

Prairiewood High School

2019 Annual Report



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Introduction

The Annual Report for 2019 is provided to the community of Prairiewood 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.

School contact details

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Message from the principal

Prairiewood High School is an inclusive and innovative learning community where excellence in teaching and learning is visible. We are proud to be a strong community and partially selective based centre of learning. I lead a remarkable team of teachers who are passionate about high quality and holistic education, providing 1200+ students with an intellectually challenging, relevant and innovative curriculum.

Prairiewood High School is committed to extending its students within a culture that: values excellence in teaching and learning; offers students and staff rich and innovative opportunities for learning and leadership and actively promotes wellbeing and positive relationships.

We pride ourselves on high academic standards and providing differentiated, personalised learning to empower students to achieve their academic and social potential. The school leads by example in striving for excellence, providing opportunities for students to fulfil leadership, academic and community roles.

In 2019, Prairiewood High School continued its proud history and tradition of academic excellence and student success. Our achievements are evidenced by regular award recognition at local, state and national levels. In 2019 we had 32 students receive an ATAR over 90 with a Dux HSC result of 99.75. Further, the school ranked 155th in the HSC across NSW schools. We received the Minister's Award for Excellence in Student Achievement, the Minister's Award for Excellence in Teaching and an Outstanding School Initiative Award. We also received the Sir William Dobell Art Foundation award for Excellence in Teaching in a Visual Art faculty in a NSW secondary school for our outstanding HSC Visual Arts Results.

The school commenced its work on embedding the three strategic directions of the 2018 to 2020 School Plan into school processes and practices: Excellence in Learning, Excellence in Teaching and Excellence in Wellbeing.

This sustained focus enabled the school to pursue excellence for every student by maximising student engagement in a safe, caring and supportive environment. The school is committed to extending its students within a culture that values excellence in teaching and learning; offers students and staff rich and innovative opportunities for learning and leadership and actively promotes wellbeing and positive relationships.

The school has benefited from extra funds through the School Budget Allocation Report (SBAR) and employed an extra Deputy Principal, Head Teachers, Transition Advisor, Student Support Officer and additional Learning Support team members, including School Learning Support Officers and classroom teachers. In 2019 a Wellbeing Support Hub was introduced and a range of literacy, numeracy and technology enrichment programs were also funded by SBAR funding.

I look forward to working with the Prairiewood High School community to ensure future successes.

Ms Belinda Giudice

Principal



School background

School vision statement

Prairiewood High School is an inclusive, innovative and optimistic learning community where excellence in teaching and learning is visible.

Our graduates will be:

- confident, well rounded and flourishing life–long learners;
- informed, creative and critical thinkers;
- reflective and resilient and take responsibility for their own learning;
- respectful, humane and empathetic global citizens;
- citizens who value their community, work for the common good and believe in their capacity to make a sustainable difference in the world.

School context

Prairiewood High School is a year 7 to 12 comprehensive, co–educational and partial academically selective school of 1200+ students. The school caters for a diverse student population with 83% of students from a wide range of non–English speaking backgrounds, 13 Aboriginal and Torres Strait Islander students and 4 Special Education classes. There are 60 academically selective students in each year.

The school is committed to extending its students within a culture that:

- Values excellence in teaching and learning;
- Offers students and staff rich and innovative opportunities for learning and leadership.
- Actively promotes wellbeing and positive relationships.

The school is held in very high regard by its community and has a strong focus on literacy, student engagement, high expectations and professional learning. In 2019 and beyond, the school will continue on its journey in collaboratively and critically reflecting on practice, building community partnerships and exploring innovative teaching and learning.



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

Strategic Direction 1

Excellence in Learning

Purpose

- *To empower all learners to prosper in an environment that continually strives for excellence, is strongly focused on learning, the building of educational aspirations and ongoing performance improvement.*
- *To enthusiastically embrace innovative and differentiated learning practices and opportunities so that every student reaches their potential.*
- *To ensure that all students have learning experiences that are individualised and build on their passions and abilities, so that all learners are catered for and equity gaps are negated.*

Improvement Measures

Growth in student performance, including:

NAPLAN – A reduction in the percentage of students performing below national minimum standards from Years 7 – 9 , an 8% increase in the percentage of students achieving greater than or equal to expected growth in Year 9 and an increase in the top 2 NAPLAN Bands for all students, including ATSI students

