

2020 Annual Report

The Ponds High School



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Introduction

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

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

School contact details

The Ponds High School
180 Riverbank Drive
The Ponds, 2769
www.theponds-h.schools.nsw.edu.au
theponds-h.school@det.nsw.edu.au
9626 3562

School vision

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

School context

The Ponds High School is situated in The Ponds, a suburb in Sydney's North-West. The school was opened in 2015 with 187 Year 7 students, including a support class and reached full enrolment in 2020 with 1770 students. The teaching staff have a wide range of expertise and includes teachers from all stages of their career from beginning teachers to highly experienced staff. Currently there are 57% of students are from a language background other than English and currently there are approximately 90 languages or dialects represented. The gender representation is 45% female to 55% male, while 2% of students identify as Aboriginal or Torres Strait Islanders. The school continues to offer a diverse range of curriculum with a program for Gifted and Talented Students (now HPGE) along with a strong systems to support students requiring emotional and academic support. Pastoral care is built around the provision of Year Advisers coordinated through a Head Teacher Wellbeing, who together deliver a range of experiences from home group classes and camps to individualised behaviour and learning plans. The 5 Ps: Be Prepared, Prompt, Positive, Polite and Productive, reinforce values of successful learners that are important at The Ponds High School. The Bring Your Own Device Program is supported by the whole school adoption of the CANVAS learning platform to provide students with 21st Century learning and connect them with information and skills needed for their future. The semesterised Stage 5 Electives System allows a wide range of curriculum choice in art, performance, sporting endeavours, design and engineering, industrial technologies, computers and humanities to engage and support student aspiration. The school has strong positive links with the community and is recognised for excellence in sporting, academic and cultural pursuits, and one where students are supportive of others and the wider community. The Ponds High School has established strong links and relationships with local primary and high schools, reinforcing the commitment to being a positive learning community which embraces the values of public education and the opportunities this affords. Academic, sporting, cultural and transitional links have been established with educational institutions, cultural bodies and the wider community. These include professional learning links with the neighbouring schools, STEM and STEAM (Science Technology, Engineering (Art) and Mathematics programs within the NSW Department of Education. Industry links with universities and cultural links with Japanese schools have also been established. The School Plan has continued with the theme of "building". This is essential in a new school where the features, policies, procedures and educational, cultural and social landscape and personnel are evolving annually. Validation took place in 2020 and the results have assisted to forge the new 2021-2024 School Plan.

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 and participated in an external validation. 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. Every five years, our school undergoes an external validation process.

During the external validation process, an independent panel consisting of a Principal School Leadership and a peer principal considered our evidence and assessment of our school's progress against the School Excellence Framework.

Our self-assessment and the external validation 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	2020 School Assessment
LEARNING: Learning Culture	Delivering
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Delivering
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Sustaining and Growing
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	Sustaining and Growing
LEADING: Management practices and processes	Delivering

Strategic Direction 1

Building Excellent Teaching and Learning Practices

Purpose

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

Improvement Measures

Projection data collected in 2019 for Year 11 students and compared with RAP data analysis of 2020, HSC results.

Increased use of effective technology platforms to improve student learning opportunities.

Data collected on differentiation techniques 2019-2020 show an increase on strategies used and value added for students.

Value added data for reading and comprehension testing results and NAPLAN (in 2017-) after implementation of literacy strategies.

Overall summary of progress

Progress towards the strategic direction "Building Excellent Teaching and Learning Practices" has continued to grow. With the first HSC cohort in 2020 an analysis of RAP data can be used in 2021 to refine newly written programs and to inform explicit teaching in Stage 6. Staff adoption of the CANVAS platform has been exponential with 100% of staff using CANVAS during on-line learning. CANVAS metrics are proving invaluable in monitoring daily progress of students and tracking learning initiatives.. There was no NAPLAN in 2020. due to the disruptions caused by COVID-19. Faculties have worked steadily to build a suite of scope and sequences which include elements of differentiation for all ranges of students.

Progress towards achieving improvement measures

Process 1: A faculty plan is designed and implemented to align with relevant aspects of the school plan.

Evaluation	Funds Expended (Resources)
All HSC programs are now written in alignment with the school planning. 100% of teachers now use CANVAS 'Super Six' literacy activities are in all junior programs across the school.	Professional Learning funds allocated on a pro-rata basis to support development of faculty management plans, literacy and CANVAS professional learning sessions. Funding Sources: <ul style="list-style-type: none">• Professional learning (\$60000.00)

Process 2: A Staff professional learning plan allows for planning time and integration of aspects of new content engagement, innovative and effective curriculum options in senior programs.

