Picton High School

2019 Annual Report

8215

Introduction

The Annual Report for 2019 is provided to the community of Picton High School as an account of the school's operations and achievements throughout the year.

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

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Message from the principal

This school year for Picton High School was both tumultuous and invigorating. Over a thousand students and one hundred staff prepared for and undertook a move which saw the relocation the entire school out of its traditional premises to a portable site located on our school ovals. Learning spaces, offices, uniform shop, and canteen all had to find a way to make it work and the whole community should be praised for its efforts during this time. With no grassed play areas and limited play space, the students coped as well as can be expected.

While the site had barriers between the new site and the new build, dust and dirt could be seen blowing off–site into our new temporary site. Then to top it off, at the end of the year, the Wollondilly suffered its worst fires in my history. It is a wonder 2019 was productive at all.

The change of site required a rethinking for PE and Sport where students where bused about to a range of venues which therefore meant, teachers where undertaking training on driving large buses. While this was occurring, all teachers where being asked to experiment with their teaching methods to be better prepared for how we would be eventually operating in the new school site.

It was not easy, in fact, it was quite hard however the community should be proud of its efforts to rise again to the challenges placed before it. Our Wollondilly community is nothing if not resilient. Quiet, hard work, and industrious. We build strong men and women and we are proud of our achievements.

School background

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

We value:

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

School context

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

Self-assessment and school achievement

This section of the annual report outlines the findings from self–assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self–assessment using the School Excellence Framework. The Framework is a statement of what is valued as excellence for NSW public schools, both now and into the future. 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.

Each year, we assess our practice against the Framework to inform our school plan and annual report.

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/school–excellence

Self-assessment using the School Excellence Framework

Elements	2019 School Assessment
LEARNING: Learning Culture	Delivering
LEARNING: Wellbeing	Delivering
LEARNING: Curriculum	Delivering
LEARNING: Assessment	Delivering
LEARNING: Reporting	Delivering
LEARNING: Student performance measures	Working towards Delivering
TEACHING: Effective classroom practice	Delivering
TEACHING: Data skills and use	Working towards Delivering
TEACHING: Professional standards	Delivering
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Delivering
LEADING: School planning, implementation and reporting	Delivering
LEADING: School resources	Working towards Delivering
LEADING: Management practices and processes	Delivering

As mentioned previously, Picton High School has been adversely affected by the disruption and ongoing daily educational delivery caused by the change of school site into its temporary location. Although the school continues to operate to ensure positive growth across all areas, external factors caused changes in school priorities and operation. Accordingly in 2019, the school self–assessment does not accurately record the work done by the school or the milestones they achieved. In fact, in carrying out this task, I found that the school was particularly hard upon itself, rating itself lower then it could have.. Staff felt they could have achieved more then they did and wanted to show that over the next twelve months.

On average across all three domains of, Learning, Teaching, and Leadership, the school placed itself on the Delivering scale. I am confident that the work staff has planned over the next two years will not only see the school move to an average rating of Sustaining and Growing, but also show success for some areas as Excelling. Specifically the areas of, Wellbeing, Learning Culture, Assessment and Reporting. Over a slightly longer timeframe we anticipate increasing the area of Student Performance measures to Sustaining and Growing.

Strategic Direction 1

Challenging curriculum and quality student learning

Purpose

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

Improvement Measures

- Increase of 1% in the top 2 HSC bands each year from 2018–2020
- Improved retention in senior years
- Value added NAPLAN – HSC minimum standards (reading, writing & numeracy)
- % Reduction in negative incidents, suspension and formal cautions
- Increase in attendance rates
- TTFM data shows an improvement of student self efficacy as learners.

Progress towards achieving improvement measures

Process 1:   • On Target: High Expectations (Senior success program) – (Learning: Wellbeing: Caring for Students)

Evaluation	Funds Expended (Resources)
In 2019, Picton High School was relocated to the temporary school on the site of the existing oval. Students' senior study was located in a library module but unlike previously, it was not staffed as a learning delivery space as it had been in 2018. Due to this the On Target Program that was being developed was unable to be delivered in 2019.	Nil

Process 2:   • Wellbeing Framework: PICTON Code – (Learning: Wellbeing: Behaviour)