HSC – An increase in the number of Bands 5 and 6 and a reduction in the number of Bands 1 and 2

All students are supported to achieve their personal best

Overall summary of progress

There are a range of programs and practices that encourage students to take responsibility for their own learning, including a Senior Study Program, a Homework Centre that runs twice a week, an Extended Studies Program and regular review meetings for all year groups where student progress is monitored. Students who have diagnosed learning difficulties or support needs have personalised learning plans. Programs such as QuickSmart and Multilit along with discrete literacy lessons for all students in Years 7 – 10, with a focus on grammar, comprehension, writing and the development of short and extended response skills, have been employed to improve student learning outcomes.

Additional teaching staff are employed by the Learning Support Team to ensure students are supported in their learning. The Secondary Studies Team specifically and strategically addresses student learning priorities and case-manages students at risk. The school community clearly communicates high expectations for all students.

Progress towards achieving improvement measures

Process 1: Students' learning is monitored longitudinally to ensure continued challenge and maximised learning outcomes. Case management of underperforming students, including selective students and senior students

Evaluation	Funds Expended (Resources)
<ul style="list-style-type: none">• The senior study team (1.8 staff) effectively case managed Stage 6 students – 97.6% of students achieved an HSC.• Data tracking of selective students through RoSA, Preliminary and HSC courses has contributed to HSC results.	\$192088 (socio-economic funding)

Process 2: Evaluation, reflection and collaboration on current scope and sequences, programs and assessment tasks to provide differentiated learning experiences for students according to their needs, to challenge and extend students and improve student learning outcomes, for all learners

Evaluation	Funds Expended (Resources)
<ul style="list-style-type: none">• Over 80% of Stage 4 programs reflect differentiated learning processes. Staff confidence has increased due to this professional learning.	\$34650 (Professional learning funding)

Progress towards achieving improvement measures

- Year 7–9 and Year 9–12 value added results is identified as excelling.
- The school has successfully maintained the proportion of students at or above national minimum standard (> 90%).
- Currently at or above expected growth in years 7–9 in reading, writing and numeracy, with school performance data reflecting results higher than the SSG.

Process 3:

Evaluation

- Data reflects a reduction of students receiving N– awards across Stage 6.
- Greater use of the Extended Study facility, in conjunction with Stage 6 review panels have contributed to this improvement.

Funds Expended (Resources)

Next Steps

- A dedicated 2018–20 School Plan with a strategic direction focus on "Excellence in Learning". This will include a coordinated and sustained approach to broaden assessment practices including formative, self and peer assessment structures to enhance student-centred learning as part of an emphasis on effective feedback.
- Continued support of STEM and future-focused learning initiatives.



Strategic Direction 2

Excellence in Teaching

Purpose

- To foster a school wide culture of high expectations and a shared sense of responsibility for student engagement, learning, development and success, increasing academic engagement in deep learning experience which are differentiated and individualised, that challenge and extend all learning groups.
- For teachers to take shared responsibility for student improvement and contribute to a transparent learning culture, including through the observation of each other's practices and explicit systems for collaboration and feedback to sustain quality teaching practices.
- To ensure all teachers are committed to identifying, understanding and implementing the most effective explicit teaching methods, with the highest priority given to evidence-based teaching strategies

Improvement Measures

By the end of 2020 all Stage 4 programs will be collaboratively authored, evaluated and modified to include differentiated teaching and learning programs and assessments.

Teachers increase their use of external and internally generated data to inform evidenced based teaching practice and improve student learning outcomes.

Overall summary of progress

Excellence in teaching is evident and continues to thrive at Prairiewood High School. Within faculties, experienced teachers work collaboratively with other teachers to ensure consistency of curriculum delivery and to improve teaching and learning across the school. Multiple platforms for formal and informal mentoring practices are in place as are embedded, explicit systems for collaboration and classroom observations to drive school-wide improvement in teaching practice. Teachers actively share their expertise or passion with their peers at school professional learning events. These include Twilight Professional Learning Sessions, Staff Development Days, Staff Meetings, Faculty Meetings and externally accessed professional learning. Teachers are supported in professional learning at their point of need, including beginning teachers, aspirational staff and teachers at various stages of their careers.

