

Picnic Point High School 2019 Annual Report



8377

Introduction

The Annual Report for 2019 is provided to the community of Picnic Point 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

Congratulations to our Year 12 HSC class of 2019 on their great results, a special mention to the Dux of the Year, Chris Liu who achieved an excellent ATAR of 94.10. Other high achievers include: Shi-Yao Li (ATAR 91.90), Priscilla Spalding (ATAR 91.65), Jasmine Zande (ATAR 90.35), Cameron Piniros (ATAR 90.05) and Molly Miller (ATAR 89.55). All High Achievers were formally recognised at our High Achiever's Assembly on 21/02/20.

In 2020, I will continue to seek the support, encouragement and assistance of parents in ensuring the best academic and social outcomes for all of our students. It is important all stakeholders work in partnership to support our students through their educational journey.

Mrs Sharon Byron

Principal

Message from the school community

The Parents and Citizens Association enjoyed consulting with staff to support areas of the school during 2019. Our meetings are a great way for parents to learn about school programs and activities. Members of the school Executive meet with us once a month to share information about project updates and general information. It is a terrific forum for communication about school activities. Our largest source of funding continues to be from our P&C managed school canteen which has allowed us to provide significant contributions to projects this year.

Recent focus areas for spending have included the installation of 2 water bottle filling stations and improvements to the environment surrounding the Food Technology Cafe area, including shade sails. We continue to fund small ongoing expenses at the request of the school such as the very successful 'Top Blokes' program, Presentation Day Gift vouchers, and student wellbeing programs. Where possible, members have supported activities by attending functions throughout the year held at the school. We were pleased to hold a BBQ at the very successful Exhibition night held to showcase student programs from many Key Learning Areas.

During 2020 we look forward to watching the upcoming school musical and listening through the new \$50 000 audio upgrade provided with recent funds. We look forward to supporting all students and staff in the next 12 months.

Louise Steinfurth

President

Picnic Point High School

Parents and Citizens Association

Message from the students

Over the past year many positive things have happened at Picnic Point High School. The 2019 Student Leadership camp was located in Kangaroo Valley and for numerous students it was an opportunity to experience camping for the first time. This was a positive experience for all involved as we were able to use our teamwork and leadership skills to navigate our way through unfamiliar terrain. Further, our school was excited to hold our first Exhibition Night which showcased the amazing talents of our students and teachers. Many items were on display from the various faculties within the school and the night was a great success for building our school community. Our three sports carnivals were also a great success, with excellent attendance and outstanding results from the students. Overall, Picnic Point High School continues to progress and grow as a community of learners and it is an honour to lead the school community and to be a part of such a strong leadership team.

Samantha Battams and Luke Papagianopoulos

School Captains 2019–2020



School background

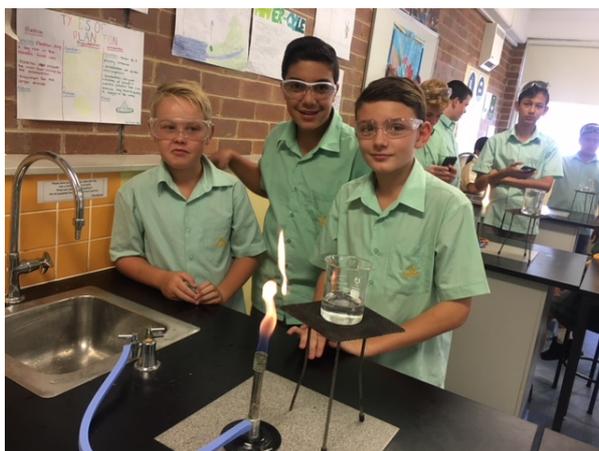
School vision statement

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

School context

Picnic Point High School is a comprehensive co-educational secondary school established in 1962 with 1020 students enrolled in 2019. There are 74 teaching staff with a diverse range of experience. The growth in student numbers in recent years has enabled the school to offer a diverse curriculum while still maintaining strong, nurturing student welfare programs.

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



Self-assessment and school achievement

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

Strategic Direction 1

Innovative Learning

Purpose

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

Improvement Measures

At least 70% of Stage 5 GAT students value their mentorship.

Increase in TTFM student engagement profile data (3 year trend).

Meet the state average for engagement and motivation in Years 7–9.

Increased proportion of students achieving expected growth in Literacy and Numeracy.

Overall summary of progress

In 2019, the Year 7 Transition Program ran from Weeks 1 to 3 which included team building activities, wellbeing lessons and a Project Based Learning (PBL) task. All Year 7 students were engaged in the task and had an opportunity to develop their soft skills by working in small teams to design, create and present a project model. Year 7 students also worked on a Humanities COG (Connected Outcomes Group) throughout Semester One titled 'My Place, My Community'. Visual Art, Geography, History and English subject areas worked together to complete a focal project that drew inspiration from the KLAs to help students transition into these subjects. The end product changed from a portrait design in 2018 to a clay model in 2019. Year 7 also completed a STEM COG which allowed them to understand how skills and concepts across TAS, Science and Mathematics can be brought together to achieve success and meet targeted outcomes. Students designed a race car in small groups and tested their design. As a result, students applied their critical thinking and problem solving skills. Students participated in a race car competition which allowed for further student engagement and creativity. In 2019, Year 7 also participated in the Best Start Reading and Numeracy assessment which provided teachers with additional information on how best to support Year 7 in their transition to high school.