Evaluation	Funds Expended (Resources)
2019 saw an attempt to amalgamate the PICTON Code and Visible Learning dispositions. Feedback from staff suggested that the word PICTON had too many letters to be able to successfully embed the language into the whole school dialogue. This saw the creation of a newly developed set of monitoring cards that worked on a traffic light system where Green was a class teacher monitoring, Orange Head Teacher monitoring, Red Deputy Monitoring and Blue being a return from suspension support structure. This system also had a list of behaviours and intervention strategies sitting behind it. The Code expectations were being linked to 'Connect Periods'. These periods were timetabled to explicitly teach the expected behaviours and expectations. These were then replaced with YAP (Year Adviser Periods) that were more pastoral care than school expectations. It was found that the Visible Learning dispositions were not able to encompass many of the expectations and behaviour across the school and discussion and consultation with relevant stakeholders suggested we return to a more PBL style system where Visible Learning formed an integral part of this. PICTON code was then streamlined to the PHS Code, standing for Pride, High Expectations and Safety. Similarly, Merits were based around the Visible Learning Dispositions and by the end of 2019, there were very few merits awarded on the system which was shown through the data collected from the SENTRAL management system.	Visible Learning course and training $50,000

Process 3:   • Personal Best: ILPs – (Learning: Curriculum: Differentiation)

Evaluation	Funds Expended (Resources)

Progress towards achieving improvement measures	
At the start of 2019 most students in Year 7 and 8 had an ILP template set up and some had them initially populated with basic information around school goals and aspirations. The staff member coordinating this program then went on leave and due to the inability to secure temporary staff this program was not pursued. Students continue to work with the Careers Adviser who works with students during dedicated careers lessons to set career goals and collects information on how this can be used in the establishing of subject lines at subject selection time. 'Connect Periods' that were meant to be used as a forum to reflect on ILP goals were replaced with a pastoral care, Year Adviser Program. Year Advisers, along with Learning and Support teachers visited primary schools extensively in terms 3 and 4 to collect data on students entering Year 7.	$10,000

Strategic Direction 2

Teachers leading innovative practice and connecting with others

Purpose

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

Improvement Measures

- Increase in staff numbers who pursue HAT and LEAD
- Programs and assessment show clear links to visible learning and evidence based teaching and learning strategies
- Reduction in negative incidents as a result of PL on classroom management.
- Program registers reflect differentiated strategies to reflect student data and learning needs
- Increased proportion of Aboriginal students in the top two NAPLAN bands for reading and numeracy
-
- Increased proportion of students with an HSC, Year 12 certificate or AQF certificate II and above
-
- Increased number of teachers accredited at the Highly Accomplished and Lead Teacher levels

Progress towards achieving improvement measures

Process 1: • Evidence based practices: Learning intentions, success criteria, explicit teaching (SOLE, Super 6, Newman's, 7 Steps to writing Success, ALARM, PEEL, Differentiation, 8 Ways), Effective feedback (assessment and reporting) – (Teaching: Effective Classroom Practice: Explicit Teaching)

Evaluation	Funds Expended (Resources)
Due to the myriad of changes facing the PHS professional community, a focus on ALARM as a writing and critical thinking strategy were chosen as a key area of need for the school. The Writing Initiative team was established at the start of 2019 with representatives from each faculty. Full day ALARM instructional PL days started throughout 2019 with a focus on Stage 6 teachers. Writing for the HSC is a registered PL course that began in 2019 as a whole school focus on improving writing across all KLS'a and stages. This imbeds differentiated writing assessment task across all years and KLA's. This training was started in 2019 and due to continue in 2020.	$16,000 Whole school Twilight and staff development days have been allocated to imbed ALARM into faculty programs.

Process 2: • Optimised classrooms: Classroom Management (establishing routines and consistent practices to engage students in learning) – (Teaching: Effective Classroom Practices: Classroom Management)

Evaluation	Funds Expended (Resources)
2019 saw the move into a temporary school at PHS. Clear expectations of behaviour and classroom management were delivered to start with specific training using a new disciplinary system developed at the end of 2018. Teachers and students were delivered clear and consistent instructions on expectations relating to learning through the development of 'Visible Learning' dispositions and the introduction of LISC. The consistency of classroom management systems was significantly impeded by constraints in the move to the new build. Classrooms lacked the technology and basic teaching requirements for the majority of Term 1. Limited access to classrooms due to a shortage of keys impacted significantly on the smooth transition to the temporary school and subsequently impacted on the consistency of practice. Staff completed Writing for the HSC Module 6 'Effective Assessment' and Module 1 'Literacy 7–12'. Faculties have started to imbed writing tasks into	All staff participate in Writing for the HSC registered course delivered at Term 2 and Term 3 Twilights. $10,000 allocated for staff relief to improve differentiated assessment tasks Term 4 2019.

Progress towards achieving improvement measures

Scope and Sequence and Assessment Schedule for each KLA. Term 4 review of differentiated Assessment by LaSTs has been postponed to Term 1 2020 due to constraints on timetabling. Quality Teaching Rounds were re–established in 2019 providing teachers with clear professional development and training on Quality Teaching Framework to establish a clear understanding of best practices in the classroom. Professional Learning Communities providing staff with cross KLA perspectives on teaching and learning.	

