2020 Annual Report

Picton High School

8215

Introduction

The Annual Report for 2020 is provided to the community of Picton High School as an account of the school's operations and achievements throughout the year.

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

School contact details

Picton High School
480 Argyle St
Picton, 2571
www.picton-h.schools.nsw.edu.au
picton-h.school@det.nsw.edu.au
4677 1242

Message from the principal

Throughout 2020, Picton High School operated completely in its temporary location adjacent to the new school build. Over a thousand students and one hundred staff were teaching and learning in demountable buildings with almost no student play space and very little nearby parking. Learning spaces, offices, uniform shop and canteen all had to find a way to make it work; and they did. I thank them for their significant efforts. Large blue fences surrounded the new build but as the year progressed the building began to rise above the fence and we could see that the end was in site.

Teachers continued to prepare for the new school with new methods of teaching and learning in open learning spaces featuring modern technology. We also introduced new online Learning Management and Administrative systems in readiness for moving next door. Though it was not ready in time for the Learning From Home program at the end of Term 1, we are now well prepared for any future eventualities.

The COVID-19 pandemic significantly affected normal school operations with cancellations in sport, excursions, cultural events, and even parental access to the school. Even if our presentation night could go ahead, with Covid restriction, we would not have been able to celebrate much. I am pleased to say that at least the Year 12 class of 2020 was able to have some form of graduation and formal.

For us, 2020 was a year in preparation for 2021 and the move to the new build. Much work has been completed in preparation for the move, but there is still much to do.

Message from the school community

2020 was certainly a trying year for everyone and that didn't exclude Picton High School P & C Association. Due to COVID19 restrictions, the P & C were unable to meet on a regular basis or hold any of its usual fundraising activities. Despite this, we have still been active with members involved in panels for positions at the school.

In April 2019, we held our second Comedy for a Cause night, which has raised an amount of $1874.15. The Picton Bowling Club also contributed to this good result with a cash donation and complimentary use of their facilities.

The P & C Fundraising levy, introduced in 2017 continues to be our main source of income, contributing to the purchase of equipment for the school. An amount of $11,932 was transferred into our account from the school in June 2019. With these funds, the P & C were able to donate $10,600 to the school in 2020, which went on to purchase a set of laptops for the Careers class.

With the exception of 2020, we continue to support the ROSE award at the annual Presentation Night, with a donation of $600 to the Dux of the School.

2021 brings its own challenges, with the opening of the new school premises and also the everchanging social

distancing rules associated with COVID19, however, we have scheduled fundraising activities such as our Annual Comedy Night and a Trivia Night.

Picton High School P & C would like to thank all of its office bearers, volunteers, the principal Mr. Warren Parkes, staff and students, and the school community for its continued support.

Toni Turner

President

Picton P & C Association Incorporated

Message from the students

As part of the Student Leadership Program and the Student Representative Council (SRC) has actively participated in a range of school-based activities and programs such as Harmony Week Celebrations, Bandana Day, and Jeans for Genes Day. The SRC attended the ANZAC Day Service at Picton where the captains gave a speech and the vice-captains laid a wreath. The Senior Leadership Team has also worked in partnership with the Senior Executive to discuss issues and concerns relevant to the student body. The SRC aims to raise the profile of the collective student voice and empower student efficacy in all areas of Picton High School.

School vision

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

We value:

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

School context

Picton High School is a comprehensive Year 7 to 12 school located in South-West Sydney. We are a large school of approximately 1054 students, with a 9% Aboriginal population, and a 45 place support unit. The school focuses on teacher professional learning that reflects current evidence of best practice. Students enjoy a very broad curriculum with a strong emphasis on vocational learning. The school is acknowledged as a leader in vocational learning, having won both state and national awards to support this. Picton High School is currently undergoing a large rebuild of a new Innovation Campus for anticipated student enrolment of 1500. The innovation campus will have future-focused flexible learning spaces, multi-purpose performance space, modern science laboratories, commercial trade facilities, and a well-equipped library. The school actively promotes wellbeing through our Wellbeing Year Advisor Program (YAP) and the recognition and rewards system. As a whole school, our strengths lay in the areas of leadership, management practices and processes, school resources, collaborative practice and professional standards. This school plan aims to greatly strengthen our student performance measures and wellbeing framework.