Evaluation	Funds Expended (Resources)
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Progress towards achieving improvement measures

Professional learning funds were planned for 2020.

A comprehensive Assessment Booklet has been used and teachers successfully completed teaching and learning programs for the first HSC cohort.

The professional learning budget allocated to fund teacher development and sharing.

Funding Sources:

- Professional learning (\$515.00)

Process 3: Develop proformas for Preliminary and HSC monitoring folders to ensure thorough preparation of senior curriculum.

Evaluation	Funds Expended (Resources)
The Head Teacher Stage 6 and Principal administered this process. It will be streamlined and moved on-line in 2021.	Head Teacher Stage 6. Funding Sources: <ul style="list-style-type: none">• nil (\$0.00)

Process 4: Create HSC monitoring processes to be compliant with Department of Education policy and accountability measures.

Evaluation	Funds Expended (Resources)
Successfully completed HSC compliance.	nil

Process 5: A rollout of ALARM/ Supersix is devised and implemented by the Literacy Team.

Evaluation	Funds Expended (Resources)
Super Six strategies are evident in all programs across the school. Further development and roll out of these strategies was impacted by on-line learning.	A period allocation was given to Stage 4 Head Teacher to support Literacy across the school including the continued roll-out of Super Six literacy strategies. Funding Sources: <ul style="list-style-type: none">• Literacy and numeracy (\$3605.00)• (\$0.00)

Process 6: Conduct mini KLA reviews to assist with professional development, with criteria devised by a team of Head Teachers in preparation for DoE Registration.

Evaluation	Funds Expended (Resources)
A Deputy Principal will lead faculty review processes in 2021.	nil

Process 7: Rollout of Canvas training for staff and students. Provide breakfast or after school workshop opportunities for learning new skills.

Evaluation	Funds Expended (Resources)
100% of staff by the end of 2020 could engage effectively with CANVAS. The next step is to align student experiences by having a similar page to access resources - blackboard/whiteboard configuration.	Intensive professional learning for staff in Beginning, Intermediate and Expert level for use in CANVAS Funding Sources: <ul style="list-style-type: none">• Professional learning (\$50000.00)• (\$0.00)

Process 8: Support teachers to differentiate learning needs and to diagnose entry points through the use of data

Evaluation	Funds Expended
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Progress towards achieving improvement measures

Evaluation	(Resources)
Collect data during the 'Situational Analysis' stage and upskill teachers in using data to support learning progress.	nil

Next Steps

RAP data analysis for 2020 was published in the school newsletter and shared with parents/families at the P&C meeting scheduled for Week 3 - Term 1 2021.

Increased use of effective technology platforms to improve student learning opportunities - using CANVAS for increased feedback and in a variety of ways will continue as a school priority in 2021.

Data collected on differentiation techniques 2019-2020 show an increase in the number of strategies used and value added for students - this needs to be a focus area for 2021 so that all students are effectively engaged in learning.

Strategic Direction 2

Building Leadership Capacity

Purpose

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

Improvement Measures

Increased opportunities for student project leadership and management including staff and students.

More staff leading professional learning through the TEAMS approach and sharing classroom ideas.

Evaluate Assemblies Program and Open Night Program in relation to student leadership.

Overall summary of progress

An extra portfolio was added in 2020 - a Sports Portfolio - to encourage student participation in extra sporting opportunities. There are now 24 Leadership Opportunities for students in each year group.

Training for staff in Team Leadership was undertaken in 2020 and the teams aligned to the new School Plan will begin in Term 2 2021.

The Assemblies Program has been evaluated and evolved due to COVID. The introduction of live-streaming means that the whole school can participate live or virtually in 2021.

Progress towards achieving improvement measures

Process 1: Development of supportive structures for student participation eg Assemblies, muster, TEAMS.

Evaluation	Funds Expended (Resources)
This funding support to continue into 2021.	Each portfolio leader receives a period allocation, the Students Leadership Leader receives a 2 period allocation and the School Promotions Leader receives a 3 period allocation. This equates to 0.2 Staffing Funding Sources: <ul style="list-style-type: none">• Staffing allocation (\$20000.00)

Process 2: Develop 'positive' letters and school regularly promotes positive experiences.

Evaluation	Funds Expended (Resources)
This resulted in a 61% increase in merits given out by teachers.	nil

Process 3: Promote collection of school and community service hours.

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Progress towards achieving improvement measures

Evaluation	Funds Expended (Resources)
This is the first year group successfully completing Year 12, so this momentum needs to be continued into 2021.	nil Funding Sources: <ul style="list-style-type: none">• (\$0.00)• (\$0.00)• (\$0.00)

Process 4: Continued links with local primary schools: social justice, GATS, child studies, literacy, work experience, sports studies, etc.

