base Location	0
Other Base	8,840,305
Equity Total	340,236
Equity Aboriginal	7,510
Equity Socio economic	30,996
Equity Language	138,588
Equity Disability	163,143
Targeted Total	242,912
Other Total	120,309
Grand Total	9,701,749

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.

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

The school rolled over to the LMBR management system in June 2017 which meant that a significant amount of time was invested in training, especially for the office staff. This training was ongoing throughout 2018, especially as the HR SAP rolled over mid year. The appointment and work of the Head Teacher Administration Ms Olivia Nicholls and the SAM Ms Sharon Hosler must be acknowledged in working to get this system working in the school. There is still a work needed to correctly allocate funds needed when expenditure is still difficult to predict.

Funds rolled over are significant in 2017–18 as many are already allocated for the purchase of equipment needed for a growing school and resources for setting up senior curriculum. An upgrade of technology facilities including: a new computer room, necessary for technology subjects, shading for the growing population and outfitting the 14 new demountable building is allocated but not yet spent. .

Financial summary equity funding

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

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 2018, 245 students sat Naplan in Year 9. In Literacy. Results include;

154 students received a Band 10, 9 or 8 in Spelling

126 students received a Band 10, 9 or 8 Grammar and Punctuation

125 students received a Band 10 or 9 in Reading

and 91 students received a Band 10 or 9 in Writing.

This means there are 121 student who need to meet the minimum standard if NAPLAN data was still used as a benchmark.

In 2018, 310 students sat Naplan in Year 7. In Literacy. (This is the same testing and very few students receive a Band 10 in Year 7) Results include;

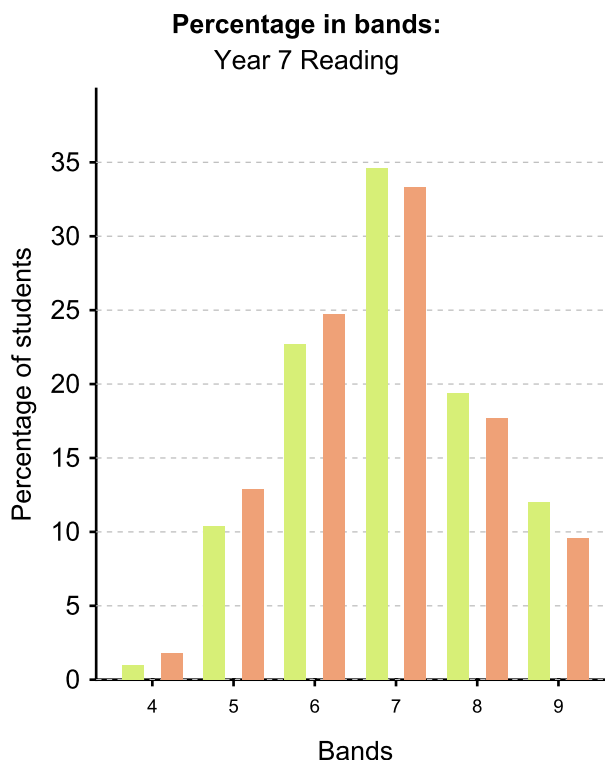
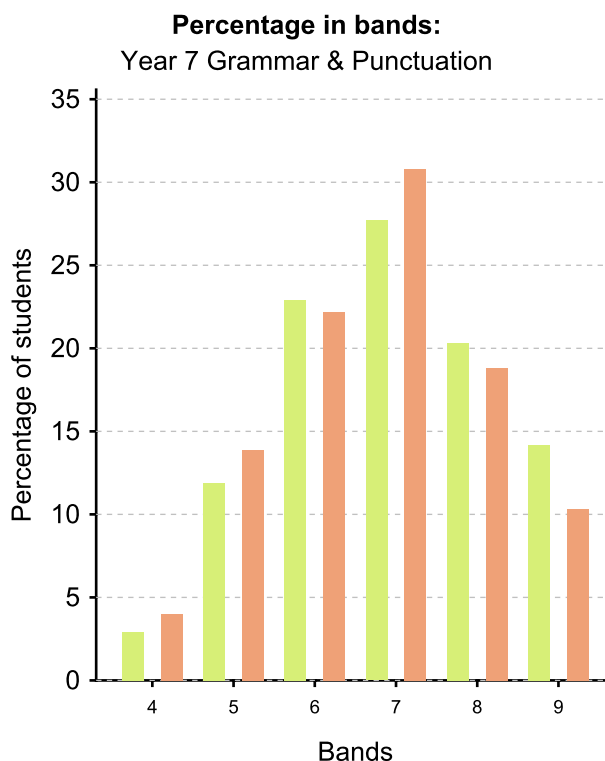
158 students received a Band 10, 9 or 8 in Spelling