Self-assessment and school achievement

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

This year, our school undertook self-assessment using the School Excellence Framework. The Framework is a statement of what is valued as excellence for NSW public schools, both now and into the future. The Framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

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

Our self-assessment process will assist the school to refine our school plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework: https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability

Self-assessment using the School Excellence Framework

Elements	2020 School Assessment
LEARNING: Learning Culture	Delivering
LEARNING: Wellbeing	Delivering
LEARNING: Curriculum	Delivering
LEARNING: Assessment	Delivering
LEARNING: Reporting	Delivering
LEARNING: Student performance measures	Working towards Delivering
TEACHING: Effective classroom practice	Delivering
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Delivering
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Delivering
LEADING: School planning, implementation and reporting	Delivering
LEADING: School resources	Delivering
LEADING: Management practices and processes	Delivering

Strategic Direction 1

Challenging curriculum and quality student learning

Purpose

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

Improvement Measures

- Improved retention in senior years
- Value added NAPLAN - HSC minimum standards (reading, writing & numeracy)
- Tell them From Me (TTFM) data shows an improvement of student self-efficacy as learners.

Progress towards achieving improvement measures

Process 1:   • Operate the On Target: High Expectations and Caring for Students programs, each year.

Evaluation	Funds Expended (Resources)
In 2019, Picton High School was relocated to the temporary school on the site of the existing oval. Students' Senior Study was located in the library, and later, a designated classroom space; however, it was not staffed as a learning delivery space as it had been previously. Due to this, the On Target program that was being developed was unable to be delivered in 2020.	Nil

Process 2:   • As part of the Wellbeing Framework: operate the PICTON Code - (Learning: Wellbeing: Behaviour) program.

Evaluation	Funds Expended (Resources)
2019 saw an attempt to amalgamate the PICTON Code and Visible Learning dispositions. Feedback from staff suggested that the word PICTON had too many letters to be able to successfully embed the language into the whole school dialogue. It was also found that Visible Learning dispositions did not encompass the full expected standards of behaviour across the school. Consultations with relevant stakeholders suggested we return to a more Positive Behaviour for Learning (PBL) style system in which Visible Learning formed an integral part. The PICTON Code was then streamlined to the PHS Code, standing for Pride, High Expectations and Safety. This saw the redesign of the behaviour monitoring cards to include the Visible Learning dispositions. The cards work on a traffic light system: green is class teacher monitoring; orange is head teacher monitoring; red is deputy monitory; and blue is a return from suspension support structure. This system continued throughout 2020.

The Merit Program in operation did not function efficiently, with 2019 and 2020 data revealing only a small percentage of positive merits entered on the system.

The reframing of school policy, which began in 2019 and continued throughout 2020, saw further modifications, such as the development of a Home Room Pastoral Care Program to be implemented in 2021 and led by the Wellbeing Team. | Visible Learning course and training $50,000 |

Process 3:   • Operate a student personal program featuring Individual Learning programs that include appropriate differentiation.

Evaluation	Funds Expended (Resources)

Progress towards achieving improvement measures	
The Individual Learning Plan (ILP) program, which was discontinued partway through 2019, was not recommenced in a targeted capacity in 2020. However, by the end of 2020, there were 301 students (27%) with ILPs. Located on the school's Sentral system, these plans enable teachers to tailor conversations and learning to identified student goals and areas of interest. In addition, students continued to work with the Careers Adviser during dedicated Careers lessons to set career goals and identify potential senior patterns of study which are appropriate and individualised to each student.	$10,000

Progress towards achieving improvement measures
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Strategic Direction 2

Teachers leading innovative practice and connecting with others

Purpose

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

Improvement Measures

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

Progress towards achieving improvement measures

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

Evaluation	Funds Expended (Resources)
Teachers will be evaluating Literacy and Numeracy data to better program and differentiate for students. Literacy and Numeracy strategies will begin to be incorporated into teaching and learning programs.	**Funding Sources:** • Professional learning ($30.00)