In 2019, the school implemented an intentional and targeted PL program to upskill staff in the pedagogy and differentiation of GAT students. Using a model of action research, staff across all faculties designed and facilitated lessons that were intended to better cater to these needs. The delivery of a 10-part metacognition program was designed and adopted as part of the BMW program in Year 8. Additionally, the extension classes of Year 8 undertook curriculum focused GAT projects in many of their KLAs that were showcased in our end of year exhibition, catering to the dynamic abilities of students in this stream. Finally, a variety of extra-curricular initiatives including the Kirby Cup and the Game Changer as well as the continuation of the Archibull Project were implemented.

Teachers continued to use the reading comprehension strategies with their junior classes and the Numeracy leaders presented the RUCSAC strategy to all staff and implemented across four KLAs (PE, Science, Maths, TAS).

Progress towards achieving improvement measures

Process 1: Transition Program

Improve the engagement of Stage 4 students by delivering meaningful, relevant and authentic learning experiences. Project based learning units and semesterised COGs resulting in a common task for all Stage 4 students. Cross-curricula programming allowing teachers to build stronger links between skills and content. Targeted professional learning to help construct and sustain the COG and PBL.

Evaluation	Funds Expended (Resources)
ANNUAL MILESTONE: Year 7 PBL refined	\$14100

Progress towards achieving improvement measures

Year 7 Humanities/STEM COG refined

Stage 5 PBL across the school

Our results in TTFM 2019 were slightly below by those recorded from across the state by 1% in Intellectual Engagement and by 7% for Interest and Motivation. For both Intellectual Engagement and Interest and Motivation, Year 7 showed the greatest growth in 2019. In particular, Year 7 scored 10% above the state average for Intellectual Engagement, scoring 71%.

Process 2: Gifted and Talented Education

Create and implement a sustainable, efficient and accurate process of identification for GAT students. Provide professional learning experiences and systems that improve staff practice in differentiating for GAT students with regard to content, processes, products as well as assessment tasks. Improve the involvement of gifted students in extracurricular and co-curricular opportunities that extend upon student ability.

Evaluation	Funds Expended (Resources)
<p>ANNUAL MILESTONE: School programs demonstrate differentiation.</p> <p>Year 8 GAT PBL</p> <p>Teacher PL</p> <p>70% of Stage 5 GAT students value their mentorship. Our survey results continued to reflect a rate of 100% of students in the Stage 5 mentoring program valuing their mentorship.</p>	\$1000

Process 3: Literacy and Numeracy

Increase staff capacity in implementing and developing the consistency of learned literacy and numeracy strategies. Explicit literacy and numeracy strategies in all teaching and learning programs.

Evaluation	Funds Expended (Resources)
<p>ANNUAL MILESTONE: Literacy: Further focus on the reading comprehension strategies, Focus on writing, Lesson Study in Stage 4 classes</p> <p>Numeracy: Expand RUCSAC across 4 KLAs</p> <p>NAPLAN scores indicated that 63% of Year 9 students achieved the greatest at or expected growth in the domain of Writing. This has been the greatest increase in growth achieved by Year 9 students in the last 3 years. 2019 NAPLAN results also indicated that 52% students achieved at or expected growth in the domain of Reading, 54% of students achieved at or expected in the domain of Spelling and 50% of students achieved at or expected in the domain of Grammar and Punctuation. In these domains, a downward trend was evident. This trend was also evident in Numeracy as 47% of students achieved at or above expected growth in this domain.</p>	

Next Steps

In 2020, the Year 7 Transition Program will run for a shorter period and will include a new five day PBL focus titled 'Learning for Life' which involves students thinking and learning about what makes a successful learner. The Humanities COG will also involve working on a new end product. The PBL and COG teams evaluated and refined their Year 7 programs in 2019 after collecting feedback from parents, staff and students. The Best Start Year 7 assessments will include the Writing component and will provide useful data to assist in identifying those students who require additional support.

In 2020 the Mentoring Project will be expanded to encompass new students and teachers. GAT projects both extra and co-curricular will also be maintained, and new forms of data will be sought to better assist in the identification of these students.

In 2020, the Literacy and Numeracy focus will include the employment of two Literacy and Numeracy Coordinators. The focus on developing the comprehension skills of Stage 4 students will involve targeted lessons on connected reading and strategies on how to locate–infer–connect. Whilst in Numeracy, we will target strands identified from NAPLAN and Best Start data that require additional support such as Measurement and Geometry.