107 students received a Band 10, 9 or 8 Grammar and Punctuation

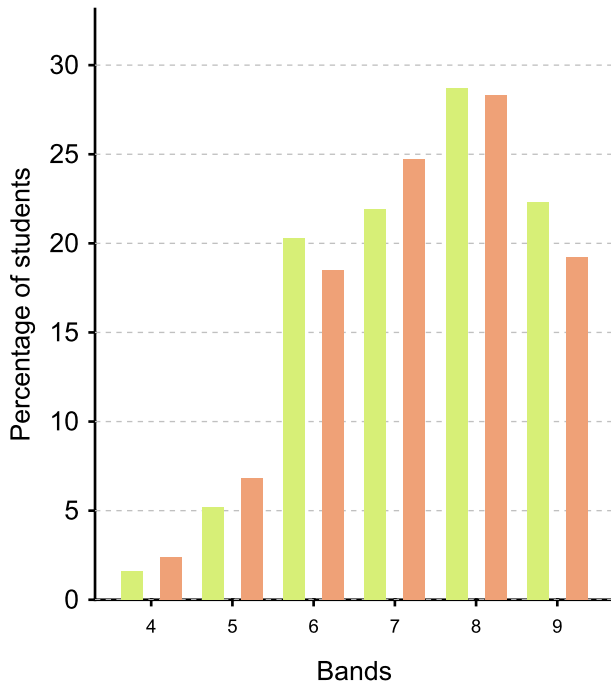
97 students received a Band 10 or 9 in Reading

and 63 students received a Band 10 or 9 in Writing.

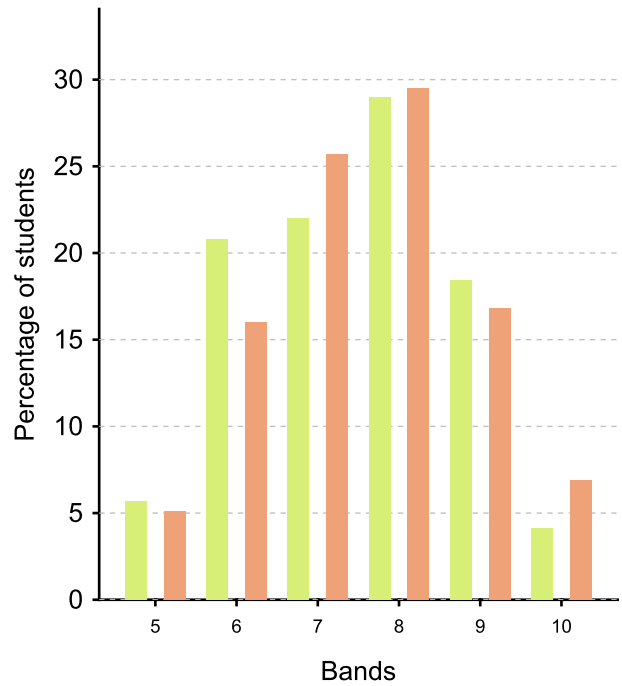
This means there are 121 students for Reading and 154 students for Writing who need to meet the minimum standard if NAPLAN data was still used as a benchmark.