Progress towards achieving improvement measures

Process 1: Teaching staff are actively encouraged and supported to strengthen differentiation practices to improve student learning outcomes.

Evaluation	Funds Expended (Resources)
<ul style="list-style-type: none">• Over 80% of Stage 4 programs reflect differentiated learning processes. Staff confidence has increased due to this professional learning. Year 7–9 and Year 9–12 value added results is identified as excelling.• All faculties engaged with an external academic learning partner on curriculum differentiation.	\$34650

Process 2: Student assessment data is regularly collected and analysed to track student progress in order to reflect on and improve teaching effectiveness.

Evaluation	Funds Expended (Resources)
<ul style="list-style-type: none">• Class profiles were created, aligned to Literacy Progressions, to support Year 7 teachers in the delivery of curriculum. In particular, class profiles were utilised by staff in order to differentiate and address the literacy needs of all students.• 100% of teaching staff are trained in SCOUT – DoE data platform.• Senior Executive staff all trained in advanced Business Intelligence data platform• Teacher Tell Them From Me data indicates scale score of 7.5/10 for 'data	

Progress towards achieving improvement measures

informs practice'. This was the highest result of the eight drivers of effective practice.

Process 3: Teaching staff are actively engaged in a whole school targeted professional learning program.

Evaluation	Funds Expended (Resources)
<ul style="list-style-type: none"> • School Development Days, Twilight sessions, whole–staff and faculty meetings address a variety of professional learning needs aligned to staff Performance and Development goals. 	\$8000

Process 4: Teaching staff explore the successes of Quality Teaching Rounds as a strategy to improve pedagogical practice.

Evaluation	Funds Expended (Resources)
<ul style="list-style-type: none"> • 8 staff formally trained in Quality Teaching Rounds. • A focus on lesson observation feedback highlighted as a targeted strategy of support. 	\$10000

Process 5: A high quality program of support for Beginning Teachers is implemented by the Head Teacher Teaching and Learning.

Evaluation	Funds Expended (Resources)
<ul style="list-style-type: none"> • Beginner Teachers identified and their association as a Professional Learning Community was having a positive impact on their pedagogical practice. 	\$16000

Next Steps

- A dedicated 2018–20 School Plan with a strategic direction focus on "Excellence in Teaching". This will include a coordinated and sustained approach to curriculum planning and delivery and quality assessment practices through an explicit focus on curriculum differentiation and using data to inform practice.
- Expansion of Quality Teaching Rounds as a structure to improve professional practice.
- Investigation into a range of innovative pedagogical practices, including future focused learning and explicit teaching.



Strategic Direction 3

Excellence in Wellbeing

Purpose

- *Create a strategic and coordinated evidence-informed approach to whole school wellbeing processes that support student achievement, resilience and success in a nurturing learning environment that enables the development of healthy, happy, successful and productive individuals.*

Improvement Measures

- Increase of the number of students effectively case managed through the Coordinated Support Team and through the Wellbeing Hub
- Increase the number of students at or above 85% in whole day attendance
- Increase the Positive Behaviour for Learning Tiered Fidelity Index (TFI) evaluation score of 47.
- Increase the universal and tier 2 and 3 programs that run to support students.

Overall summary of progress

Prairiewood High School considers its students' wellbeing and safety as a priority. We aim for the academic success and personal happiness of every student and support each student to reach their potential, achieve the skills to continue effective life-long learning and prepare to take up successfully, the role of citizens of the future. To support this aim; we provide a safe, caring and stimulating learning environment; maintain high expectations of work and behaviour; promote self-esteem and celebrate success in all areas. In 2019, the school introduced a Wellbeing Hub and continued to embed the Positive Behaviour for Learning Safe, Respectful, Learner framework. It implemented a range of programs and initiatives responding to holistic student needs. This includes targeted support in the area of mental health and trauma informed practice. The school boasts high quality engagement in learning and above state average attendance results.