Evaluation	Funds Expended (Resources)
COVID put this on hold for 2020.	Casual relief time for targetted teachers and a small allowance for hosting hospitalities. eg morning tea. Funding Sources: <ul style="list-style-type: none">• (\$5000.00)

Process 5: PDP process articulated.

Evaluation	Funds Expended (Resources)
There was some alteration due to COVID pushing time frames out and some at-risk staff not completing observations.	nil

Process 6: Align PDP goals with whole school Professional Learning.

Evaluation	Funds Expended (Resources)
Target met in 2019.	nil

Next Steps

Implement the team changes that were planned in 2020 ready for 2021, including assemblies structure, further student leadership opportunities etc.

The PDP process is embedded and goals are aligned with the new school plan for 2021.

Strategic Direction 3

Building Productive and Positive Partnerships

Purpose

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

Improvement Measures

Establishment of a new website and social network sites that are updated regularly.

More positive responses are recorded on Sentral than negative responses.

The 'Tell Them from Me' survey results are fed back into Student Wellbeing plans and reflect positive and successful partnerships.

Students mapped on Literacy continuum.

External agency contributions are evaluated in the School Annual Report.

Overall summary of progress

The school has continued a strong presence on social media and maintains Facebook, Instagram, School Bag and Twitter. The school also maintains the DoE school's website which it uses as one of the main forms of communication. Each social media page is regularly updated with images from carnivals, school events, staff learning and student performances. Images are carefully curated to ensure we are compliant with DoE and parent privacy policies and requests. The Head Teacher Teaching and Learning analysed the "Tell Them from Me" survey data and shared this with teachers and parents to inform well-being directions for the new School Plan. No progress was made mapping students on the literacy continuum.

Progress towards achieving improvement measures

Process 1: Communication strategies are shared with the community.

Evaluation	Funds Expended (Resources)
More opportunities for parents to authentically communicate have been written into the new direction for 2021 "Connectedness	0.1 allocation for Promotions Manager. Funding Sources: <ul style="list-style-type: none">• School funds (\$10000.00)

Process 2: Plan devised for sharing positive student experiences and rewarding excellence, cooperation, group work and overall achievement.

Evaluation	Funds Expended (Resources)
Increased number of merits handed out 61% and increased parent satisfaction as identified in the "Tell Them From Me" parent survey.	Period allocation for Ms Bell. Funding Sources: <ul style="list-style-type: none">• (\$1000.00)

Progress towards achieving improvement measures

Process 3: Use of Muster to focus on school 5Ps.

Evaluation	Funds Expended (Resources)
Musters were cancelled due to COVID.	Year Advisors, Stage Head Teachers, Well-being Head Teacher, Deputy Principals.

Process 4: Devise plan to track students in literacy in Stage 4, then work with primary school on Stage 3 crossover (2018-2019) including cooperative workshops and classroom observations.

Evaluation	Funds Expended (Resources)
COVID put a hold on cross-school projects	Funding Sources: • Literacy and numeracy (\$5000.00)

Process 5: Establish links with Universities, sister school in Japan, business links for STEM, Social Justice links, multicultural communities, environmental groups.

Evaluation	Funds Expended (Resources)
Links in 2020 were online, especially for Universities for our first Year 12 cohort. The proposed Japanese trip was cancelled due to COVID. STEM Week was cancelled. Social Justice and Environmental links were put on hold due to COVID.	Careers teachers - two full-time in 2020. Funding Sources: • nil (\$0.00)

Process 6: Audit current links and how these are used to see areas of strength or possible areas for development.

Evaluation	Funds Expended (Resources)
This area has ceased being a strategic focus.	

Next Steps

Pick up from the success of 2019 and early 2020 with our partner primary schools, especially in finding a common approach to teaching literacy and upskilling teachers in the same language and approach.

