2021 Annual Report

Picton High School

8215

Introduction

The Annual Report for 2021 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 Strategic Improvement Plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

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Message from the principal

2021 was a time the school community had been looking forward to as we moved from operating, for three years, in our temporary school environment into the newly built school. Students in years 7-10 will be experiencing, for the first time, large open play spaces and creative and innovative learning environments where they can engage with their school.

Every student in years 7 and 8 are having their Literacy and Numeracy skills tested several times each year and then they participate in targeted appropriate developmental programs to boost their levels of achievement. Early figures are showing many students obtaining greater then a year's growth, some in excess of two as they challenge themselves to excel.

Student attendance continues to fall below state average patterns of attendance. Significant work was done to redress this deficit over 2021 and we anticipate these initiatives will be refined over the entire 3 year school plan. Examples of interventions include, participants only to the three main whole school sporting events, new attendance monitoring systems and personal support programs.

Another area we have invested significant resources in has been in improving students HSC performance. Over the last three disrupted years we have implemented a very tolerant understanding of students who have been underperforming due to the build, Covid disruptions and catastrophes in nature. As we moved into the new build and some stabilisation has occurred due to Covid and nature, we have lifted the bar of expectation of student academic performance. This was done concurrently with individual support programs which is being refined with further improvements in 2022. Our philosophy is everyone's performance effects everyone else so do your best.

Restrictions placed on school access has hampered further developing our partnerships with the community but our school is eager to pounce in this area once restriction lift. This include tours of facilities, transition programs, parent teacher meetings to name a few. 2022 should show our school excelling in this area.

Message from the school community

The P&C noted that as the year was significantly affected by health related restrictions for themselves and for entry onto the school grounds; there was very little direct contact with the school. The P&C was very pleased that students had entered onto the new school site and that students were engaging with new ways of learning.

Message from the students

Through the year 2021, Picton High School transitioned from a temporary building into an approximately 120-million-dollar campus with brand new facilities and classrooms that will help enrich the minds of our students. A clear highlight of

this school year moving into 2022 has been increased access to amenities which allow students to explore their passions and cultivate their academic strengths. Picton High School is working on improving behaviour and the image of the school, both within the student cohort and community. The new building has brought on brand new, state of the art science labs, home economics classrooms and kitchens, large grass areas and outdoor spaces, as well as a dance hall, fully equipped gym and metal/woodwork rooms with tools and machinery.

Due to the numerous disruptions and staffing issues, behaviour is unfortunately an issue that is still ongoing. While teachers and staff try their best to address this in a sustainable way, more support from parents is needed to ensure kids are attending school, respecting teachers, and putting in the required effort for classes. The school has been working on using the twenty-minute Homeroom periods to allow students and teachers to connect with one another through activities and class discussion. Teachers use Homeroom to keep students up to date with school announcements, build rapport with them and discuss events of significance such as reconciliation day. The incorporation of the Wellbeing Hub into our new campus allows for a dedicated safe space which students may turn to in times of need or stress. The Wellbeing officers provide support for students struggling with their mental health or behaviour, allowing the school to reach students that may have barriers impeding their progression, and work with them to overcome these issues.

We also have a uniform team who is working in tandem with the Student Representative Council (SRC) and staff feedback to develop a new uniform and logo design that will align with the physical transformation of our school and foster more Picton High School pride. In all, the year 2021 saw a great deal of change for Picton High School, which will lay a positive foundation for the student body and optimism their learning experience.

Diaan Nasser and Mammadu Bah - School Captains 2021 - 2022

School vision

Our school will provide a safe and supportive environment where our students can excel and be provided the best path to achieve their post-school goals. We will do so by working with each child and their families in providing an individual program of support and growth. We will leverage our new facilities to be engaging, authentic, and challenging, aiming to be the predominant school of choice for our community.

School context

PHS has 1100 students including 10% ATSI and 70 students in our seven support unit classes. We are located outside of Southern Sydney and have a regional outlook. We have seven "in area" Primary schools and our borders are between Camden and Mittagong. Approximately 100 teachers and support staff work to provide a quality education for our students. There has been approximately a 10% turnover of staff due to promotions, retirements and transfers however all positions have been filled with the best staff to best meet our student's needs. Our community is predominantly 3-5 generational Australian. We have 30 students from an EAL/D background.

Our community is a working community and has a strong sporting ethos. Our parents want the best for their children including post-school opportunities for employment, training, and university.

In 2018, the school had been operating in a temporary site, with no large play area while a new school was constructed upon the old one. The school will be operating in this new build in 2021. Due to the disruption caused by the build and Covid restriction, community input for this process was undertaken by surveys and phone interviews. Advice was also sort from our P&C and AECG, student leaders, and all teaching staff.

During this transition period, the school has experienced a decline in performance across most areas. This includes HSC results, NAPLAN Literacy and Numeracy, student's and parent's sense of wellbeing with the school and student attendance. All of these areas have been recognised as areas for improvement and are prioritised within this new school plan. We also recognised that too few of our First Australian students stay on to complete year 12. In fact, there is a general trend that we lose almost 50% of our students by the end of year 12.

During this transition, staff have been developing skills in future-focused pedagogies and purchasing state-of-the-art resources to engage our 21st-century learnings.