Progress towards achieving improvement measures

- Process 1:** • **Implement and evaluate a strategic and targeted approach to enriching student wellbeing;** includes coordinated student wellbeing support, attendance support, introduction of a Wellbeing Hub, implementation and evaluation of universal and targeted programs of support and strong parent and community engagement participation programs

Evaluation	Funds Expended (Resources)
<ul style="list-style-type: none">• The Wellbeing and Learning Support Teams collaborate to meet the needs of students in a coordinated approach. This includes utilisation of a range of external partnerships.• The school maintains above state average attendance for students in years 7 to 12; with overall attendance at 89.4%• Interagency providers, including Mission Australia and Links to Learning, implemented a range of programs supporting positive and respectful relationships.	\$198715

- Process 2:** • **Collaborate with school community members to develop, implement and evaluate an evidence informed action plan to support the school's Positive Behaviour for Learning (PBL) journey**

Evaluation	Funds Expended (Resources)
<ul style="list-style-type: none">• Years 7 to 10 participated in regular fortnightly whole-school lessons reflecting the school's core values as Safe, Respectful Learners.• Positive Behaviour for Learning Tiered Fidelity Inventory improved by 4 scale points from 2018 to 2019.• Student Tell Them From Data (TTFM) reported 91% of students have	

Progress towards achieving improvement measures

positive behaviour at school. This data was supported by TTFM staff feedback of positive teacher–student relations – a scale score of 6.2/10 which is +0.5 above Government norm. This is further supported by a staff ranking of 6.3/10 positive learning climate which is +0.7 above Government norm.

Process 3: • Introduce a Wellbeing Hub to the school as an additional support strategy for students

Evaluation	Funds Expended (Resources)
<ul style="list-style-type: none"> • The Wellbeing hub became operational in 2019. This has included the design and development of the space. Additionally, a full suite of programs have been delivered resulting in increased connectedness and belonging for students. • The school employed a Student Support Officer (Youth Outreach Worker) and student, staff and parent/community feedback indicated improved case management support for vulnerable students. 	

Process 4: • Implement and evaluate a whole–school Attendance strategy to support student engagement and success in learning

Evaluation	Funds Expended (Resources)
<ul style="list-style-type: none"> • Additional Year Advisor release and a Head Teacher Student Engagement has proactively supported whole school attendance. Attendance specific strategies include: face–to–face meetings with students and/or parents/carers, Phone Intervention Program (PIP) – daily and 3–daily phone calls, daily SMS notifications to parents/carers, data monitoring (below 85%, below 50%, suspension and behaviour incident monitoring), attendance card monitoring and implementation of school Attendance Improvement Plan (AIP) prior to formal DoE progresses involving the HSLO and School Services support. These strategies have led to an increase of students who have attended school for 60% or above from 933 students in 2017 to 1167 students in 2019. This is approximately a 20% improvement. 	\$52,000

Next Steps

- Continued expansion of the Positive Behaviour for Learning framework at the school.
- An explicit focus on improving the self–regulation of students across a range of school and external environments.
- Comprehensive school wellbeing evaluation to be undertaken in 2020 to inform future directions.



Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$10373	<ul style="list-style-type: none"> Personalised Learning Plans detailing teaching and learning adjustments are effectively communicated to each student's teachers and supported by additional support in class Aboriginal and Torres Strait Islander students engaged in a variety of co-curricular opportunities supporting attendance and engagement in learning
English language proficiency	\$418486, includes 3.6 FTE staffing	Personalised interventions by ESL teachers and Learning Support have significantly enhanced learning outcomes for English Language Proficiency students.
Low level adjustment for disability	\$386520, includes 2.2 FTE staffing	<p>A significant increase in the number of Learning Support teachers and School Learning and Support Officers has provided personalised and targeted support to identified students.</p> <p>Personalised Learning Plans detailing teaching and learning adjustments are effectively communicated to each student's teachers and supported by additional support in class.</p>
Socio-economic background	\$967796	<p>Additional teaching resources and staff have supplemented the school entitlement, especially in the Learning Support Faculty, where additional Learning Support and EALD teachers have been employed to support students across the school. The school has implemented targeted support classes, providing additional support for increasing numbers of newly arrived refugee students and students with additional learning needs .</p> <p>The employment of an additional Deputy Principal, 3 Community Liaison Officers and a Student Support Officer provided a range of health and wellbeing strategies that supported student learning.</p>
Support for beginning teachers	\$111717	All eligible beginning teachers – including permanent and temporary teachers – have been supported by a trained mentor and release time as well as a school designed and delivered Beginning Teachers' Course.
Targeted student support for refugees and new arrivals	\$35993	Additional EALD support, two refugee coordinators and two international student coordinators case manage our newly arrived and refugee students, to ensure a smooth social, wellbeing and academic transition to education in Australia and at PHS.