Percentage in bands:
Year 7 Spelling



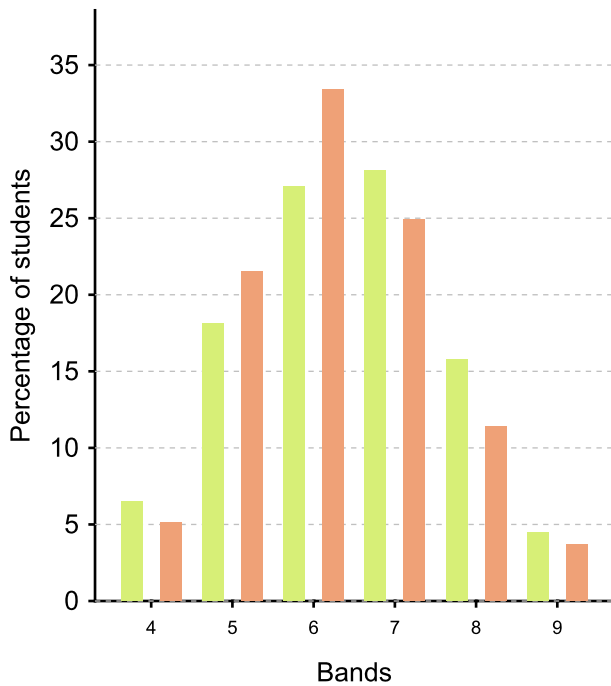
Percentage in bands:
Year 9 Grammar & Punctuation



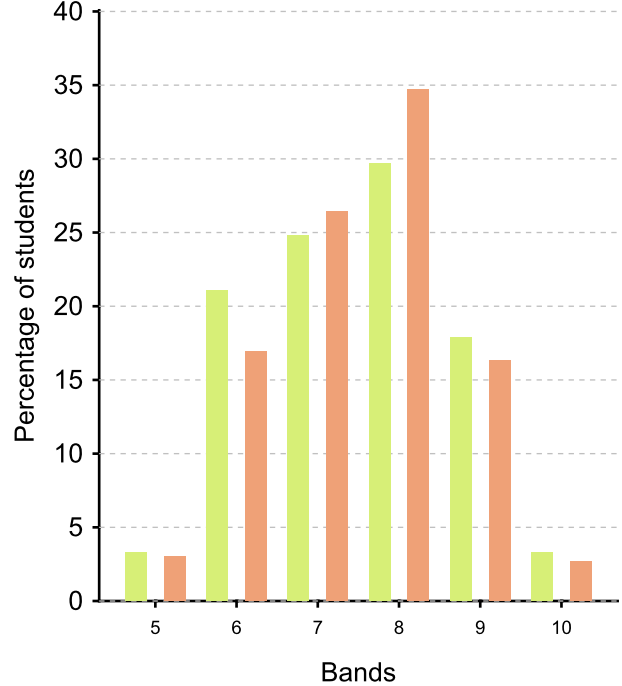
Percentage in Bands
School Average 2016-2018