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

Evaluation	Funds Expended (Resources)
The school developed a set of rules that were consistently applied across the school and communicated to the school community. Staff redeveloped a set of classroom merit awards for implementation in 2021. All staff utilise the Learning Intention and success criteria in all lessons where possible. Our school student handbook includes the full student management system.	**Funding Sources:** • Professional learning ($1000.00)

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

Evaluation	Funds Expended (Resources)
All Early Career Teachers (ECT) were provided with release time and mentoring to help them establish their skills. An ECT induction program was conducted. In 2020 teacher accreditation was completed through the ECT program where accreditation is guided by Head Teacher Teaching and Learning and supported by Head Teachers of faculty. Information on further levels of accreditation was offered for all staff with three teachers seeking accreditation at Highly Accomplished level and are currently working towards whole school projects which align which the school direction and the	**Funding Sources:** • Support for beginning teachers ($45000.00)

Progress towards achieving improvement measures	
Australian Professional Standards for Teachers (APST). The professional learning calendar maps teacher professional development with the Australian Professional Standards. Teachers use the APST to inform Professional Development Plan (PDP) goals and improve practice. Head Teacher monitoring with Deputy Principals ensures PDPs are completed in a timely manner with due consideration and engagement with the teaching standards. Head Teachers have been provided with observation templates that align with Australian Professional Standards and Quality Teaching Framework for feedback and improvement.	

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

Evaluation	Funds Expended (Resources)
Teachers participated in data analysis training, and the Literacy and Numeracy teachers undertook further training in a range of diagnostic tools. Teachers undertook training in Results Analysis Package (RAP), and year 12 teachers completed an in-depth analysis of HSC student performance.	**Funding Sources:** • Socio-economic background ($30000.00)

Next Steps

A school system will be developed to monitor student performance across all areas. This will allow all students through stages 4 to 6 to have monitoring and personal growth targets.

All students will have a Personalised Student Growth Plan.

All stage 4 students will participate in an explicit Literacy and Numeracy development program.

High-performing students will have targeted mentoring.

Strategic Direction 3

Strategic leadership to enable collaborative partnerships and student engagement

Purpose

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

Improvement Measures

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

Progress towards achieving improvement measures

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

Evaluation	Funds Expended (Resources)
Visible Learning and Future Focused Frameworks are running at the school to address the curriculum and pedagogical changes required for teaching in the new school learning spaces. This includes Stage 4 Enrich and Inquiry Based Learning (IBL) classes, as well as team teaching in core subject areas in Stage 5. Faculty Management Plans and yearly goals have been developed with faculty Head Teachers, and a proforma developed to align the faculty planning cycle with the school plan time frame with long, mid and short-term goals. Following the School Situational Analysis, faculties have been involved in developing initiatives to drive the next School Improvement Plan for 2021-2024. Due to COVID-19 restrictions, the Future Focused team was unable to use Parent-Teacher night to gather feedback from parents about their children's learning at Picton High School and the process of transitioning to a 21st Century School. However, student focus groups were conducted to gain a better understanding of student engagement and their understanding of how Visible Learning and Future Focused learning strategies have been implemented in 2020 in preparation for transition to the new school. During the focus groups, the students identified collaboration, communication and flexibility as key skills they would need in order to be positive contributors to life in the 21st Century, and that these skills are essential to work in new and innovative ways within the new school environment. The Visible Learning team have focused on Learning Dispositions, which are 'habits of mind,' and refer to the way in which students engage in the learning process. These dispositions will enable our students to become independent and self-directed learners. Parents were surveyed to contribute to the development of the most essential dispositions, skills, values, and attitudes our students require at PHS to enable them to be successful, future focused, lifelong learners. Parent responses informed the development of staff professional learning, revised monitoring card system and reward system to embed high expectations into the culture of PHS and to raise the academic achievement level of our students. Parents were also given the opportunity to complete the Tell Them From Me survey, which examines student engagement and wellbeing. Whilst parents were given the opportunity to provide feedback to the school, the number of responses received was low and therefore the information derived from this data and feedback is unlikely to represent the wider school community	**Funding Sources:** • Socio-economic background ($2000.00)

Progress towards achieving improvement measures	
accurately. Further to this the school called parents for feedback and consultation on the directions for the new school improvement plan which included....	