Student information

Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	614	640	635	620
Girls	569	585	575	571

Student attendance profile

School				
Year	2016	2017	2018	2019
7	93	93.8	93.7	92.3
8	92.8	91.7	91	91.2
9	90.9	91	89.5	89.4
10	90.6	85.7	89	86.4
11	86.4	86.7	85.8	88.8
12	88	88.1	88.5	87.8
All Years	90.3	89.5	89.5	89.4
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	NA	NA	NA
Employment	1.5	11	7.3
TAFE entry	0	0	2.1
University Entry	0	0	64.5
Other	8.3	5.1	3.2
Unknown	NA	NA	NA

Prairiewood High School had 6 VET trained teachers in 2019 teaching the frameworks of Hospitality; both Kitchen Operations and Food and Beverage, IDT, and Retail. The school underwent an internal Department of Education audit and achieved 'satisfactory'.

Year 12 students undertaking vocational or trade training

21.33% of Year 12 students at Prairiewood High School undertook vocational education and training in 2019.

Year 12 students attaining HSC or equivalent vocational education qualification

97.6% of all Year 12 students at Prairiewood High School expected to complete Year 12 in 2019 received a Higher School Certificate or equivalent vocational education and training qualification.

Students at Prairiewood High School are exposed to a range of vocational and trade training. Some opportunities include: TVET Nursing, Construction, Electro-technology, Retail, Mechanical Engineering, Hair and Beauty, Warehousing and Hospitality.



Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	2
Head Teacher(s)	14
Classroom Teacher(s)	59.2
Learning and Support Teacher(s)	2.2
Teacher Librarian	1
Teacher ESL	3.6
School Counsellor	2
School Administration and Support Staff	16.97
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	1,963,972
Revenue	14,588,343
Appropriation	13,931,626
Sale of Goods and Services	220,651
Grants and contributions	380,270
Investment income	6,520
Other revenue	49,275
Expenses	-14,427,577
Employee related	-12,777,660
Operating expenses	-1,649,917
Surplus / deficit for the year	160,766

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	770,844
Equity Total	1,783,175
Equity - Aboriginal	10,373
Equity - Socio-economic	967,796
Equity - Language	418,486
Equity - Disability	386,520
Base Total	10,262,528
Base - Per Capita	289,501
Base - Location	0
Base - Other	9,973,027
Other Total	714,574
Grand Total	13,531,121

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.

PRAIRIEWOOD HIGH SCHOOL 

2020 STUDENT LEADERS



Congratulations to our outstanding Captains Ella-Rose Smea and Georgia Eghinsson, and Vice Captains Fiona Lim and Henry Duong, who gained office through merit selection.

Our 2020 prefect body represents the very best in student leadership. All members were elected to office by their peers, in the true spirit of democracy and representation.

Henry Pham, Jason Masi, Yago Yago, Henry Duong, Desmond Phung, Leon Kee
Vince Caputo, Viven Chen, Ella-Rose Smea, Swell Matthew, Bethal Tai, Georgia Eghinsson
Cindy Doan Vu, Selina Nguyen Tran, Anne Chau, Fiona Lim, Anna Le, Kathleen Vuong, Amber Nguyen, and Kaitlyn Dean.