Percentage in Bands
School Average 2016-2018

Percentage in bands:
Year 7 Writing



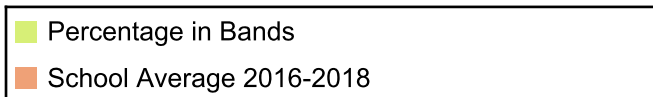
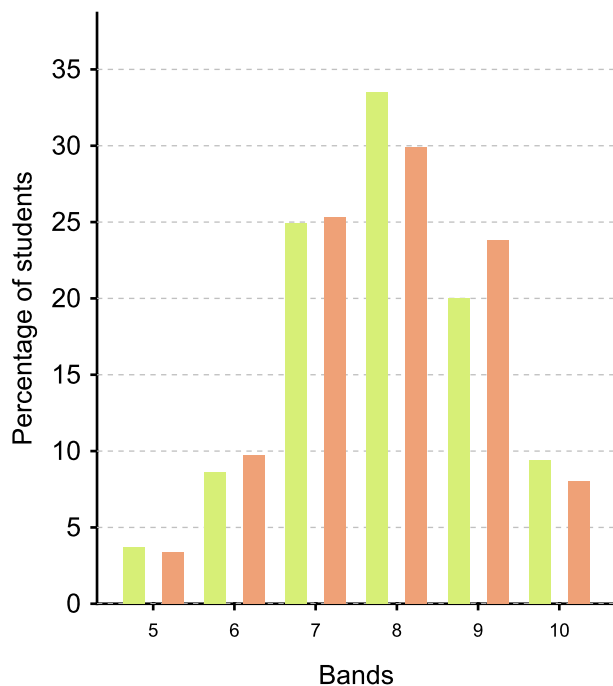
Percentage in bands:
Year 9 Reading



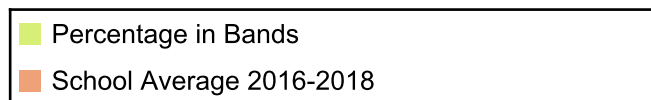
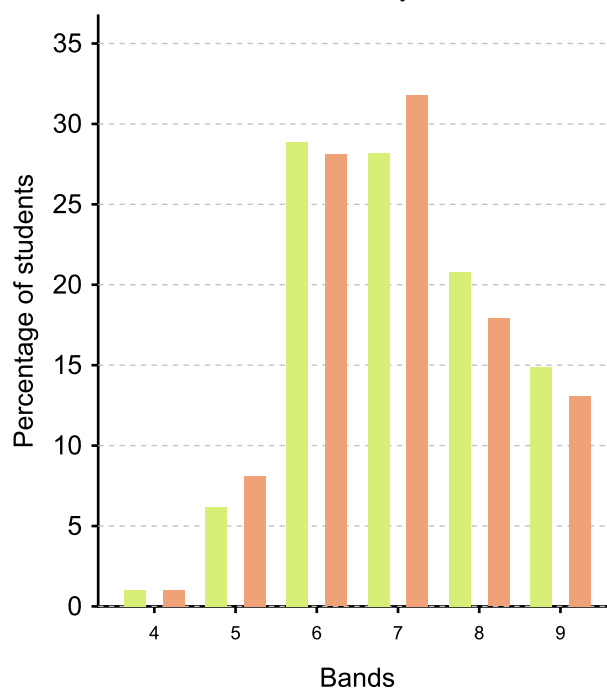
Percentage in Bands
School Average 2016-2018

Percentage in Bands
School Average 2016-2018

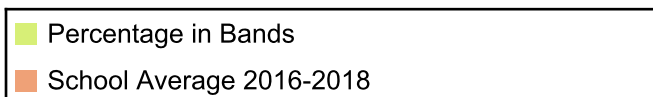
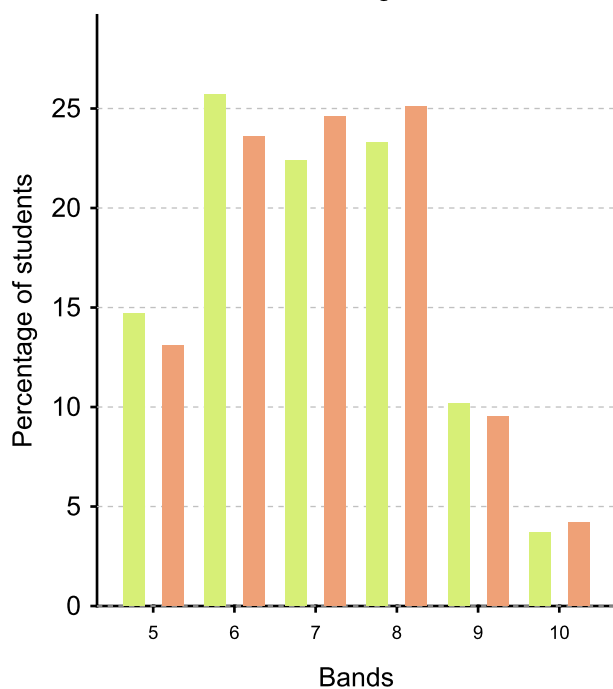
Percentage in bands:
Year 9 Spelling