Increase opportunities for students in Years 10-12 to forge links with TAFE and university options.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	<p>Ms Kelly and Mrs Crowne</p> <p>Cultural programs</p> <p>Plants for the cultural garden</p> <p>Resources for Aboriginal students, eg Year 11 and 12 textbooks</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Aboriginal background loading (\$7 800.00) 	<p>Aboriginal attendance and engagement increased.</p> <p>100% of Year 12 students received early entry into a program of choice.</p> <p>Garden is available as a teaching resource.</p>
English language proficiency	<p>EAL/D teaching resources</p> <p>EAL/D grant</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • English language proficiency (\$210 000.00) • EAL/D Grant (\$5 000.00) 	<p>EAL/D evaluation revealed that this needs to be a key focus with clear and targeted professional learning in 2021. With an increasing EAL/D population this has become an important part of the new School Plan in 2021.</p>
Low level adjustment for disability	<p>S-BAR funding</p> <p>Integration Funding</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Low level adjustment for disability (\$123.00) • Ingegration funding (\$78 950.00) 	<p>This is a highly successful team who consistently improve student outcomes and ability to access the curriculum.</p>
Socio-economic background	<p>Learning and Support team</p> <p>Technical Support officers</p> <p>Purchasing resources</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Socio-economic background (\$63 821.00) 	<p>Continue to support targetted students to ensure equity of experiences at school.</p>
Support for beginning teachers	<p>Funding Sources:</p> <ul style="list-style-type: none"> • Support for beginning teachers (\$191 000.00) 	<p>Beginning teaher program and conference are evaluated highly.</p> <p>A decision to roll out Choice Theory to beginning Teachers in 2021 to support them understanding positive psychology.</p>

Student information

Student enrolment profile

	Enrolments			
Students	2017	2018	2019	2020
Boys	426	582	767	920
Girls	385	531	673	849

Student attendance profile

School				
Year	2017	2018	2019	2020
7	95.9	94.1	93.1	94.9
8	93	92.8	90.5	93.7
9	93.7	90.1	90.8	91.7
10		90	88.1	92.2
11			90.2	93.1
12				93.4
All Years	94.3	91.9	90.7	93.2
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		86.1	85.5	87.7
11			86.6	88.2
12				90.4
All Years	90.8	88.7	87.9	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.

It is pleasing that attendance at The Ponds High School for all year groups is above the average for the State.

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	2.4	1.7	9.3
Employment	0.3	2.7	1.7
TAFE entry	3.8	3.8	12
University Entry	N/A	N/A	60
Other	7.1	6.2	2.4
Unknown	0	1	14.6

"Other" in the table above predominantly includes students who moved to other schools including Selective Schools, Private Schools, Senior High Schools or interstate /overseas schools.

"Other" in Year 12 is predominantly students who go to private colleges.

Year 12 students undertaking vocational or trade training

11.23% of Year 12 students at The Ponds High School undertook vocational education and training in 2020.

Year 12 students attaining HSC or equivalent vocational education qualification

97.1% of all Year 12 students at The Ponds High School who anticipated completing 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)	3
Head Teacher(s)	15
Classroom Teacher(s)	89.4
Learning and Support Teacher(s)	1
Teacher Librarian	2
Teacher ESL	1.6
School Counsellor	1
School Administration and Support Staff	19.37
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	1,641,503
Revenue	18,124,207
Appropriation	17,144,050
Sale of Goods and Services	385,363
Grants and contributions	587,411
Investment income	6,984
Other revenue	400
Expenses	-17,860,262
Employee related	-16,175,913
Operating expenses	-1,684,349
Surplus / deficit for the year	263,946
Closing Balance	1,905,449

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.

Funds from the above amount are earmarked for rooms not included in the Cooler Classroom Program rollout for air conditioning, \$500,000 for a roof to be installed over the basketball courts and seating area. (This is currently lodged for approval). Equipment is also required for TAS i.e. a second milling machine, resources for VET entertaining i.e. lighting and sound set up for the hall and more shelter from rain and sun.

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	79,809
Equity Total	526,127
Equity - Aboriginal	12,847
Equity - Socio-economic	63,821
Equity - Language	216,644
Equity - Disability	232,814
Base Total	15,485,524
Base - Per Capita	347,774
Base - Location	0
Base - Other	15,137,750
Other Total	530,434
Grand Total	16,621,894