Strategic Direction 2

Teaching Innovation

Purpose

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

Improvement Measures

Increased levels of student engagement in TTFM data sets (2019–20)

- Intellectual engagement composite
- Students who are interested and motivated
- Effort

(Benchmark data is to be included post 2018 survey)

Value-added (7–9 SCOUT) to achieve SEF2 Sustaining and Growing

Learning Intentions and Success Criteria are explicitly visible as a teaching and learning strategy in all classrooms

Overall summary of progress

In 2019, Learning Intentions and Success Criteria (LISC) were embedded in Stage 4 and Stage 5 classrooms. Learning Walks were conducted by Deputy Principals to ensure all classrooms still had the visible cards available at the front of the rooms. Additionally during the walks we noted if the LISC for the lesson had been updated by the teacher. Student data obtained from a survey of students in Term 3 showed LISC was regularly used in certain subject areas, however, other subjects only used LISC sporadically throughout the topic.

At the beginning of 2019, a variation to the effect size calculator was developed to assist faculties with A–E grades. Different methods of pre and post testing were also developed to assist practical based KLAs such as TAS with sequencing activities or mind maps.

Formative assessment strategies continued to be developed using innovative online programs such as Kahoot or Plickers.

Improvement measures based on the 2019 TTFM survey for Intellectual engagement composite, Interest and Motivation, and Effort are still below student results from across the state.

Progress towards achieving improvement measures

Process 1: Visible Learning

- Professional learning to be delivered on: pre and post testing; the consistent use of Learning Intentions and Success Criteria; the collection, analysis and use of effect size data; and enhancing teacher practice through collaboration, critical reflection and classroom observation.
- Faculties embed explicit assessment strategies to specifically elicit learning feedback and use this data to measure success and effect size.
- Results shared and celebrated.

Evaluation	Funds Expended (Resources)
ANNUAL MILESTONE: Pre– post testing embedded into a formal assessment sequence across Stage 4 and 5 curriculum. Teachers capable of using effect size data to assess impact of classroom strategies.	\$500

Process 2: Formative Assessment

- Strategic professional learning to develop meaningful formative assessment.
- Enhance teacher capability to use formative assessment data to improve teacher practice.
- Use learning evidence to reflect on classroom learning progression and assess student growth.

Progress towards achieving improvement measures

Evaluation	Funds Expended (Resources)
ANNUAL MILESTONE: Formative assessment practices that are innovative and enhance the teaching and learning in Stage 4 and 5 classrooms.	\$500

Next Steps

In 2020, the Learning Intentions and Success Criteria (LISC) will be embedded across all Stages 4, 5, 6 and this will be observed in the Senior Executive Learning Walks and in student work books. Our pre and post data collection will continue and we will research additional methods to review current processes and their impact. All PPHS staff and students will be surveyed to determine the effect of these strategies on Teaching and Learning programs through TTFM and other online forms. Additionally in 2020, Literacy and Numeracy Facilitators will be employed to target gaps identified in our NAPLAN and Best Start data. These facilitators will work with faculties and students to develop tasks that assist student growth through the Learning Progressions.



Strategic Direction 3

Innovative Leaders

Purpose

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

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

Improvement Measures

The Senior Executive to participate in at least three cycles of Instructional Leadership.

Majority of staff use the Common Values Model when interacting with students.

All beginning executive members and aspiring leaders have completed specific professional learning to meet their leadership development goals.

Overall summary of progress

Most Deputy Principals were involved in at least 3 rounds of Instructional Leadership with their respective faculties. The focus for these sessions varied from teacher to teacher but many included priorities from the school plan including engagement, innovation and differentiation.

The Common Values Model (CVM) was incorporated into our Millennium system and is now used by teachers to state the values that were/were not displayed by the student during interactions with peers or staff. Additionally, CVM poster strips have been strategically placed around the school to immerse the values into our community through visual display and to encourage their use in all interactions.

Also in 2019, staff were provided a different PL model of cross curricula groupings for use in staff meetings. This system encouraged communication between staff from other faculties and developed professional relationships within our setting. Professional Learning was targeted to the Teaching Standards at every opportunity and staff were consulted via electronic forms to assess their level of satisfaction.

Progress towards achieving improvement measures

Process 1: Aspiring Leaders Development

- Leaders and aspiring leaders to consult with experts through the Building Strong Leaders Project to expand their skills and leadership potential.
- Potential leaders are identified, encouraged and supported to develop their professional practice through a variety of leadership roles and critical reflection activities.

Evaluation	Funds Expended (Resources)
Lesson Study 2019 evaluation	Lesson Study evaluation \$2000
ANNUAL MILESTONE: Continue to build program and access staff who aspire to leadership	

Process 2: Instructional Leaders

- The leadership team to collaboratively work with teachers to plan, implement and review teaching practice.

Evaluation	Funds Expended (Resources)
DP Instructional Leadership evaluation	Instructional Leadership evaluation \$1000
ANNUAL MILESTONE: DP support of classroom teachers	

Progress towards achieving improvement measures

Process 3: Learning and Wellbeing

- Common Values Model: Teachers to use the language of the school values in all classes.
- Implementation of the Learning and Wellbeing Action Team.