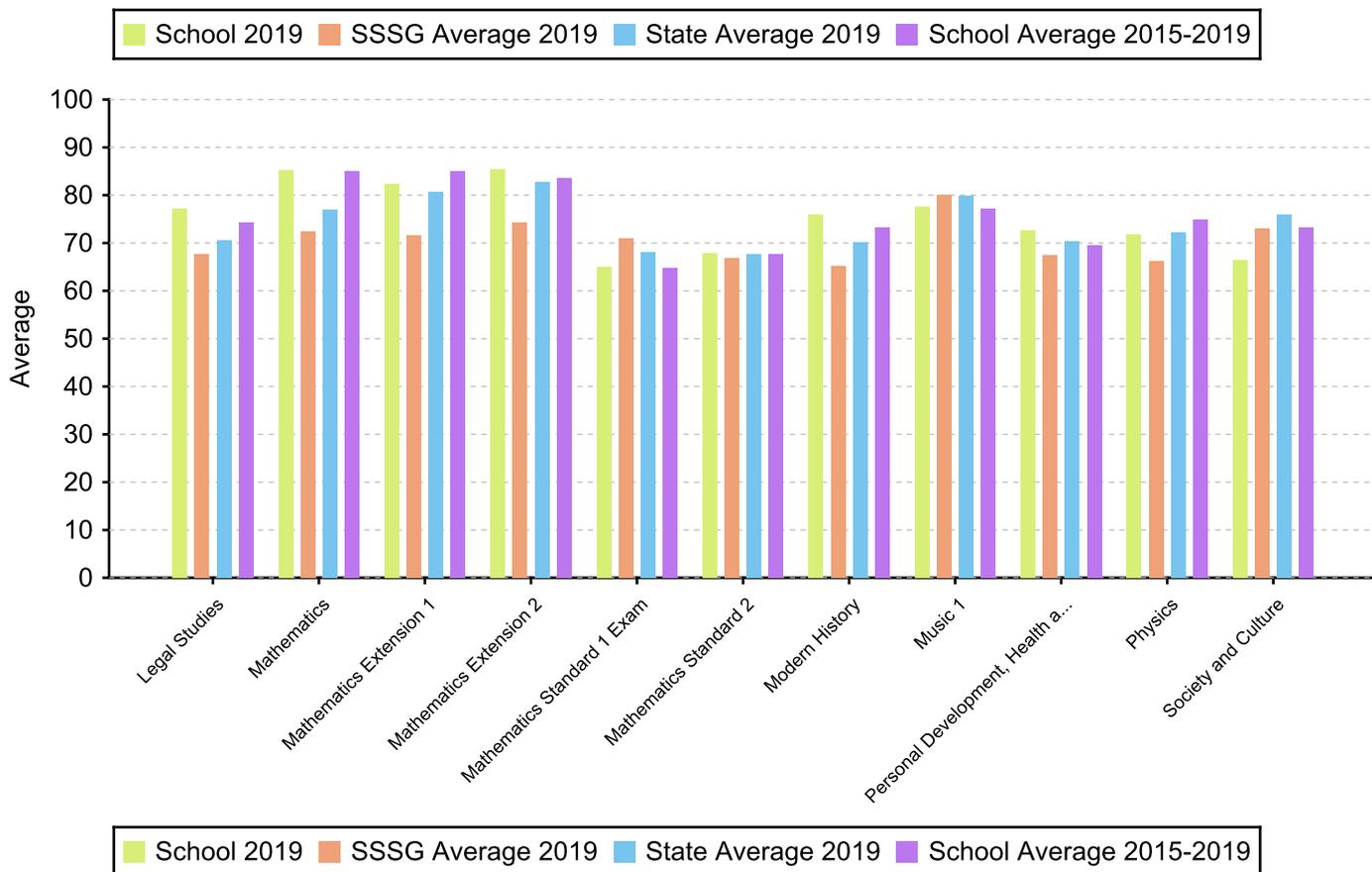
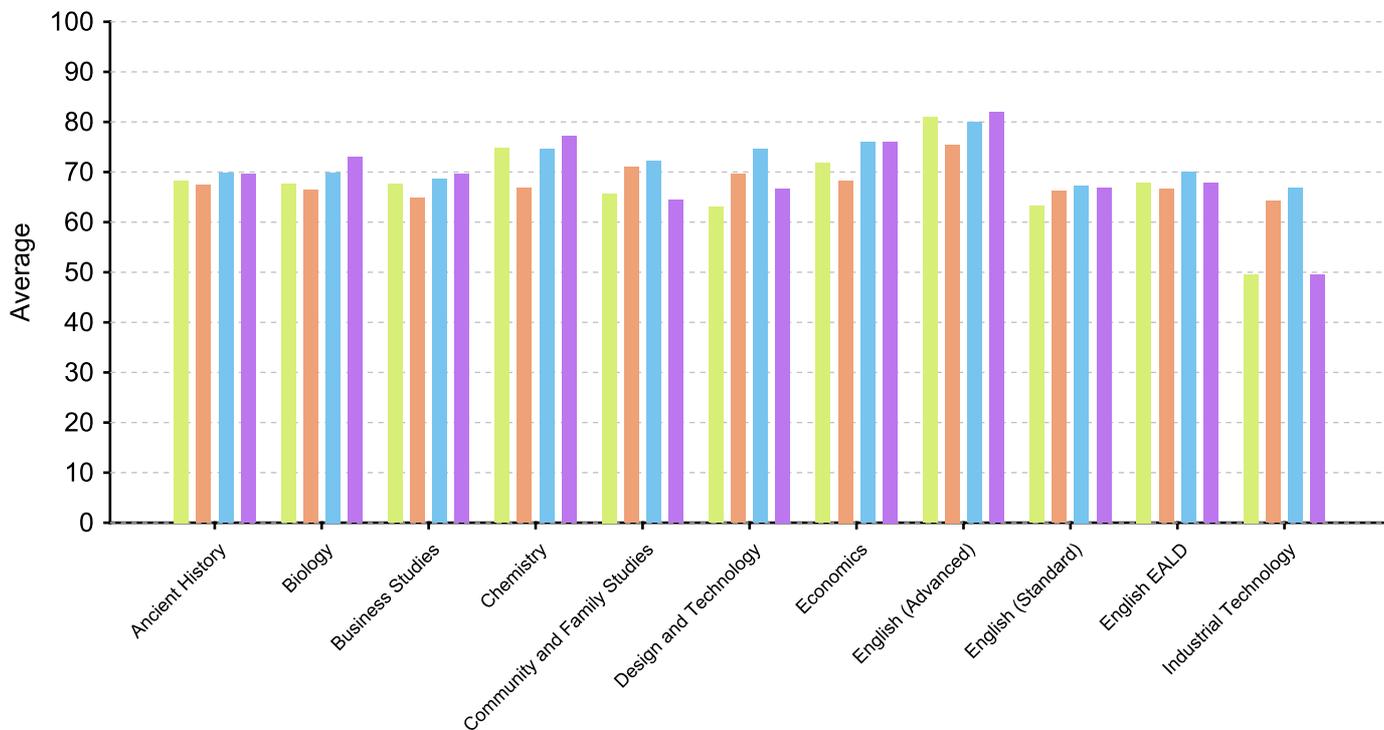