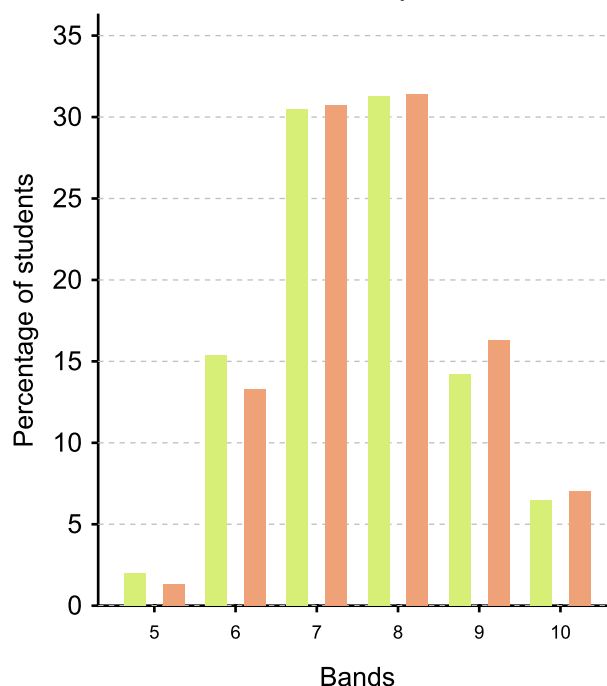
Percentage in bands:
Year 7 Numeracy



Percentage in bands:
Year 9 Writing



Percentage in bands:
Year 9 Numeracy



In 2018, 245 students sat Naplan in Year 9. In Numeracy. Results include;

128 students received a Band 10, 9 or 8 in Numeracy.

This means there are 168 students for Numeracy who need to meet the minimum standard if NAPLAN data was still used as a benchmark.

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.>

<Use this text box to comment on mandatory reporting requirements in accordance with the *Premier's*

Priorities: Improving education results and State Priorities: Better services – Improving Aboriginal education outcomes for students in the top two NAPLAN bands>

Delete text not required.

Higher School Certificate (HSC)

The Ponds High School does not have Year 12 students in 2018.

<You may choose to use this text box to comment on relative performance comparison (average difference) and statistical information from Business Intelligence>

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Parent/caregiver, student, teacher satisfaction

Students Students participated in the Tell Them From Me survey twice in 2018. Some of the finding include.

- Average participate in sports outside of PDHPE classes is much higher for students at The Ponds High school than replica schools.
- Average participate in extra curricular activities is much higher for students at The Ponds High school than replica schools (replica schools 25% TPHS 39%).
- Students at TPHS has a lower sense of belonging than replica schools and it fell between the first survey and the second survey).
- Students with positive relationships was the same as above.
- In 2018 very few students truanted, falling below replica schools.
- Students at TPHS feel they have positive homework behaviour, more so than replica schools (64% to 60%)
- It was pleasing that 92% of student felt they had positive behaviour at school.
- 52% of students felt they were intellectually engaged (51% replica schools).
- Unfortunately motivation was less than reeplica schools 38% to 31% at TPHS.
- There were similar results for Rigour and relevance– almost identical to replic schools.
- Students who felt they were victims of bullying was wellbelow rplica schools in Semester 1 and above replica schools in Semester 2.
- It is interesting that only 82% of students said they would finish Year 12 compared to 86% in Replica schools. 39% of students indicated they would like to attend TAFE, 73% planned to attend university. Some obviously suggesed both university or TAFE as an option.