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

Evaluation	Funds Expended (Resources)
The Systems Leadership Team at Picton High School work to develop, evaluate and refine school operations, processes and systems. In 2020 the Systems Leadership Team developed the operational processes for the new school, which will be evaluated and refined after moving into the new site in 2021. The attendance recording process was overhauled in 2020 and a new whole-school pastoral roll call program has been developed to be implemented in 2021. The budgeting processes that support excursions, teacher professional development and support meetings were reviewed and updated. The process has improved tracking and costing for activities to assist with budget planning, and has led to greater efficiency and accuracy in the administration of school activities. Deputy Principals meet regularly with faculty Head Teachers to discuss all elements of school leadership and operation. This process was reviewed in 2019 and refined in 2020 to improve communication and efficiency. A meeting framework was developed for deputies to use in these meetings, which encapsulates all essential leadership and operations topics, to ensure a consistent message is delivered to the school executive in a set time frame. This has strengthened the executive leadership capacity across the school which in turn has supported teachers to deliver high quality learning to students.	

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

Evaluation	Funds Expended (Resources)
Quality Teaching Rounds were continued throughout 2020, strengthening Professional Learning Communities (PLC) within the school. Teachers are now comfortable using the Quality Teaching model as a basis for deep conversations about classroom practice and improvement of teaching practice. Inquiry-Based Learning (IBL) leaders delivered training throughout 2020 so that IBL could be incorporated across Stage 4 in 2021 with classes in both Year 7 & 8. These IBL leaders also opened their classrooms to Early Career Teachers and staff who were interested in experiencing a different curriculum model that encompasses innovative pedagogical practice which will be implemented in part of the new school. Visible Learning leaders provided professional learning for staff to implement Learning Intentions and Success Criteria across the school. These are linked to the Visible Learning dispositions that drive student responsibility and ownership of learning. The aim is that students will each be able to identify the next step in the learning phase and understand how to build their skills and knowledge to reach the next level. The Visible Learning training was consolidated in 2020, and we will continue to develop the skills of staff and improve student engagement in this area.	**Funding Sources:** • Socio-economic background ($35000.00)

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	**Funding Sources:** • Socio-economic background ($90 000.00)	PLP completed and goal reflection and planning undertaken. An AEO was employed to support the 100 identified ATSI students.
English language proficiency	**Funding Sources:** • English language proficiency ($5 000.00) • Socio-economic background ($35 000.00)	All identified students participated in an individual support program conducted by a two-day-per-week EALD teacher. The EALD teacher undertook an in-depth analysis of our student population to identify all possible EALD students.
Low level adjustment for disability	SLSOs approx $177,266	Programs reflect differentiation for all identified students. Data from Sentral, Mark Book and reports show improvement in attendance and academic attainment for identified students.
Socio-economic background	**Funding Sources:** • Socio-economic background ($50 000.00)	Improved Value Added results in 7 and 9 NAPLAN testing. Developed a Literacy and Numeracy team. Developed a whole school and individual Literacy program. Employed a Wellbeing Teacher to help support appropriate students. Employed a TSO to support the school's large intranet. Employed an extra SLSO to support student learning.
Support for beginning teachers	**Funding Sources:** • Support for beginning teachers ($127 000.00)	All ECTs were supported through an induction program, professional development on What Works Best and school systems, teacher release time and a mentor.
Targeted student support for refugees and new arrivals		Nil students

Student information

Student enrolment profile

Students	Enrolments			
	2017	2018	2019	2020
Boys	597	538	546	566
Girls	525	509	504	471