Evaluation	Funds Expended (Resources)
ANNUAL MILESTONE: Continue to refine the learning and wellbeing action team	\$30000

Next Steps

PPHS will continue to support teachers in using the language of the Common Values Model in all dealings with students and parents. This includes access to professional learning as well as support structures within the school to assist in this outcome.

The Learning and Wellbeing Action Team will continue to work with staff and external agencies to identify at-risk students and report on the supports and programs being put in place to assist those students with their welfare at PPHS.



Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$23472	Completed i–movie / photos on school website / facebook ANNUAL MILESTONE: Undertake construction of the amphitheatre to be used as an outdoor classroom. This includes painting and garden construction.
English language proficiency	\$48684	Funds were allocated to employ a specialist EAL/D teacher and the following impacts have been achieved: <ul style="list-style-type: none"> • Streamlined processes to aid in the identification and prioritisation of EAL/D students for withdrawal • Increased capacity to meet the needs of EAL/D students through classroom support and team teaching. • Improved protocols for the acquisition of newly arrived students from IECs and DE International. Ongoing initiative: Improved processes and procedures for reporting on the progress of EAL/D students.
Low level adjustment for disability	\$100104	This funding allowed for the employment of Learning and Support Teachers and School Learning Support Officers to support students. This included assisting students with Personalised Learning and Support Plans (PLaSPs) within the classroom or in small group settings as well as supporting teachers to differentiate the curriculum and provide adjustments so that the students were better able to access the curriculum.
Socio–economic background	\$198613	This funded the following school priorities: <ul style="list-style-type: none"> * Employment of a third Deputy Principal. * Higher duties of a classroom teacher to take on the role of Head Teacher Administration. * Additional 0.6 staffing to support school priorities.
Support for beginning teachers	\$74919	Feedback from PPHS Early Career Teacher reflect a supportive staff culture with mentors providing valuable feedback and demonstrations. Annual Milestone: ECT processes are reviewed and modified to incorporate effective school based research and available technologies. All beginning teachers will have access to personal wellbeing strategies in order to develop their professional skills in a sustained manner.
Environment	\$0	We have successfully placed cardboard boxes in each classroom for paper recycling and students empty them periodically. Additionally, students in the leadership group have planted out the native plants donated to our school from Bankstown Council.

Boys Education/Boys Mentoring

\$0

This program has been discontinued and strategies to support boys education have been included in a Wellbeing initiative.



Student information

Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	582	584	564	568
Girls	445	441	434	429

Student attendance profile

School				
Year	2016	2017	2018	2019
7	94.5	92.4	92.8	92.7
8	91.2	91.2	89.8	89
9	90.4	90.4	90.5	87.1
10	88.7	88.4	86.6	88.1
11	86.4	89.8	87.3	87.1
12	91.4	87.6	89.5	88.8
All Years	90.5	90.1	89.5	88.9
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

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	0	8.26
Employment	32	24	10.74
TAFE entry	9	8	27.27
University Entry	0	0	45.45
Other	50	32	2.50
Unknown	9	36	5.78

Year 12 students undertaking vocational or trade training

37.96% of Year 12 students at Picnic Point High School undertook vocational education and training in 2019.

Year 12 students attaining HSC or equivalent vocational education qualification

98.4% of all Year 12 students at Picnic Point 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)	11
Classroom Teacher(s)	51.3
Learning and Support Teacher(s)	1.5
Teacher Librarian	1
School Counsellor	1
School Administration and Support Staff	15.17
Other Positions	1

*Full Time Equivalent

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	904,879
Revenue	11,288,780
Appropriation	10,838,669
Sale of Goods and Services	14,959
Grants and contributions	421,238
Investment income	10,594
Other revenue	3,319
Expenses	-10,927,303
Employee related	-9,894,552
Operating expenses	-1,032,750
Surplus / deficit for the year	361,478

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	699,073
Equity Total	530,946
Equity - Aboriginal	23,472
Equity - Socio-economic	198,613
Equity - Language	48,684
Equity - Disability	260,178
Base Total	8,782,496
Base - Per Capita	241,339
Base - Location	0
Base - Other	8,541,157
Other Total	411,363
Grand Total	10,423,878