Parents Parents had many opportunities to speak to teaches and receive information about the systems and tructures at the school. The Many information night

were well attended and the three parent teacher evenings were crowded and the time used effectively. Parental feedback on these evening was very positive. In 2018 P&C meetings were relatively well attended and the most positive feedback came from meetings with the following topics: Preparing for Senior years, the students' results of the Tell Them From me Survey, Introducing Careers at The Ponds High School and The School Plan. Parents enjoyed giving feedback and advice on the new senior uniform ansParents voted to continue this forum style meeting in 2019 and to quietly continue to advocate for the Department of Education to present a plan to deal with future school growth as we will be at capacity on day 1 in 2018. in 2019 parent forums and survey monkey will be used to collect targetted feedback on a number of areas.

Teachers completed the Tell Them From Me staff survey and some of the observations from this survey show that there are challenges with being such a large growing and developing school. The results comared to replica schools for the following areas are

1. Being an inclusive schhool TPHS 8.0 Replica Schools 8.0
2. Having supportive leaders TPHS 7.0 Replica Schools 6.5
3. Parental Involvement TPHS 6.0 Replica Schools 6.0
4. Culture of collaroration TPHS 7.5 Replica Schools 7.5

In the eight drivers of student learning, teachers indicated the strongest area for TPHS was Technology which is considerably above the state norm. The area which is below the state norm is Leadership for students (one of our strategic directions) and parental involvement. It is positive to reinforce that the areas suggested are firmly embedded in future plans for school improvement.

Parents

Policy requirements

Aboriginal education

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

The school acknowledged both Sorry Day and NAIDOC Week with student led assemblies. Students have been involved in Pathways to Dreaming, Murra Mittaggar excursion, the SSP Naidoc celebrations and an ATSI painting program with Wayne from the University of Western Sydney. Late in 2018 they also planned for a bush tucker garden for 2019.

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

Multicultural and anti-racism education

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

In 2018 more teachers completed the Department of Education professional learning on Cultural Inclusion. This makes approximately one quarter of the staff who have completed this module, which involves classroom activities and approaches to teaching that are mindful and inclusive of diverse cultures.

A permanent EAL/D students. A combination of withdrawal, small groups and classroom support was used to assist students with Literacy learning needs and with assignments. In Term 3 a after school club was started to assist EAL/D students with extra support on their homework and assessment tasks.

In 2018 both a Harmony Day Assembly and a huge Multicultural Day Assembly were celebrated with students wearing national dress. The funds raised during Multicultural Day each year go to support Danny, our World Vision child from Rwanda.

Mrs Miriam Kelly began raising awareness of anti racism procedures to encourage students to report incidents where racist comments and actions needed follow-up. These procedures were clarified with new and existing staff as part of student referrals.

Other school programs

In this section we would like to include some reports of important milestones in the school progress for 2018.

1. The Japanese Excursion

In April 2018, TPHS held its first overseas excursion to Japan. 18 students from Stage 5 Japanese elective classes, joined by 3 teachers, visited Japan for 12

days.

Students were able to use the language skills that they have acquired over the course of their Japanese studies since beginning high school. They were immersed in the culture and language, and as a result, their interest, knowledge and understanding of Japan and Japanese culture has grown. The group visited a variety of places including Tokyo, Hakone, Takayama, Kyoto, Hiroshima, Osaka and Nara. They were able to see differences in city and country living, and traditional versus modern.

The group visited temples and shrines, castles, Disneyland, folk village, Pokemon centre, Peace Park and Museum. They experienced traditional Japanese food including Sushi and Okonomiyaki, and were able to use their Japanese language skills in both restaurants and shops to complete daily communication activities. They watched a traditional performance with Japanese dances and instruments. Students also participated in some hands on sessions. At the Kyoto Handicraft Centre, students were able to make traditional spinning top toys or participate in a woodblock printing class. At Takayama, a small country town they made a Sarubobo doll – the local mascot. In Osaka, they visited the Cup Noodle Museum to learn about the history and see how the noodles are made, as well as design their own cup noodles to take home.