Process 3:   • Leadership: Growth Coaching, Australian Professional Teaching Standards (APTS) & PDPs drive continuous improvement in practice. (Teaching: Professional Standards: Accreditation)

Evaluation	Funds Expended (Resources)
Teachers use Professional standards to inform PDP goals and improve practice. Head Teacher monitoring with Deputy Principals ensure PDP's are completed in timely manner with due consideration and engagement with the teaching standards. Head Teachers have been provided with observation templates that align with Australian Professional Standards and the Quality Teaching Framework for feedback and improvement. Teacher accreditation is completed through an ECT programme where accreditation is guided by Head Teacher Teaching and Learning. Teachers have been encouraged to participate in Highly accomplished and Lead accreditation with information and training provided to teachers and Head Teachers. Mentoring and ongoing training has been established for HAT/Lead teachers. Executive training was introduced in 2019 on a fortnightly basis to align best practice with educational research and evidence. Professional learning calendar maps teacher professional development with the Australian Professional Standards.	$10,000

Process 4:   • Data skills and use: Use of data to inform teaching/learning and assessment practices – (Teaching: Data Skills and Use: Data Use in Teaching).

Evaluation	Funds Expended (Resources)
Picton High School started with a Data team run by the Head Teacher Maths with a team of cross KLA teachers. Executives were introduced to "Scout" application and data analysis, however, due to build requirement in Term 1 extensive professional development for staff was not undertaken. Head Teacher Maths delivered some professional development to executive regarding data analysis, however, due to receiving a secondment in Term 2 which hindered further professional training. Maths and English teachers began training in 'Best Start' to inform teachers on Year 7 competency at the commencement of the year. A new librarian was employed to map and track stage 4 students on the literacy continuum. All year 7 students were plotted with explicit teaching and feedback during a fortnightly lesson with the librarian covering literacy. Stage 4 students continued with fortnightly Numeracy lessons established in 2018. An expanded data team and professional learning associated with data analysis will be expanded moving into 2020.	$5000

Strategic Direction 3

Strategic leadership to enable collaborative partnerships and student engagement

Purpose

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

Improvement Measures

- At every school event, feedback and consultation are elicited from the community.
- Every Visible Learning strategy has an expert instructional leader who is capable of building the capacity of others
- The school's self–assessment process, measured against the Schools Excellence Framework, shows improvement beyond the 'working towards delivering' determination.

Progress towards achieving improvement measures

Process 1:   • School Improvement: Design Thinking, community feedback & consultation – (Leading: School Planning, Implementation & Reporting: School Plan)

Evaluation	Funds Expended (Resources)
The Design Thinking concept in which professional learning was undertaken in 2018, was rolled into the Visible Learning and Future Focussed Frameworks. These are running at the school to address the curriculum and pedagogical change required for the new school build and teaching in the new space. Faculty Management Plans have been addressed with Head of Faculty and goals set for the year, with a proforma developed to begin looking at a planning cycle that aligns with the school plan timeframe identifying long, mid and short term goals. The view is Faculties will now move to developing these plans informed by the School Strategic Directions and School Excellence Framework in 2020.	School visits, teacher planning, and furniture. $25,000
The Future Focussed team used parent teacher night to elicit feedback from parents about their child's learning at Picton High School specifically related to transitioning to a 21st Century School. The aim was to gain a better understanding of the specific needs of the Wollondilly community to assist in tailoring our learning spaces of the future. The results demonstrated parents felt that collaboration, communication and flexibility were key skills students need to be key contributors to life in the 21st Century and that these skills would help their children to be able to adapt to the ever–changing use of technology with the workplace.	
The Visible Learning Team have focused on Learning Dispositions, which are 'habits of mind' and refer to the way in which learners engage in the learning process. These dispositions will enable our students to become independent, self–directed learners and assist them in guiding their own learning. Parents were surveyed to contribute to the development of the most essential dispositions, skills, values, and attitudes our students require at PHS to enable them to be successful future–oriented lifelong learners. This then informed the development of staff professional learning, revised monitoring card system and reward system to embed high expectations into the culture of PHS and to raise the academic achievement level of our students.	
Parents were also given the opportunity to complete the Tell Them From Me Survey which examines advocacy, expectations, and belonging. Whilst parents are offered the opportunity to provide feedback to the school the number of responses received was low and therefore the information derived from this data and feedback is unlikely to represent the wider school community accurately.	