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

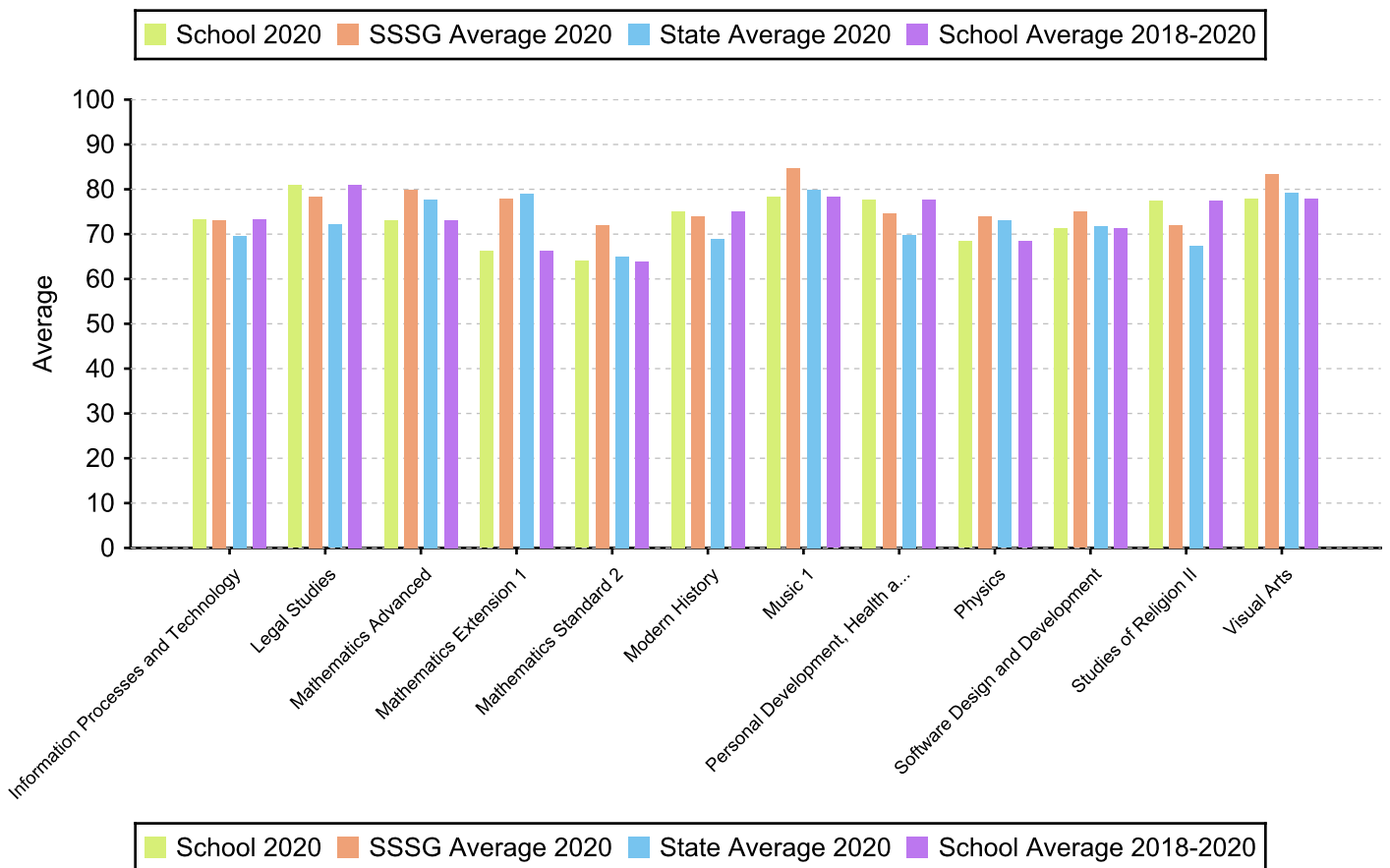
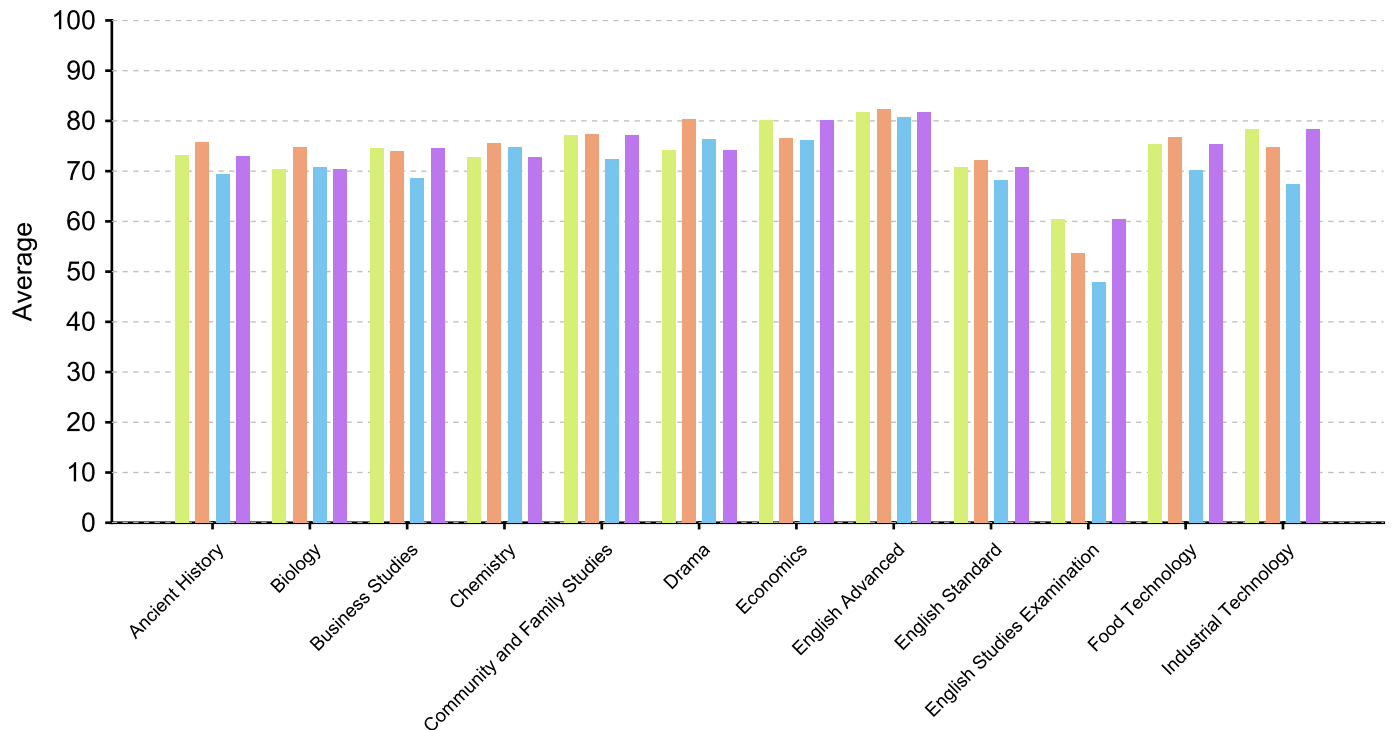
As agreed by the Education Council, the National Assessment Program (or NAPLAN) did not proceed in 2020 due to the COVID-19 pandemic. This was to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