The excursion was a success and all feedback has been positive. Our next trip is now currently in the planning stages, and we are aiming to take another 18 students to Japan in April 2020.

2. Sporting success

2018 has been another successful year in sport at The Ponds. We continued our integration into Zone Grade Sport and students were again given opportunities to participate across a multitude of gala days and knockout sports, including oztag, basketball, cricket, netball, and touch football. Our students regularly trialed for Macquarie Zone and Sydney West teams with a number of successful candidates representing The Ponds at higher levels in these teams.

Football and Futsal both continued to be a much loved sports in the school. The passion our students show for the round ball was displayed through outstanding results in NSW Futsal tournaments and the Bill Turner Cup. This remarkable group of boys finished in the final 32 teams of a cup encompassing 400 schools from all over NSW, Victoria, Queensland, and the ACT, sweeping aside the likes of the Hills Sports High School as they progressed. Both the U/14 and U/16 boys Futsal teams advanced to the state championships, with the U/14 team making the quarter finals against some tough opposition.

Not to be outshone, our swimmers were again making waves in the pool at all levels up to CHS. Ben Harris was highly successful in several events and in another outstanding team performance, the 14 years boys dominated the 4 by 50m relay to crush a long standing CHS record in this event.

Our star Gymnasts were again triumphant in their pet events at CHS and a special mention must go to the 12 years boys 4 x 50m sprint relay team who won gold at the CHS carnival.

These sporting successes could not have been possible without the dedicated commitment of our athletes to continually improving their skills. Their persistent approach to hard work and unwavering motivation has definitely translated into successful results in all sporting arenas. The future of sport at The Ponds is looking extremely strong. We would also like to thank our devoted staff, who have spent countless hours organising and running events for the students. The combined efforts of all involved has been vital in our school's success on and off the field.

3. Ongoing CAPA opportunities

The CAPA Department in 2018 was a dynamic group of 8 teachers leading and creating many opportunities for our students.

Visual Arts Visual Arts students across Stages 4 and 5 worked in variety of mediums such as drawing, painting, sculpture, ceramics, photography, print making and mixed media throughout 2018.

Stage 5 Visual Arts students were provided opportunities to attend excursions to The Art Gallery of NSW to view Art Express, along with the galleries permanent collection.

Throughout the year our Visual Arts students were able to have their works viewed in exhibitions such as Open Night, Orientation Night and the CAPA Departments MADD (Music, Art, Drama and Dance) evening, which is a community event and all CAPA staff work as a team to coordinate.

Stage 5 students also enjoyed links with Visual Arts suppliers, taking part in Gelly Plate Printing Workshops with S & S Wholesalers, advancing their art making techniques in preparation for Stage 6 Visual Arts.

The extracurricular photography group was a huge success with 35 students in Stages 4 and 5 joining the class. Students met every Friday lunchtime to learn new photographic techniques and advance their skills. Miss Marquez's Art Club was also highly popular with many students joining the group to create individual based works.

A fully functioning Darkroom was set up and coordinated throughout the year, and in 2019 will be in use with Stage 6 Photography, Video and Digital Imaging running for the first time at TPHS.

Dance In 2018, The Ponds High School's dance ensembles performed at Synergy Dance Festival, Ridges Festival of the Performing Arts and various school events, including the annual MADD Night and Presentation Night. The Year 9 and 10 elective dance classes also had a variety of performance opportunities including Sharp Short Dance Festival, where Year 10 students mentored and choreographed for students in the Performance Ensemble. Additionally, these elective

classes had the opportunity to attend excursions to Mamma Mia: The Musical and a Sydney Dance Company performance.

Music 2018 also saw the running of a new elective Music unit entitled Recording Industry Skills. RIS sees students recording a cover song of their choice and writing and recording their own original piece of music. Artists like Toto, Kanye West and Vance Joy were recorded for the cover Assessment, while genres like experimental, singer songwriter and rap songs were written by students for their original piece. The CAPA department would like to extend their thanks to the P&C for their assistance in establishing the recording studio. The Ponds High School Music & Dance department took place in the annual Ridges Festival of the Arts at the Hillsong church in 2018. Live and local performances assist in building students' skills and confidence and continue to establish links with the community of schools.