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

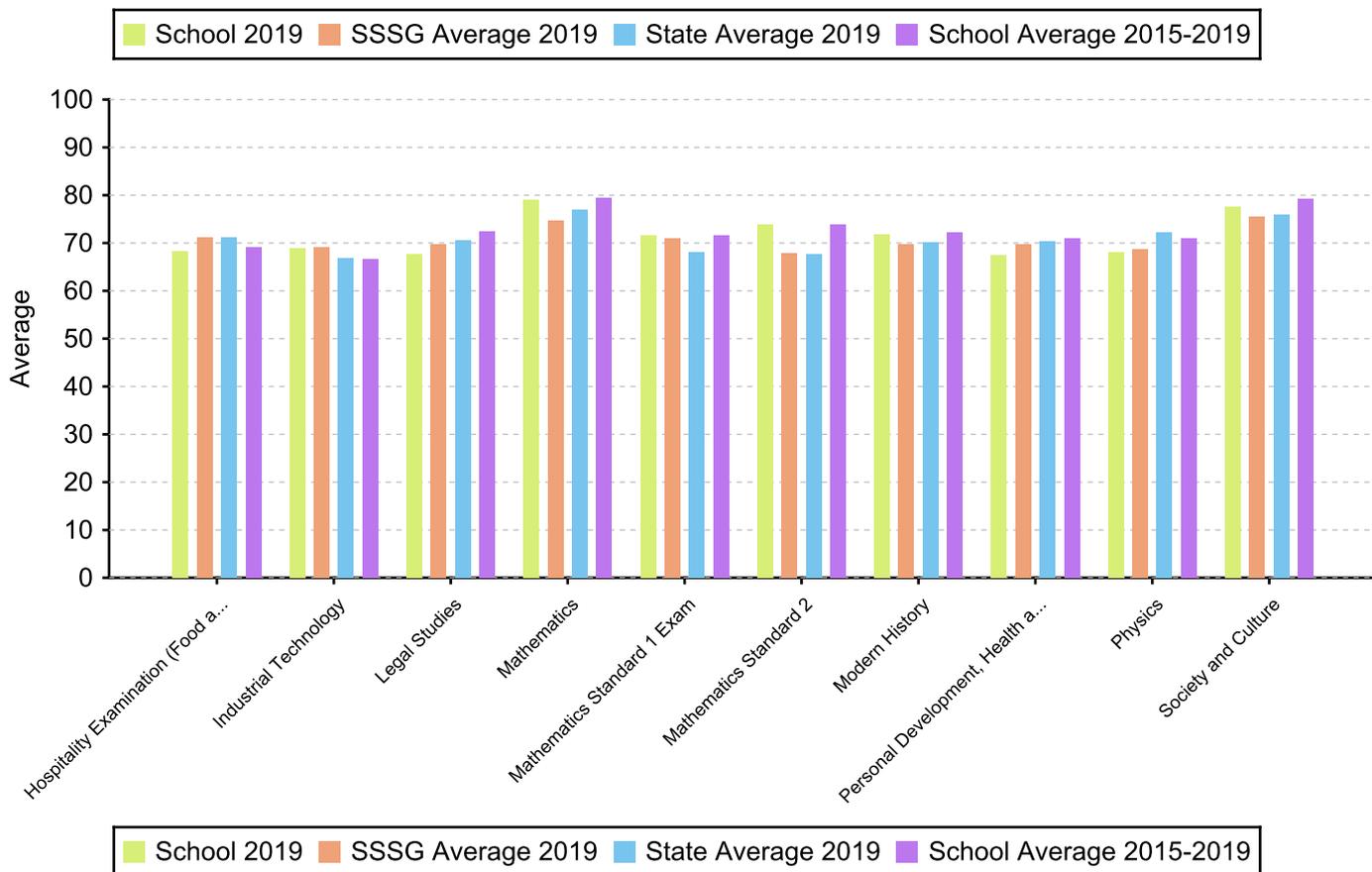
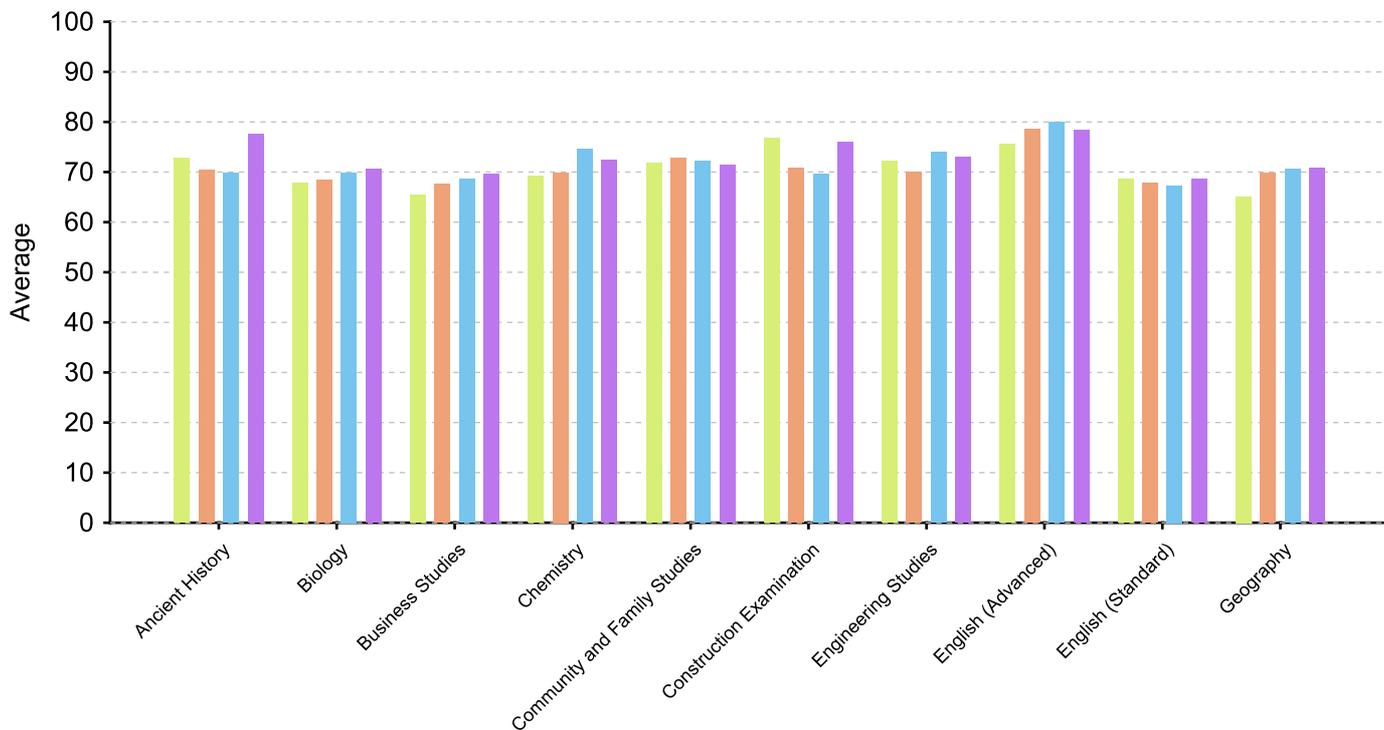
The My School website provides detailed information and data for national literacy and numeracy testing. Go to myschool.edu.au to access the school data. As schools transition to NAPLAN online, the band distribution of results is not directly comparable to band averages from previous years. While the 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.