Student attendance profile

School				
Year	2017	2018	2019	2020
7	90	87.7	85.8	89.8
8	87.6	85.4	82.9	85.1
9	85.6	85	83.5	84.2
10	83.9	81.2	80.2	86.5
11	85	80	80.8	74.3
12	86.8	86.1	86.1	85.4
All Years	86.5	84.2	83	84.2
State DoE				
Year	2017	2018	2019	2020
7	92.7	91.8	91.2	92.1
8	90.5	89.3	88.6	90.1
9	89.1	87.7	87.2	89
10	87.3	86.1	85.5	87.7
11	88.2	86.6	86.6	88.2
12	90.1	89	88.6	90.4
All Years	89.6	88.4	88	89.6

NSW student attendance data in 2020 is not comparable to previous years due to the effects of the COVID-19 pandemic. The NSW Government encouraged students to learn from home, where possible, for a seven week period from 24 March to 22 May. During this period, schools monitored engagement with learning to determine whether students were marked present. This changed the attendance measure. There was also some evidence of varied marking practices as schools adjusted to the learning from home period, with some schools recording higher attendance rates while others recording markedly lower rates.

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	2	6
Employment	19	32	27
TAFE entry	6	6	19
University Entry	0	0	48
Other	0	0	0
Unknown	0	0	0

Our Year 12 students in 2020 have been overwhelmingly successful in obtaining employment and tertiary education opportunities, with 48% of Year 12 students gaining university entry, 19% gaining TAFE entry and 27% of students leaving to employment

Year 12 students undertaking vocational or trade training

61.05% of Year 12 students at Picton High School undertook vocational education and training in 2020.

Year 12 students attaining HSC or equivalent vocational education qualification

96% of all Year 12 students at Picton High School who expected to complete Year 12 in 2020 received a Higher School Certificate or equivalent vocational education and training qualification.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	2
Head Teacher(s)	13
Classroom Teacher(s)	63
Learning and Support Teacher(s)	3.2
Teacher Librarian	1
School Counsellor	1
School Administration and Support Staff	20.17
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, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2020, 3.7% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

Workforce ATSI

Staff type	Benchmark[1]	2020 Aboriginal and/or Torres Strait Islander representation[2]
School Support	3.30%	6.30%
Teachers	3.30%	2.80%

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.

In 2020, an additional School Development Day was included at the start of Term 2 to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2020 to 31 December 2020. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2020 **Actual** ($)
Opening Balance	2,271,104
Revenue	14,806,628
Appropriation	14,568,442
Sale of Goods and Services	67,996
Grants and contributions	167,243
Investment income	2,742
Other revenue	205
Expenses	-15,552,970
Employee related	-12,717,388
Operating expenses	-2,835,582
Surplus / deficit for the year	-746,342
Closing Balance	1,524,762

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.

	2020 **Approved SBA** ($)
Targeted Total	171,654
Equity Total	1,454,086
Equity - Aboriginal	97,857
Equity - Socio-economic	821,574
Equity - Language	4,946
Equity - Disability	529,710
Base Total	11,846,492
Base - Per Capita	260,803
Base - Location	10,965
Base - Other	11,574,724
Other Total	521,407
Grand Total	13,993,639

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.

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.

2020 NAPLAN

As agreed by the Education Council, the National Assessment Program (or NAPLAN) did not proceed in 2020 due to the COVID-19 pandemic. This was to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

The Education Council also agreed to defer the full transition to NAPLAN Online from 2021 to 2022 and the continuation of current NAPLAN governance arrangements through 2021.