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
Ancient History	73.1	75.8	69.4	73.1
Biology	70.3	74.7	70.8	70.3
Business Studies	74.5	74.0	68.6	74.5
Chemistry	72.8	75.5	74.8	72.8
Community and Family Studies	77.1	77.4	72.4	77.1
Drama	74.1	80.4	76.4	74.1
Economics	80.2	76.5	76.1	80.2
English Advanced	81.7	82.4	80.8	81.7
English Standard	70.8	72.3	68.1	70.8
English Studies Examination	60.5	53.7	47.9	60.5
Food Technology	75.4	76.8	70.2	75.3
Industrial Technology	78.4	74.7	67.5	78.4
Information Processes and Technology	73.4	73.1	69.6	73.4
Legal Studies	80.9	78.3	72.1	80.9
Mathematics Advanced	73.1	79.9	77.7	73.1
Mathematics Extension 1	66.2	77.9	79.1	66.2
Mathematics Standard 2	64.0	72.0	64.9	64.0
Modern History	75.1	74.0	68.9	75.1
Music 1	78.3	84.7	79.8	78.3
Personal Development, Health and Physical Education	77.8	74.7	69.9	77.8
Physics	68.4	74.0	73.0	68.4
Software Design and Development	71.4	75.0	71.8	71.4
Studies of Religion II	77.5	72.0	67.5	77.5
Visual Arts	77.9	83.4	79.2	77.9

We were very proud of the cohort of 2020 and how they performed in their exams, especially as they are the first Year 12 cohort at The Ponds High School. Congratulations to all students for their effort and achievement and thank you to teachers for the work they did to support students. The following data summarises our achievements:

Highest ATAR was 98.7.

Holly Kerslake was 7th in the State in Family and Community Studies.

In 2020 we had a total 34 courses.

There were 46 Band 6s. (19 on 89 and 17 on 88)

There were 197 Band 5s (19 on 79 and 78 on 78) Total Band 5+6= 248

Number of courses above state average 19

The highest courses above state mean include:

- English Studies 10.31
- Industrial Technology 7.5

- Legal Studies 5.86
- PDHPE 4.79

Distinguished Achievers:

Diyaa Alibhai: English Extension 1

Harsh Bhatia: Mathematics Extension 1 & Mathematics Extension 2

Jayni Bhudia: Business Studies, Industrial Technology & Information Processes and Technology

Layla Darwiche: Industrial Technology

William Davison: Music

Wayna Faisal: English Standard

Mia Fulham: Community and Family Studies, Legal Studies & Personal Development, Health and Physical Education