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.



Subject	School 2019	SSSG	State	School Average 2015-2019
Ancient History	72.8	70.5	69.9	77.6
Biology	67.8	68.5	69.9	70.5
Business Studies	65.4	67.6	68.6	69.7
Chemistry	69.2	69.9	74.7	72.3
Community and Family Studies	71.8	72.8	72.2	71.4
Construction Examination	76.8	70.8	69.6	75.9
Engineering Studies	72.2	70.0	73.9	73.1
English (Advanced)	75.6	78.6	80.0	78.3
English (Standard)	68.6	67.8	67.3	68.6
Geography	65.1	69.9	70.6	70.8
Hospitality Examination (Food and Beverage)	68.3	71.2	71.1	69.1
Industrial Technology	69.0	69.2	66.8	66.7
Legal Studies	67.7	69.7	70.6	72.4
Mathematics	79.0	74.8	76.9	79.4
Mathematics Standard 1 Exam	71.7	71.0	68.1	71.7
Mathematics Standard 2	73.8	67.8	67.7	73.8
Modern History	71.8	69.8	70.2	72.3
Personal Development, Health and Physical Education	67.5	69.7	70.5	71.1
Physics	68.0	68.8	72.1	71.0
Society and Culture	77.6	75.5	75.9	79.3



Parent/caregiver, student, teacher satisfaction

In 2019, PPHS again participated in the Tell Them From Me survey. These surveys gave parents and students a voice to share individual and group perceptions across a complex cross-section of educational indicators. This data was used during the School Excellence Framework Self-Assessment and is relied upon as a mechanism for improvement during our school evaluation cycles, which are completed annually, to obtain and authenticate progress towards completion of school strategic directions and priorities. We will continue to deliver the surveys annually. A snap-shot of the results from the TTFM student survey are below.

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

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

- Participation in school sports
- Effective use of learning time
- Positive teacher-student relations
- Positive relationships with peers
- Positive learning climate
- Positive behaviour at school
- Rigour (classroom instruction is well-organised with a clear purpose and immediate feedback that helps students learn)
- Expectations for success

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

- Student academic self concept
- Positive sense of belonging at school
- Students with a positive sense of belonging
- Attendance / truancy
- Feeling that lessons and skills taught at school are relevant to students' everyday lives
- Advocacy at school
- Student academic buoyancy levels (to overcome setbacks and challenges that are typical of the ordinary course of school life)

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

- Student participation in extracurricular activities
- Valuing schooling outcomes
- Positive homework behaviours
- Intellectual engagement composite (students are intellectually engaged and find learning interesting, enjoyable and relevant)
- Interest and motivation
- Effort
- Positive growth mindset (students set challenging goals in their schoolwork and aim to do their best)
- Bullying
- The number of students planning to finish Year 12
- The number of students planning to go to university or pursue a trade

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

- In this school, students rated Disciplinary Climate of the Classroom 6.1 out of 10. The NSW Govt norm for these years is 5.6.
- In this school, Disciplinary Climate of the Classroom was rated 6.1 out of 10 by girls and 6.2 out of 10 by boys. The NSW Govt norm for girls is 5.5 for boys is 5.6.

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

- In this school, students rated Advocacy Outside of School 5.9 out of 10. The NSW Govt norm is 4.6.
- In this school, Advocacy outside School was rated 5.8 out of 10 by girls and 6.1 out of 10 by boys. The NSW Govt

norm for girls and boys is 4.7 out of 10.