Parent surveys. $3000

Progress towards achieving improvement measures

Process 2:   • Administration & Process Evaluation: professional effectiveness of all school members and processes
– (Leading: Management Practices and Processes: Administrative Systems and Processes)

Evaluation	Funds Expended (Resources)
2019 saw the creation of a Systems Leadership Team who work to evaluate and refine school operations through the development and update of school processes and systems. In 2019 the redevelopment of the Student Handbook and Staff Handbook took place and also the beginning of the overhaul of the attendance processes within the school to develop a whole–school approach to attendance. The processes that support excursions, teacher professional development, and support meetings were reviewed and updated to better track and assign costing for budget planning. Deputy Principals meet with Heads of Faculty individually to discuss all elements of school leadership and operation. This process was reviewed in 2019 and refined for 2020 to improve communication and efficiency. A meeting framework was developed for deputies to use in these meetings that covers all essential leadership and operations topics that ensure a consistent message is delivered to the school executive on a set timeframe.	$3000

Process 3:   • Instructional Leadership: Professipnal Learning Communities, distributed leadership, strategic resource planning – (Leading: Educational Leadership: Instructional Leadership)

Evaluation	Funds Expended (Resources)
Quality Teaching Rounds was reintroduced in 2019 where teachers work collaboratively in small Professional Learning Communities (PLC), observing each other teach on a rotating basis and discussing and analysing their observations. The Quality Teaching model is used as the framework for deep conversation about classroom practice. Inquiry Based Learning (IBL) leaders were trained who will deliver an IBL curriculum in 2020 to year 7 classes, these leaders will then train other in this mode of curriculum delivery which will tie into the pedagogical practice envisaged for part of the new school. Visible Learning leaders have provided professional learning for staff and implemented Learning Intentions and Success Criteria across the school which is linked to the visible learning dispositions that are used drive student responsibility and ownership of learning. The aim is that students will be able to identify their next step in the learning phase and understand what actions need to be taken to develop the skills and knowledge to move to the next level.	$15,000

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	$66759	Feedback and review of PLP goal achievement.
English language proficiency	$23775	Identified students are allocated support for classwork and assessment.
Low level adjustment for disability	3 Learning and Support staff are employed to aid in student differentiated learning $182309 is used to employ staff to assist students in the classroom and with specific learning needs.	Teacher and SLSO surveys reflect the effective use of SLSOs in the classroom and beyond. A formalised LaST referral process was established in 2019. LaST and SLSO meet regularly to discuss student learning needs and give feedback to teachers regarding student learning supports.
Socio–economic background	$715,240	Programs reflect differentiated strategies to support literacy and numeracy achievement. Review of programmes and assessment tasks began in 2019 by the Learning and Support Team to increase staff training and awareness of differentiating tasks. Professional learning for all staff was undertaken on differentiation and adjustments.
Support for beginning teachers	$127,170	Beginning teacher induction and mentoring is available to all teachers with an established mentoring program and teacher feedback. Beginning teachers have explicit instruction available to them regarding accreditation requirements and are given explicit feedback on evidence relating to APTS.

Complexities relating to staffing and staff cover limited the success of teacher mentoring in 2019. Imbedding beginning teacher reduced loads combined with focus days of professional learning is recommended moving into 2020. |
| **Targeted student support for refugees and new arrivals** | Nil | No refugees or new arrivals attended Picton High School. |

Student information

Student enrolment profile

Students	Enrolments			
	2016	**2017**	**2018**	**2019**
Boys	613	597	538	546
Girls	520	525	509	504

Student attendance profile

School				
Year	**2016**	**2017**	**2018**	**2019**
7	91	90	87.7	85.8
8	89.5	87.6	85.4	82.9
9	87.3	85.6	85	83.5
10	85.7	83.9	81.2	80.2
11	81.9	85	80	80.8
12	90.3	86.8	86.1	86.1
All Years	87.4	86.5	84.2	83
State DoE				
Year	**2016**	**2017**	**2018**	**2019**
7	92.8	92.7	91.8	91.2
8	90.5	90.5	89.3	88.6
9	89.1	89.1	87.7	87.2
10	87.6	87.3	86.1	85.5
11	88.2	88.2	86.6	86.6
12	90.1	90.1	89	88.6
All Years	89.7	89.6	88.4	88

Student attendance across all years falls below state average patterns of attendance as well as an acceptable level of attendance for effective schooling. This includes a high proportion of students being suspended or placed on alternative educational programs. It will be part of this school's direction to change this pattern through remediation, intervention, and educational programs that are authentic and engaging in today's world.

Management of non-attendance

Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non–attendance.

Post school destinations

Proportion of students moving into post-school education, training or employment	Year 10 %	Year 11 %	Year 12 %
Seeking Employment	0	10	15
Employment	8	35	40
TAFE entry	2	5	18
University Entry	0	0	33
Other	1	1	0
Unknown	0	0	0

Our Year 12 students in 2019 have been overwhelmingly successful in obtaining employment and tertiary education opportunities, with 33% of Year 12 students gaining university entry, 18% gaining TAFE entry and 40% of students leaving to employment.