Caleb Jackson: Design and Technology & Industrial Technology

Mahdi Kalantari: Personal Development, Health and Physical Education

Holly Kerslake: Personal Development, Health and Physical Education

Stephany Lahood: English Extension 2

Easha Malik: English Extension 1 & Legal Studies

Ajreen Mamum: Legal Studies

Lara Morales: Legal Studies & Personal Development, Health and Physical Education

Shaleen Nagar: Business Studies

Benjamin Perez: Industrial Technology

David Peska: Industrial Technology

Ramisa Rahman: Personal Development, Health and Physical Education

Sanaa Shah: History Extension & Studies of Religion 2

Rayman Singh: Information Processes and Technology & Mathematics Extension 1

Sachveer Singh: Business Studies, Economics, Mathematics Advanced, Mathematics Extension 1, Personal Development, Health and Physical Education

Aryan Sule: Economics, Mathematics Advanced, Mathematics Extension 1, Personal Development & Health and Physical Education

Nimrit Thind: English Advanced & Legal Studies

Parent/caregiver, student, teacher satisfaction

Students

In 2020, students participated in the Tell Them From Me Survey, an anonymous survey that enables students to provide feedback on key secondary measures including social-emotional outcomes, physical health outcomes, academic outcomes, demographic factors as well as drivers of student outcomes such as quality instruction and expectations for success. These student surveys provided The Ponds High School with reliable, timely and accurate data on all the factors above to support our school's situational analysis and establishment of our Strategic Improvement Plan for 2021 - 2024. Enhancing positive student wellbeing is essential as it fosters a student's sense of belonging and encourages and values student voice.

This can lead to improved:

- engagement in learning
- academic achievement
- mental health
- responsible life choices
- higher academic achievement through to Year 12

Key findings from the surveys included:

Data highlights an increase in student's sense of belonging and positive relationships.

Improvement in student's positive behaviour at school and intellectual engagement.

- 86% of our students identified positive relationships with peers and teachers. An 8% increase from 2019.
- 71% feel a sense of belonging, 6% increase from 2019 and 5% above the NSW Govt Norm.
- Our students highlighted a 7% increase in their perception of the value of schooling outcomes
- 94% highlighted positive behaviour at school, 6% above the NSW Govt Norm.

Our results indicated that we are above state average in terms of intellectual engagement but it still an area for improvement. Fifty four per cent of students believe they are being intellectually engaged.

The executive team examined the impact that online learning platforms have assisted in this rise with increased feedback and online assistance with clear learning intentions, lesson plans, success criteria and enhanced independence. There was a small improvement in the areas of interest, motivation and effort.

In the area of skills:

- Students clearly valued employability and interpersonal skills
- 91% of students stated that communication was the most important skill
- 89% valued the skill of teamwork
- 88% could see the value of being able to think critically
- 25% believed that technology skills were somewhat important. 68% saw these skills as important/very important
- 76% of students could recognise the importance of reading and writing skills for future jobs or career plans.

Drivers of student outcomes

- Student feedback highlighted consistent data for advocacy at school with a continued positive trend of 6.5/10. Which is above state average and an improvement from 2019.
- Positive learning culture, positive teacher-student relations and expectations all increased and were all above the NSW Govt Norm.
- Above state average and increase from last year in terms of students' awareness of the expectations for success
- 14% of our students said they have been victims of bullying - 8% decrease from last year and 7% below state average
- 83% of our students know where to seek help if bullied
- 85% of our students had a medium to high optimism
- 90% of our students conveyed medium to high perseverance - students are willing to give tasks a go, must have high expectations

Students participated in these surveys in their first week back at school after COVID restrictions were eased. Students were only attending school for their allocated days of the week at this point. To see that 85% of our students had a medium to high optimism at a very uncertain time was indicative of the support that was offered to students both in terms of their academics and wellbeing.

Parents

While many of our formal on-site information evenings were not able to be held in 2020, there were many opportunities for parents to receive information about school procedures and events. In lieu of the Parent Teacher Nights, all Year 12

student's families were contacted by either the Stage Head Teacher, Principal or Senior Executive to discuss their progress and results. Parents received student progress reports at the end of Semester 1 and Semester 2 for all year groups with the inclusion of Year 7 Interim reports in Term 1. Information evenings for the subject selection processes and careers information were held online with videos created to disseminate information and forums were developed to enable parents to ask questions. Many parents have commented on the benefits of being able to access this information remotely.