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

- In this school, students rated Effective learning time 6.6 out of 10. The NSW Govt norm for these years is 6.2.
- In this school, Effective learning time was rated 6.6 out of 10 by girls and 6.6 out of 10 by boys. The NSW Govt norm for girls is 6.2 and for boys is 6.3.

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

- In this school, students rated Relevance 5.8 out of 10. The NSW Govt norm for these years is also 5.8.
- In this school, Relevance was rated 5.6 out of 10 by girls and 5.8 out of 10 by boys. The NSW Govt norm for girls is 5.7 and for boys is 6.

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

- In this school, students rated Rigour 6.6 out of 10. The NSW Govt norm for these years is 6.3.
- In this school, Rigour was rated 6.4 out of 10 by girls and 6.3 out of 10 by boys. The NSW Govt norm for girls is 6.3 and for boys is 6.3.

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

- In this school, Positive Teacher-Student Relations were rated 6.3 out of 10. The NSW Govt norm for these years is 5.6.
- In this school, Positive Teacher-Student Relations were rated 6.3 out of 10 by girls and 6.4 out of 10 by boys. The NSW Govt norm for girls is 5.5 and for boys is 5.6.



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.

Picnic Point High School was committed to improving the educational outcomes of Aboriginal students in 2019. The school was actively committed to involving all students in opportunities to experience and appreciate Aboriginal and Torres Strait Islander culture and history.

Aboriginal Education across curriculum

Key Learning Areas at PPHS followed policy from the Department of Education, including mandated Aboriginal Education in specific units of work. Subjects that are part of the new Australian Curriculum embedded compulsory aspects of their courses which met the required outcomes regarding Aboriginal Perspectives and content. Further to this, other faculties incorporated content and tasks designed to address Aboriginal history, culture, language and traditions. Staff were provided with opportunities and resources through the Aboriginal Education Team and learnt about and how to implement Aboriginal perspectives and culture into classrooms.

Professional Learning Plans and Tutoring

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

Picnic Point High School also offered the Stage 6 Tutoring Program for Indigenous students. All students in Years 11 and 12 had additional access to tutoring sessions in subjects of their choice, assisting their syllabus knowledge, improving performance in assessment tasks and better preparing students for examinations. The program was funded by the government and involved a Learning and Support teacher from Picnic Point High School who provided their expertise in a variety of subject areas. A former Indigenous student also assisted with tutoring throughout the year. Senior students also had the opportunity to participate in the NRL School to Work Program, where additional education and employment opportunities were made available in a supportive and engaging environment.

In 2019, Picnic Point High School continued the Tutoring Program for students in Years 7–10. The Aboriginal Education Space (AES), which was established in 2014, continued to thrive. As part of Reconciliation Week acknowledgements, the room was re-named the 'Dyalgala Room'. Traditional Aboriginal artwork was painted on the walls by talented students, with additional student made artwork displayed. Students were timetabled to come out of their regular class and spent one hour with a teacher mentor, receiving one-on-one tutoring in a subject area in which they required assistance.

Cultural Activities (Amphitheatre Project / Edible Garden / Indigenous Cooking Program)

Following on from the Native Garden project, which began in 2014, the Aboriginal Education Team completed the Edible Garden in 2019. They successfully incorporated native plants from the surrounding area to give students a broad base of information and knowledge. The amphitheatre project is well underway, with painting and planting taking place. Additional cultural workshops will take place in 2020. The school was privileged to have traditional elder Aunty Carol Brown conduct a number of Indigenous Cooking Workshops that celebrated Aboriginal culture and heritage. All of the students involved had an extremely worthwhile experience.

A number of i-movies were created to document the outstanding achievements displayed by students throughout the year. It was later shared with the local community via the school's Facebook page and external cultural website:

<https://storylines.com.au/>

Ross Montague and George Arvanitis, PPHS Aboriginal Education Coordinators

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.

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.

Other School Programs (optional)

Student Wellbeing

Picnic Point High School supports the wellbeing of all students. All staff are committed to supporting students to develop their cognitive, emotional and social wellbeing. Picnic Point High School strives to maintain a strong network of external support systems which will provide students with the opportunities to become active and responsible members of the wider community. The wellbeing programs provided by the school aim to develop individual responsibility, supporting students to succeed and thrive and encourage increased participation in school life. These wellbeing programs also focus on the development of positive peer relations and respectful interactions with others.

In Term 4 of 2019, the Wellbeing Faculty completed their faculty validation. This process had clear terms of reference, agreed upon by the Wellbeing faculty and the Principal and collected rich data from students [surveys and focus groups], staff and parents and also from members of the Wellbeing faculty. As a result of this rigorous process, the faculty has made changes to its current organisation, including increased visibility within the school community [regular articles in the Point], implementing new attendance procedures [SMS for lateness] and renewing its focus on providing positive and socially relevant activities for all year groups.