Year 12 students undertaking vocational or trade training

39.29% of Year 12 students at Picton High School undertook vocational education and training in 2019.

Year 12 students attaining HSC or equivalent vocational education qualification

94% of all Year 12 students at Picton High School expected to complete Year 12 in 2019 received a Higher School Certificate or equivalent vocational education and training qualification.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	2
Head Teacher(s)	13
Classroom Teacher(s)	59
Learning and Support Teacher(s)	3.2
Teacher Librarian	1
School Counsellor	1
School Administration and Support Staff	18.17
Other Positions	1

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2019, 3.9% of the Department's workforce identify as Aboriginal people.

Workforce ATSI

Staff type	Benchmark[1]	2019 Aboriginal and/or Torres Strait Islander representation[2]
School Support	3.30%	7.20%
Teachers	3.30%	2.90%

Note 1 – The NSW Public Sector Aboriginal Employment Strategy 2014–17 introduced an aspirational target of 1.8% by 2021 for each of the sector's salary bands. If the aspirational target of 1.8% is achieved in salary bands not currently at or above 1.8%, the cumulative representation of Aboriginal employees in the sector is expected to reach 3.3%.

Note 2 – Representation of diversity groups are calculated as the estimated number of staff in each group divided by the total number of staff. These statistics have been weighted to estimate the representation of diversity groups in the workforce, where diversity survey response rates were less than 100 per cent. The total number of staff is based on a headcount of permanent and temporary employees.

Teacher qualifications

All casual, temporary and permanent teachers in NSW public schools must hold a NSW Department of Education approval to teach. Teachers with approval to teach must be accredited with the NSW Education Standards Authority, and hold a recognised teaching degree. All NSW teachers must hold a valid NSW Working With Children Check clearance.

Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice.

Professional learning includes five student–free School Development Days and induction programs for staff new to our school and/or system. These days are used to improve the capacity of teaching and non–teaching staff in line with school and departmental priorities.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2019 to 31 December 2019. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2019 **Actual** ($)
Opening Balance	1,295,757
Revenue	13,747,013
Appropriation	13,367,885
Sale of Goods and Services	68,506
Grants and contributions	304,851
Investment income	5,149
Other revenue	623
Expenses	-12,771,665
Employee related	-11,505,995
Operating expenses	-1,265,670
Surplus / deficit for the year	975,348

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.

Financial summary - Equity loadings

The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

	2019 **Approved SBA** ($)
Targeted Total	1,224,646
Equity Total	1,329,574
Equity - Aboriginal	66,759
Equity - Socio-economic	715,240
Equity - Language	23,775
Equity - Disability	523,800
Base Total	9,719,760
Base - Per Capita	254,343
Base - Location	10,796
Base - Other	9,454,621
Other Total	587,743
Grand Total	12,861,722

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.

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 2021 NAPLAN is moving from a paper test to an online test. Individual schools are transitioning to the online test, with some schools participating in 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 be treated with care.

NAPLAN Online

The My School website provides detailed information and data for national literacy and numeracy testing. Go to myschool.edu.au to access the school data. As schools transition to NAPLAN online, the band distribution of results is not directly comparable to band averages from previous years. While the 10 band distribution available to schools who completed NAPLAN online is a more accurate reflection of student performance, caution should be taken when considering results relative to what was formerly a six band distribution. As the full transition of NAPLAN online continues, the most appropriate way to communicate results for NAPLAN online is by scaled scores and scaled growth. This is the reporting format agreed by state and territory education ministers, and is reflected on the myschool website.

Literacy

Approximately 200 students participated in year 7 NAPLAN assessment for 2019. Testing occurs in May of each year meaning Picton High was able to work with these new students for around a term. Results for Reading and Writing showed that these students achieved results consistently below state averages. The students that sat the year 9 NAPLAN assessment showed considerable growth. In the two years at Picton High School, they closed the gap and achieved now results consistent with state averages and even exceeding state averages.