The string ensemble was established at The Ponds High School in 2018. Talented students practiced every Tuesday morning before school across a range of repertoire covering classical to movie themes. Students not only develop teamwork skills to experience synergy in music, increase their own repertoire and sight-reading ability, they are able gain techniques to strengthen themselves as musicians. This ensemble will continue into 2019.

TPHS Choir, coordinated performed at several events throughout 2018 and was included in the 2018 School Spectacular.

4. The role of the Stage Head Teacher

Role of Head Teacher Stage 5 2018 for ASR

The Head Teacher Secondary Studies Stage 5 was a new position in the school for 2018 and commenced the planned role-out of having a designated Head Teacher overseeing each Stage. The Head Teacher Stage 5 had a diverse role within the school. As its title implied, it undertook overall monitoring of students in Years 9 and 10. This included Stage 5: attendance; truancy; uniform; behaviour; and welfare issues. This necessitated the Head Teacher Stage 5 liaising closely with students, Year Advisers, Learning and Support, HSLO, careers adviser, the Executive and parents. An Academic Review process was also established in Term 3 to provide a whole school platform for identifying Year 10 students causing concern and to facilitate intervention. The Academic Review process will continue to be rolled in 2019 for Year 11 and 2020 for Year 12.

The Head Teacher Stage 5 was also responsible for ensuring NESA compliance. This included: Year 10 Confirmation of Entry; the N-Determination process; acceleration of students; lodgement of Grades and Life Skills Outcomes; RoSA eligibility; and the completion of *HSC All My Own Work* in readiness for Stage 6. This necessitated the use of the Schools Online platform and adherence to NESA's Timetable of Actions.

The Head Teacher Stage 5 managed the Stage 4 into

5, and Stage 5 into 6, Subject Selection processes within the school. This included the: establishment of subject market days; creation and distribution of Subject Selection books; organisation of student and parent information evenings; making approved changes to courses on EDVAL; and ensuring NESA compliance and ATAR eligibility.

The role was also responsible for the organisation, administration of, and dissemination of information about external school testing. This included: NAPLAN for Years 7 and 9; Online Readiness Testing for Years 7 and 9; and HSC Minimum Standard Testing for Year 10. The Ponds High School has a number of students with a diagnosed disability and, as a result, require adjustments to be for examinations, both internal and external. Consequently, the Head Teacher Stage 5 was responsible for submitting applications for Disability Provisions for the three external tests previously mentioned to ensure compliance with the Disability legislation.

5. Social Justice

Social justice is a important initiative within the community of The Ponds High School. The club has built its own constitution, logo and motto, which all strive to make a difference, not only within the school but also with the wider community. The student-run club meets each week and worked tirelessly in 2018 to support organisations and fundraisers such as The Biggest Morning Tea, It's All in the Bag and Clean Up Australia Day. The team actively supports The Ponds Special School in augural events such as the Athletics Carnival, Move-a-Thon and Bandaged Bear Fundraiser. It is positive for our students to interact with the wider community and to contribute to others with diverse levels of ability and disability.

Students and staff within the club come together to host whole school events and initiatives with the main goal of influencing the schools' culture. Most events are student-led and involve cultural activities for students to immerse themselves within. The success of a previous Multicultural Day saw a total of \$6000 raised which funded six desktop computers for The Ponds High School Learning Hub. The club has also supported Bear Cottage through superhero activities, sausage sizzles and students have gained a wider perspective on community and empathy.

The success of this group is a reflection of the leadership model engaged by the students. They are the imperative component of the club who role model leadership and guidance. With them, Miss Semaan runs weekly meegtings to engage students with brainstorming new projects and projects to enact with and aim to make a difference.