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School website: www.praireewood.school.nsw.edu.au School Facebook: <https://www.facebook.com/praiewoodhshs/> School Twitter: @PraireewoodHSHS

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	68.3	67.5	69.9	69.5
Biology	67.6	66.4	69.9	72.9
Business Studies	67.6	64.8	68.6	69.6
Chemistry	74.7	66.9	74.7	77.1
Community and Family Studies	65.7	70.9	72.2	64.4
Design and Technology	63.0	69.6	74.5	66.7
Economics	71.8	68.3	75.9	76.1
English (Advanced)	81.0	75.5	80.0	82.0
English (Standard)	63.3	66.2	67.3	66.7
English EALD	67.9	66.5	70.0	67.8
Industrial Technology	49.6	64.3	66.8	49.4
Legal Studies	77.2	67.6	70.6	74.2
Mathematics	85.2	72.5	76.9	85.0
Mathematics Extension 1	82.4	71.7	80.6	85.0
Mathematics Extension 2	85.4	74.3	82.7	83.6
Mathematics Standard 1 Exam	64.9	71.0	68.1	64.9
Mathematics Standard 2	67.8	66.9	67.7	67.8
Modern History	75.9	65.2	70.2	73.2
Music 1	77.6	80.1	79.9	77.1
Personal Development, Health and Physical Education	72.6	67.4	70.5	69.6
Physics	71.8	66.3	72.1	74.9
Society and Culture	66.4	73.1	75.9	73.3

In the 2019 HSC, Prairiewood High School was ranked 155th in the State. Notable HSC achievements:

- Dux ATAR of 99.75 (Ngan Nyugen).
- 47 Students were placed on the NSW Honour Roll by achieving 82 Band 6/ Band E4 course results.
- 10 Students gained ATARs above 95.
- 23 students gained ATARs above 90.
- 2 students had work selected for Art Express.
- Prairiewood High School was awarded the Sir William Dobell Art Foundation award for Excellence in Teaching to a Visual Art faculty in a secondary school in NSW. The school was recognised as the highest performing Visual Arts school in the state.