Although these growth patterns are encouraging, in 2020, Picton High School will examine more explicit Literacy teaching to both increase student growth and produce results exceeding state averages.
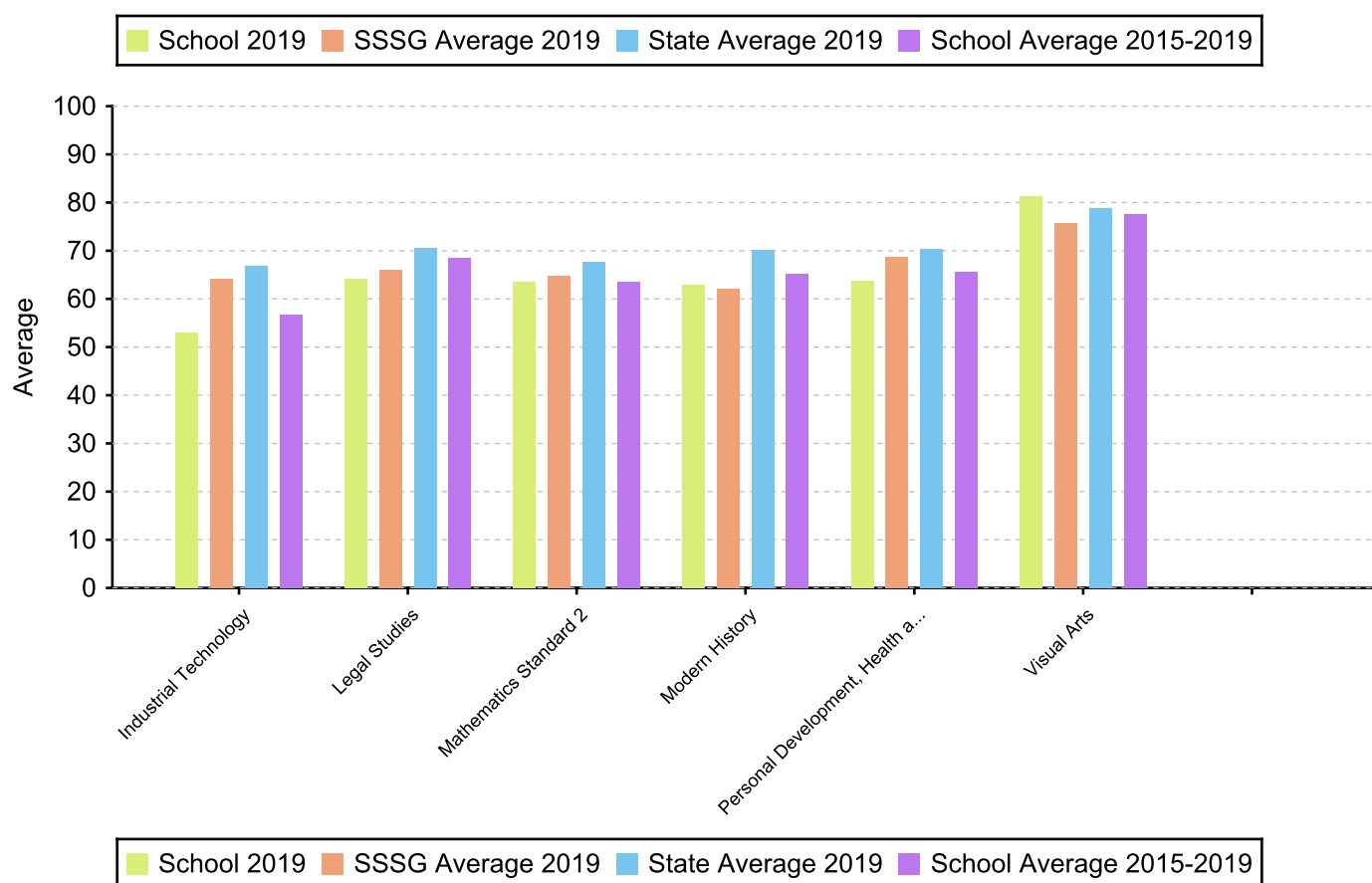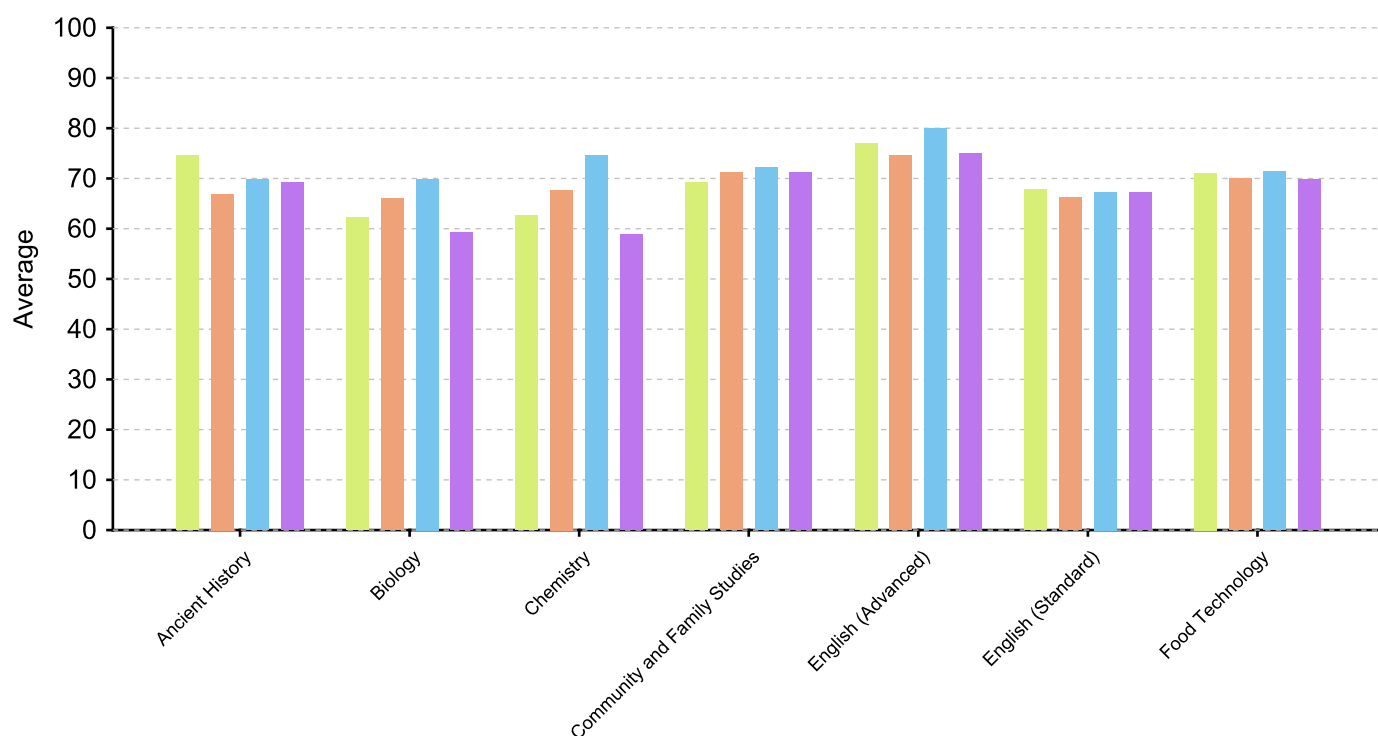
Numeracy