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.
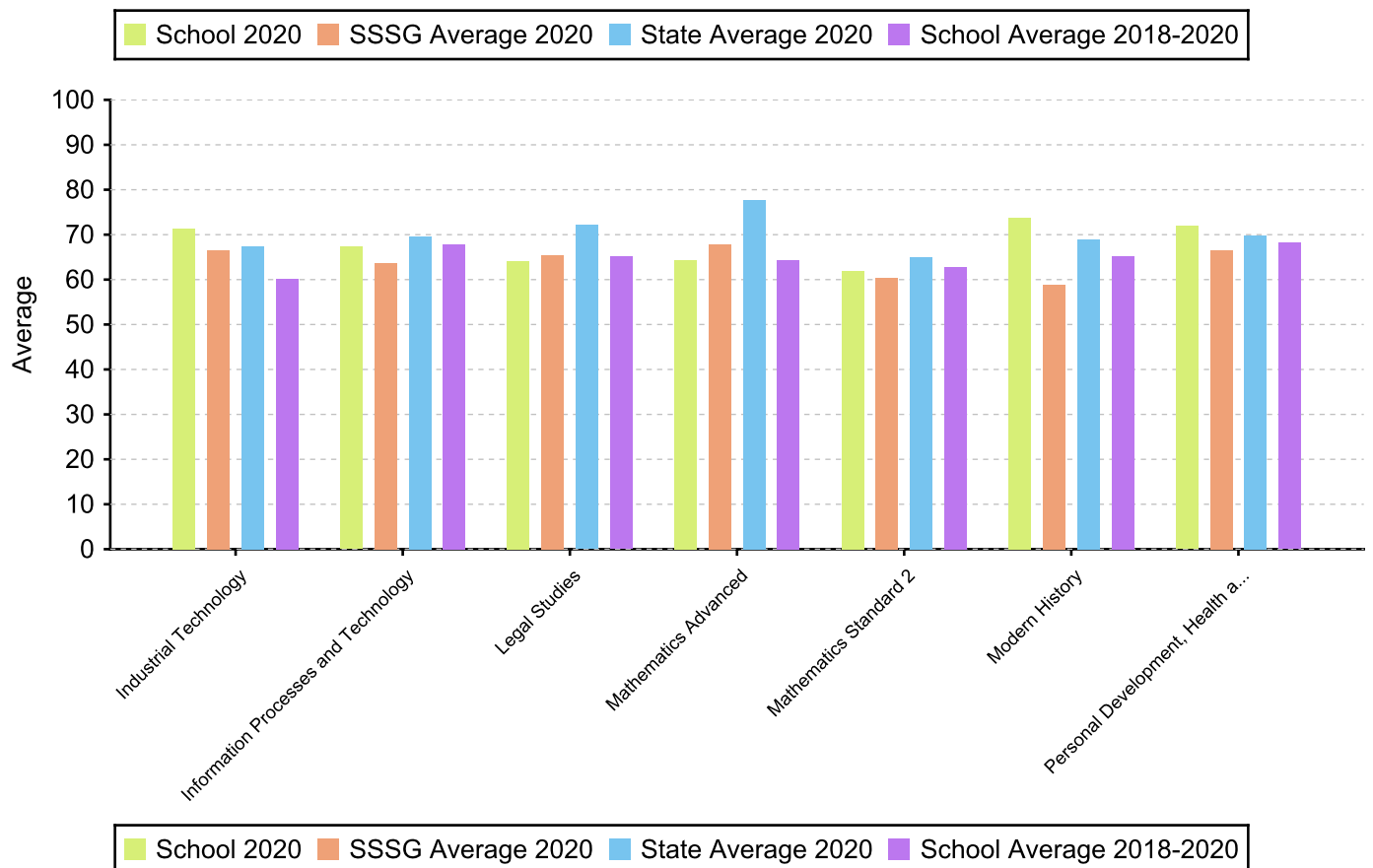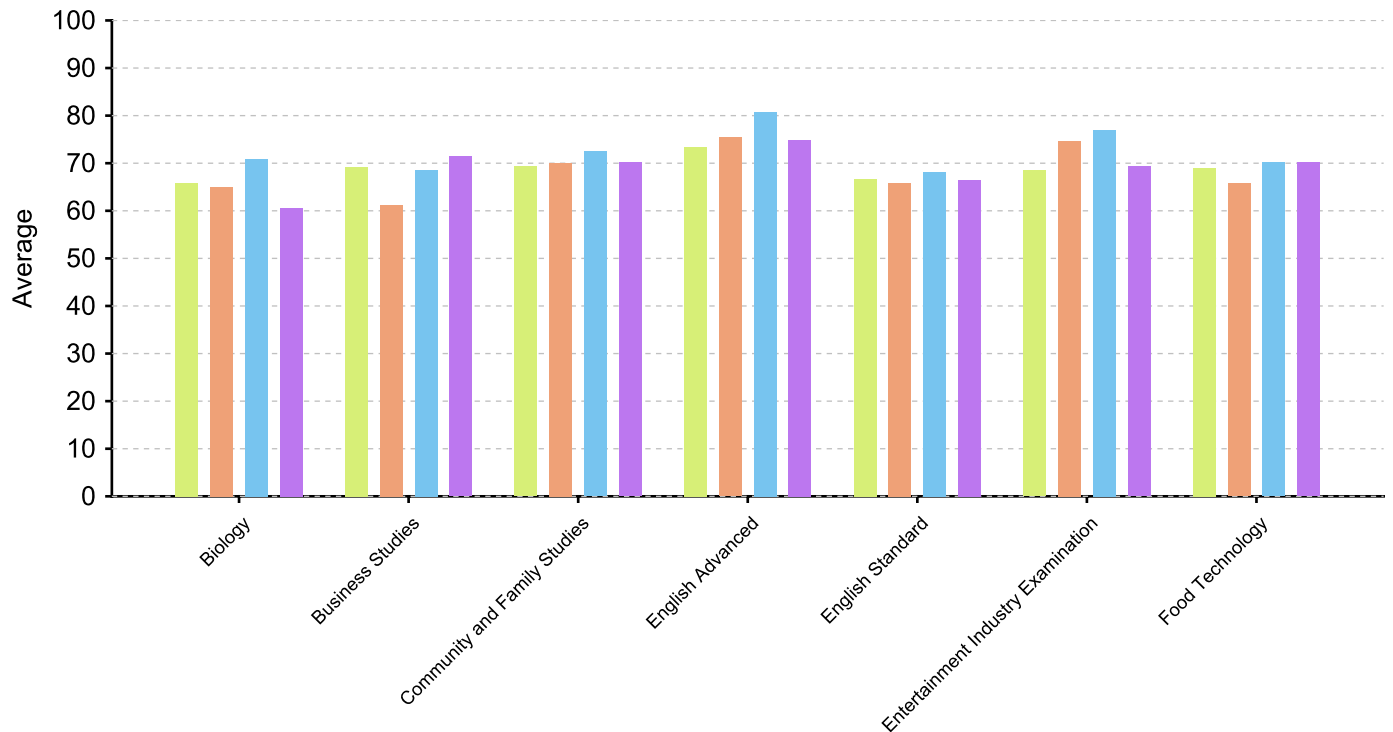
Subject	School 2020	SSSG	State	School Average 2018-2020
Biology	65.8	65.0	70.8	60.6
Business Studies	69.2	61.2	68.6	71.4
Community and Family Studies	69.3	70.0	72.4	70.2
English Advanced	73.4	75.4	80.8	74.9
English Standard	66.7	65.9	68.1	66.5
Entertainment Industry Examination	68.5	74.6	77.0	69.3
Food Technology	69.0	65.7	70.2	70.2
Industrial Technology	71.4	66.5	67.5	60.2
Information Processes and Technology	67.3	63.7	69.6	67.9
Legal Studies	64.1	65.4	72.1	65.1
Mathematics Advanced	64.4	67.8	77.7	64.4
Mathematics Standard 2	61.9	60.5	64.9	62.8
Modern History	73.7	58.8	68.9	65.2
Personal Development, Health and Physical Education	71.9	66.6	69.9	68.2

Parent/caregiver, student, teacher satisfaction

In 2020, Picton High School continued to operate in its temporary school environment. Limited play space and an uninviting student learning environment proved unfulfilling for staff and students. The Learning From Home operated successfully at the beginning of Term 2; however, the COVID-19 pandemic isolated the school from the community even further than the ever-changing build arrangements had already imposed.

Parents felt that communication was poor during this time and that students were increasingly unsafe and poorly behaved. They did feel, however, that the school was very supportive during the Learning From Home program. Parents of senior students stated that they were very well supported.

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

The staff felt that the new temporary school resulted in an increased distance from the community, particularly parents and guardians. They found student engagement and motivation had decreased, and perceived that the learning culture had generally declined.

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.

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.