PRAIRIEWOOD HIGH SCHOOL 2019 OUTSTANDING HSC RESULTS



Our Three All Rounders

Congratulations to our highest achievers

DUX - NGAN NGUYEN – ATAR 99.75

Bachelor of Science / Doctor of Medicine
(University of Sydney)

KAYLA KEY – ATAR 99.4

Bachelor of Engineering (Hons) /
Bachelor of Project Management
(University of Sydney)

SAMMI TRAN – ATAR 98.55

Bachelor of Physiotherapy
(University of Sydney)



Anderson, Cindy, Kiet, Angelina, Gemma, Johnathan, David, Yuan and Lillian.

- ✓ 47 students were placed on the NSW Honour Roll by achieving 82 Band 6/Band 4 course results
- ✓ 10 students gained ATARS > 95
- ✓ 23 students gained ATARS > 90
- ✓ 2 Visual Arts Bodies of Work selected for Art Express from 5 recommendations

Address: 200-215 Reswell Road, PRAIRIEWOOD, NSW 2176 Phone: 9 725 5444 School e-mail: prairiewood.school@det.nsw.edu.au
School website: www.prairiewood3.schools.nsw.edu.au School Facebook: <https://www.facebook.com/prairiewood3school/> School Twitter: @PrairieWoodHigh

Parent/caregiver, student, teacher satisfaction

Parent/caregiver feedback was sought on a variety of issues in 2019. This supported the implementation of the 2018–20 School Plan and the school's transition under a new leadership team.

A priority focus was feedback on the implementation of teaching and learning strategies, student wellbeing and leadership within the school. Parents indicated they felt welcomed and satisfied that the school listens to their needs. Parents are supportive of the school expectations and the opportunities given to prioritise student learning. The school held regular P & C meetings and also consulted on a variety of issues pertaining to the school through parent/carer participation in the Vietnamese and Middle Eastern Community Inclusion programs. Data was gathered from students, teachers and parents through the Tell Them From Me survey. Survey results indicated satisfaction with many school programs including curriculum-based activities, study support and university partnership 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.

Aboriginal Education and Training Policy is implemented across the school. The strength, diversity, ownership and richness of Aboriginal cultures and Custodianship of Country are respected, valued and promoted within the school. Aboriginal students receive fair, equitable, culturally inclusive and significant educational opportunities to gain a quality education as a foundation for enriching their life chances and achieving their full potential.

Aboriginal perspectives are taught as a part of NESA syllabus requirements across all Key Learning Areas. Events such as NAIDOC and the Multicultural Concert provide opportunities for recognition and celebration of Aboriginal culture.

Aboriginal students have access to a variety of educational opportunities in a range of settings including TAFE, Traineeships, Work experience and Scholarship programs. A number of strategies are utilised to assist students in achieving their individual and educational objectives. Effective elements implemented to help achieve these objectives are: strengthening relationships, enhancing student engagement and promoting ongoing learning.

In 2019, Aboriginal students were further supported through:

- Completion and review of Individual Education Plans (IEP) of Aboriginal and Torres Strait Islander students reflecting on their current and future educational goals including literacy, social wellbeing and future career objectives along with strategies to help improve student learning.
- Inclusion of targeted students in Intensive Literacy and Numeracy Programs.
- Class support and small group instruction with the School Learning Support Officer and Learning and Support Teacher.

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.

The school has a trained Anti-Racism Contact Officer and employs three Community Liaison Officers (Vietnamese, Middle Eastern and Pacific Islander) who provide a high-quality service in working closely with students, families and community groups in the interest of individual students and cultural groups. Their work in improving communication with parents and the community, in encouraging families to engage more with the school and in creating a sense of an inclusive school community has been outstanding.

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.

With 83% of our students coming from a Non-English Speaking Background, multicultural education is embedded in our school culture and practices. A wide range of multicultural perspectives feature strongly in our teaching and learning

practices, in our wellbeing and student management policies and procedures and in the full range of school events.

Highlights include our annual Multicultural Concert, Talent Quest, Middle Eastern Community Kitchen and Garden, Vietnamese Community Kitchen, Pacific Islander PATHE program and PACE programs as well as regular multicultural performance items at various assemblies and events.