For both year 7 and year 9 students, Numeracy is tested in the same way that they do for Literacy. All students are assessed in year 7 and then again in year 9 two years later. The same pattern of growth recorded for Literacy was observed for Numeracy. Underperforming in year 7 with great growth obtained over two years where students achieved growth consistent will state levels of achievement.

School performance - HSC

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

The information in this report must be consistent with privacy and personal information policies. Where there are fewer than 10 students in a course or subject, summary statistics or graphical representation of student performance is not available.

Legend: School 2019 | SSSG Average 2019 | State Average 2019 | School Average 2015-2019

Legend: School 2019 | SSSG Average 2019 | State Average 2019 | School Average 2015-2019

Subject	School 2019	SSSG	State	School Average 2015-2019
Ancient History	74.6	66.9	69.9	69.2
Biology	62.2	66.1	69.9	59.2
Chemistry	62.7	67.7	74.7	58.8
Community and Family Studies	69.2	71.2	72.2	71.1
English (Advanced)	76.9	74.7	80.0	75.0
English (Standard)	67.8	66.3	67.3	67.3
Food Technology	71.1	70.0	71.4	69.8
Industrial Technology	53.1	64.2	66.8	56.7
Legal Studies	64.1	66.0	70.6	68.5
Mathematics Standard 2	63.5	64.8	67.7	63.5
Modern History	62.9	62.1	70.2	65.1
Personal Development, Health and Physical Education	63.7	68.6	70.5	65.7
Visual Arts	81.3	75.8	78.8	77.5

Picton High School 8215 (2019)

Printed on: 1 June, 2020

Parent/caregiver, student, teacher satisfaction

In 2019, Picton High School implemented the first stage of its school rebuild by relocating to a portable school site located on the school's oval and playground areas.. This was a stressful time for staff, students, and the community and it was reflected in comments from all members of the school community.

Parents' physical access was limited and difficult to get to. The grounds were often dusty and dirty as the old school was torn down and poor weather made situations worse. Any sport–related activities could no longer be conducted at school and students were bused to all events on a daily basis. Teachers and students bore the brunt of the experience and overall they should be praised for their tenacity during this time.

Parents felt that communication was poor during this time and that students were increasingly unsafe and poorly behaved.

Students felt that school was not as engaging as it operated differently and required them to change the way they would normally conduct themselves at school. There were fewer events to participate in and they did not feel a sense of belonging to the school as they have in the past. They stated they felt school to be less valuable and engaging in off–task actions. Interest and effort declined.