Parents were also encouraged to participate in the Parent Tell Them From Me Surveys to provide their voice about the whole school community and participate in the setting of our school's direction from 2021. The parent survey addressed the key topics below:

- Parents feel welcome
- Parents are informed
- Parents support learning at home
- Support for learning
- Support for positive behaviour
- Feeling safe at school
- Inclusions
- Parent participation at school
- Bullying and exclusion
- Time spent doing homework. Our parents indicated that on average their children spend 1 hour doing homework per week with 30 minutes of parental support as the mean.

Marked improvements were shown in all categories above when comparing to our 2019 results except in the one category - 'parents support learning at home'. This could be directly related to the increased pressure of parental support for learning at home during our online learning period due to COVID.

Our school also opted to include two open questions which were 'Is there anything you would like to add to support student wellbeing and parent involvement' and 'Is there anything you would like to add to support teaching and learning at The Ponds High School'. The results from these two questions have been analysed and have led to progress measures being developed for the Strategic Improvement Plan for 2021 - 2024 to enhance community involvement and engagement.

Teachers

Teachers at TPHS were involved in the situational analysis as a key component of the School Excellence cycle. Staff were surveyed at multiple times to focus on where we currently are as a school and what improvements they recommended. Staff received professional learning about the benefits of a situational analysis and how the new school planning cycle would be conducted. Through the creation of a 'teams' approach staff were given an opportunity to work collaboratively to analyse the vision, data, outcomes and improvement measures for each team below as well as the time to develop new initiatives and evaluative criteria for 2021 - 2024.

Teams included:

- Literacy
- Numeracy
- High Potential and Gifted Students
- EAL/D,
- Aboriginal Education,
- Assessment, Feedback and reporting
- Explicit Teaching, including Whiteboard Configuration
- Wellbeing
- School Culture
- VET
- Student Engagement, including instructional rounds
- Staff Wellbeing

In 2020, supporting staff to cater for the learning needs of EAL/D students was the focus areas of a major project conducted by the EAL/D team. Staff were surveyed prior to the project to assess the level of knowledge and confidence of staff in using EAL/D strategies and identifying student needs. Whole School professional Learning was held for staff through both online and face-to-face methods. In Term 3 professional development for teachers included:

- Training staff on how to locate the students in their class who require EAL/D support.
- Creating a reference document or "toolkit" that contains a range of strategies for teachers to use to support EAL/D learners.
- Building teacher confidence through putting the strategies into practice.

Below are key results from the post-project staff survey:

- a 17% improvement in staff awareness of the EAL/D learning progressions
- Staff indicated that the specific strategies provided through PL have prompted them to re-evaluate their teaching to better cater for our EAL/D students

- Increase in staff confidence in adjusting classwork and assessment tasks to cater to EAL/D student needs. 38.5% increase in staff who stated they were very confident and 40% increase in staff who feel confident to adjust work for EAL/D students. Direct feedback from staff included statements such as 'I am more informed about specific strategies, such as maintaining high expectations, that support our EAL/D students.'

In 2021 a representative from each KLA will complete training in TELL (Teaching English Language Learners) after the school was successful in obtaining a grant for this program to be conducted in 2021.

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.

The Ponds High School has 1.5% Aboriginal students of the school population. All ATSI students have Personalised Learning Plans which have been developed in consultation with parents or caregivers and our Aboriginal Contact, Ms Miriam Kelly. Ms Kelly provides leadership to support and promote Aboriginal Culture for these students through offering a broad range of cultural experiences which have included: the development of the Aboriginal Garden, Pathways to Dreaming; Muru Mittigar excursions; some regular activities were on hold due to COVID. The Ponds High School is also committed to provide students with curriculum experiences that include and celebrate Aboriginal achievement. When COVID hit, an Aboriginal contact person was employed to ensure Aboriginal students had support when learning on-line. This was so successful that it is continuing as an initiative in 2021.

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.

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

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.

The Ponds High School has a linguistically and culturally diverse population with 57% of students indicating they speak a language other than English at home. The largest proportion of non-English speakers have Hindi as their native language with three northern Indian dialects make up the second largest grouping. There are a significant number of Arabic, Persian and Farsi speaking families as well.

A permanent EAL/D teacher uses a combination of withdrawal, small groups and classroom support to assist students with classwork and assignments. An after school club also assisted EAL/D students with extra support on their homework and assessment tasks. The largest majority of EAL/D students at The Ponds High School are at the Consolidating stage.

In 2020, Harmony Day Assembly and a huge Multicultural Day Assembly were celebrated with students wearing national dress. The funds raised during Multicultural Day each year go to support Danny, our World Vision child from Rwanda.

The Diwali festival was put on hold due to COVID.