Formal Assemblies were held each term for all year groups in 2019 and provided the opportunity for the Principal, Deputy Principal and Year Adviser to speak with each year group on a variety of school related topics. Each Formal Assembly focussed on a specific theme and in 2019, the Assistant Year Advisers organised presentations based on goal setting, cyber bullying and student achievement.

Year 8 Belonging, Motivation, Wellbeing (BMW) program – In 2019, the **BMW program included** the topics of metacognition, growth mindset, reflective learning and critical thinking, digital citizenship, goal setting, study skills, team building techniques, conflict resolution and anger management. Also included were seven lessons of an individualised boys and girls program. Each class was split into male and female groups. The boys' program was delivered by male staff on topics such as self-esteem, self image, masculinity and peer relations. The girls program focussed on the topics of empathy, peer relations, self confidence and assertiveness, taught by three female staff.

Year 7 Transition Program – For the first 2 weeks of the school year, all Year 7 students completed the Transition Program. Year 7 students completed a Project Based Learning task and focussed on the topic of creating a place that connects people within the school environment. Students developed their collaborative learning skills and their conceptual thinking to successfully achieve a shared goal. Cross curriculum learning opportunities also allowed students to undertake a variety of activities to develop their creative and productive skills. The Transition Program also encompassed essential wellbeing programs, including the Anti Bullying Program and learning about inclusion and diversity.

Peer Support Program – In Term 1, 59 Year 10 leaders completed the highly successful Peer Support program with all Year 7 students. The Year 10 students presented workshops on resilience and how to approach events with a positive mindset. In Term 4, 56 Year 9 students completed Peer Support Training in preparation for the 2020 program.

Student of the Month – Each month, one student from each year group was awarded a canteen voucher as the Student of the Month. This award is presented to a student who has demonstrated excellent effort, engagement and commitment to learning throughout the month.

Year 11 Life Ready Program – In Term 2, Year 11 students attended the three day camp at the Great Aussie Bush Camp, Kincumber. Students completed the mandatory Life Ready [formerly Crossroads] program, addressing issues on

health, safety and wellbeing.

Year 7 Camp – In Term 1, all Year 7 students attended a three day camp at The Tops Conference Centre at Stanwell Tops. Students completed team building activities in a variety of challenging outdoor environments and had the opportunity to develop positive peer connections.

Wellbeing Performances – Brainstorm Productions presented two wellbeing performances in 2019. Year 7 students attended the anti-bullying performance called 'Sticks and Stones' in Term 3 and Year 8 students attended the performance of 'The Hurting Game' in Term 1, focussing on the issues of peer pressure and cyber safety.

Picnic Point High School's Police School Liaison Officer – Senior Constable Andre Korchagin and Senior Constable Phil Smith, presented workshops to Year 8, 9, 10 and 11 students on the topics of online safety, drug education, harassment, stealing and the Young Offenders Act in Term 4.

bstreetsmart Workshop – Year 11 students attended the 'bstreetsmart' workshop at Qudos Bank Arena, Sydney Olympic Park in Term 3. This program integrates with the NSW Personal Development, Health and Physical Education syllabus, promotes safe driver behaviour and provides students with information on how to reduce risk taking behaviour through greater awareness of the consequences of distracted driving, inattention, speeding, drink and drug driving and driver fatigue.

Study Skills Workshops – All year groups completed study skills workshops throughout the year, tailored to their age group and current learning experiences and were delivered by the Year Adviser for each year group, with the support of staff.

Year 10 Senior Preparation Workshops were presented over three days in Week 9 of Term 4. The purpose of these workshops is to assist students to prepare for their transition into Year 11 and 12 or alternate future pathways. Workshops included the Legal Aid workshop 'Burn', the Smart Start 'Earning and Spending' workshops, presented by Commonwealth Bank; the 'Digital Impact' workshops, presented by Optus; a car maintenance workshop presented by Galmatic; a mental health presentation from batyr and All My Own Work, a NESA requirement prior to the commencement of Stage 6, along with minimum standards testing.

Rewards Days – An integral component of the school merit system is the opportunity to reward students who achieve a certain level of positive points for exemplary behaviour and effort. At the end of Term 1, 2 and 3 all students who had achieved either platinum or gold level were invited to attend a Movie Day at school. At the end of Term 4, eligible students were invited to attend an incursion at the school involving a sumo wrestling competition [with real sumo suits!] and zorb ball activities, along with pizza and other fun activities and games to celebrate their achievements throughout 2019.

Top Blokes Program – In 2019, 11 Year 9 boys and 15 Year 10 boys completed the Top Blokes program, which provides workshops that aim to improve boys' self-confidence, the ability to employ positive decision making skills, increased knowledge about mental health issues, improved communication skills and how to be a positive influence among peers. This program was presented by trained facilitators and was supported by the school P&C, Insurance Advisernet Foundation and Padstow Rotary.

Graffiti Education – In Term 2, Xavier Diaz from Warner Youth Education gave an informative talk to all Year 8 students on the topic of Graffiti Education and Awareness.

Kirsty Marquis, Head Teacher Wellbeing and LOTE