The staff felt that the new temporary school resulted in increased distance from the community, specifically parents and guardians. They found student engagement and motivation had decreased and a perception that the learning culture had generally declined. They stated that access to technology did increase and this afforded them greater opportunity to develop their future–focused curriculum development. There was a greater opportunity to be involved in whole school activities and a variety of teacher growth programs.

Policy requirements

Aboriginal Education Policy

The responsibility for enacting the Aboriginal Education Policy rests with all Departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings.

Evidence of effective implementation of the policy included:

- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
- Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.

Over 2019, our students were invited to participate in a range of activities designed to build connection with their heritage and inform the wider community. These included;

- Students were provided with stationery to support learning.
- Tutors were employed to assist students with their academic work.
- Students attended the NSW AECG camps Culture camp, STEM Camp 1st July to 3rd July. STEM Camp 24th –26th Sept, STEM Camp 6th – 8th November.
- Four "Yarn" BBQs at school where the community was invited to connect with the school.
- For the Aboriginal Student Achievement Awards, we nominated 7 students and staff. Three awards were received.
- An external School Dance Program was conducted where we took 5 students to try out for an Aboriginal dance company. One student was successful.
- Students in years 8–12 participated in the Pathway to Dreaming program. There were 8 mentoring sessions at school and 7 onsite visits to different Universities from Campbelltown to Liverpool.
- Students were to attend the "Koori Aspiration Program" on the 2nd December at Moss Vale, however, due to the nearby fires, this event was canceled. This event was postponed twice more but each venue was deemed to be unsafe due to the fires.
- Our school conducted an ATSI Transition program from year 6 to year 7. Picton High School transported the students to and from their Primary School. They participated in a range of high school programs, met start, and began the production of their IEP. The Junior AECG helped as mentors on this day.
- In term 4 Picton High School started a local Aboriginal Dance Group.

Anti-Racism Policy

All teachers are responsible for supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. Principals are responsible for examining school practices and procedures to ensure they are consistent with the policy. All schools have an Anti–Racism Contact Officer who is trained to respond to concerns in relation to racism.

Picton High School had three trained Anti–Racism Contact Offices (ARCO), one for each school stage. They worked with staff and students to ensure equity and tolerance for all members of the school community. Students who may have breached the policy, were referred to their appropriate ARCO who mentored them and made them aware of our school requirements.

Multicultural Education Policy

Teachers address the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. Principals are responsible for ensuring that school policies, programs and practices respond to the cultural, linguistic and religious diversity of the school community, and provide opportunities that enable all students to achieve equitable education and social outcomes.

Though Harmony day is a regular feature of Picton High School's events calendar, the site relocation and timing saw no event in 2019. In November, the school did conduct a White Ribbon Day event. Here students listen to school and community speakers, watched high profile people speak against domestic violence, and participate in learning tasks around this them. Manu student made a commitment to a message against domestic violence by signing a public

declaration that is kept on school grounds.

Other School Programs (optional)

Vocational Education Programs

At Picton High School we offer an extensive range of Vocational Education and Training (VET) subjects to support students' career goals and interests. In 2019 eight VET courses were studied across Years 11 and 12 with students completing mandatory work placement to gain a certificate I, II or III. The courses included Business Services, Construction, Entertainment Industry, Hospitality – Kitchen Operations, Metals and Engineering, Primary Industries, Retail Services and Sports Coaching. In total 48 VET certificates were obtained by Picton High School students in 2019. Our students also benefited from a strong program of support for the completion of traineeships and apprenticeships. In 2019 seven students in Years 11 and 12 undertook either a school–based traineeship or apprenticeship in the areas of Sport and Recreation and Retail Services. All Year 10 students undertook fortnightly timetabled careers classes which helped them identify individual strengths and passions and they learnt how these could lead to post–school career opportunities. Students designed career portfolios to display their resume, work experience journals, interests, strengths and characteristics. As part of our work–ready program Year 10 students also participated in one week of work experience where they were able to put their skills into action. Parents, work experience providers, and students alike recognise the value of work experience in helping students develop a better understanding of what career in which they are more likely to enjoy and be successful. Our work experience program has also proven highly valuable in guiding students in their Year 11 subject selection, Australian Tertiary Admission Rank (ATAR) choice and VET subjects.

Student Leadership

As part of our student leadership program, the 2019 SRC attended the ANZAC Day marches and ceremonies at Picton and Thirlmere (held at a later date). At Picton, the captains gave a speech and the vice–captains laid a wreath. At Thirlmere, the prefects recited a poem and a prayer for the nation and laid a wreath.

In November, the 2020 senior SRC team attended the Remembrance Day ceremony at the John Goodlet Manor Queen Victoria Park – Thirlmere Way Picton. They recited a poem called 'We Shall Keep the Faith' and laid a wreath. I think This is about all that they've been involved in.