Sport features strongly in our curriculum and is highly valued by the community.

We have a strong junior AECG group and we are keen to develop even more opportunities to engage with our wider Koori community.

Our school receives significant funding to support our students. This money will be used to provide wellbeing support as well as academic support. Over the course of this plan, we will develop individual growth programs for all students with a focus on rapid and sustained academic growth.

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 Strategic Improvement Plan and annual report. Every four 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 Strategic Improvement 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	2021 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Excelling
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Delivering
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Excelling
TEACHING: Learning and development	Excelling
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Excelling
LEADING: Management practices and processes	Excelling

Strategic Direction 1: Student growth and attainment

Purpose

Student academic growth is fundamental to the purpose of all schools. It is our goal to provide a challenging and individual education program for all students, best preparing them for the world beyond school (Mparntwe). We aim to know the learning skills and abilities of all of our students across all areas of learning with a particular focus on their Literacy and Numeracy skills. From there, all teaching programs will be tailored to our students with teachers utilising current teaching methodologies to ensure students have the best opportunity to succeed.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Data informed and lead practices
- Highly Effective Teachers and Teaching Practices

Resources allocated to this strategic direction

Socio-economic background: $80,000.00
English language proficiency: $12,000.00
Professional learning: $50,000.00

Summary of progress

Despite external school disruptions to learning, teachers continue to build their skills across areas of quality teacher practice such as student feedback and assessment and innovative practice. Teachers also continue to develop teaching programs that include, high expectations, Literacy and Numeracy strategies and engaging and authentic practices.

All students in years 7 and 8 participate in ongoing Literacy and Numeracy assessments to gauge ability and target support accordingly. Internal data and NAPLAN data show student results are increasing. Students report instantaneous feedback is a strong motivator for improving.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
• ALARM imbedded into all KLA's across Stage 6 groups with explicit exemplars evident in faculty resources and programs. Explicitly used in one Assessment Task • One extended writing Assessment task implemented for every KLA across all years using ALARM scaffold in teaching and learning cycle. • All staff developed on strategies for improving writing.	ALARM has been embedded into 70% of Stage 6 courses with specific exemplars being used multiple times per year in KLA's with extended writing assessment tasks. All faculties excluding Mathematics have ALARM embedded into at least one unit of work across each stage with multiple faculties having embedded in all year groups..
• All teachers receive professional development on Assessment 'for' 'of' and 'as' learning to inform teaching & learning cycle. • Teachers begin using formative assessment as an integral part of all faculty programs for Stage 4. • All Year 7 programs and assessment tasks differentiated for student learning.	Staff participated in a 2 hour re-familiarisation course on forms of assessment and differentiation in Term 2. Planned consolidation of this work was not possible due interruptions caused by Learning From Home. Further consolidation work in this area at a classroom level will occur in 2022.
NAPLAN	A Literacy and Numeracy Team was formed with the aims to improve

• A Literacy and Numeracy team is formed that will lead, stage 4 benchmarking of Literacy skills, explicit teaching of Literacy and Numeracy skills based on individual need. • All KLA teachers will be developed in inculcating Literacy (Reading and Comprehension) and Numeracy skills into teaching programs. • Teachers are skilled at interrogating and using internal and external (NAPLAN, ROSA, Best Start, Valid and HSC) data and planning student learning accordingly. This includes differentiation, setting high expectations including appropriate taxonomically challenging work. • Staff have developed a student digital portfolio system for students to gather work samples which include annotated work show progress along a learning continuum and directions to progress further. • Students in years 7 and 8 are placing work samples of their progress in their portfolios which includes statements of intent to improve based on feedback from teachers.	literacy and numeracy for all students in Stage 4 in order to set stronger foundations for future academic success. Preliminary data indicates improvements are being seen in individual students' levels through the use of specific programs delivered by Literacy and Numeracy teachers and through the engagement of parents/ carers in the learning process. The Literacy and Numeracy Team have began work on strengthening teacher knowledge and facilitating a shared professional understanding of literacy and numeracy development. They have utilised Progressions and syllabus outcomes to identify literacy and numeracy development of students and specific strategies appropriate for individual students. Work has also commenced by the team on assisting teachers to differentiate teaching and learning experiences and utilising feedback to help map out the next steps in a student's learning. The Literacy & Numeracy Team has regularly updated data accessible to all staff and school leaders to enable individual students and cohorts to be monitored within each strand and sub-strand compared to the curriculum. This can be accessed for whole year groups, classes or individual students. The Literacy & Numeracy Team have also utilised a digital library customisable to each child's learning ability. All staff have been trained in its use and have used the library to create reading resources to work as part of a teaching and learning program. No progress has been made on the utilisation of digital portfolios (ePortfolios). We have decided that will will undertake this work in 2023 due to competing priorities.
• 50% of our students will demonstrate expected Growth in Numeracy compared with their year 5 performance. • 50% of our students will demonstrate expected Growth in Reading compared with their year 5 performance.	Disturbances caused by Learning from Home had interrupted school designed student support programs. Internal data shows student growth but currently that does not align with state patterns of expected growth.
• A process of assisting students to make appropriate course selections in year 10 will be developed. • HSC analysis and ongoing student monitoring through engagement with and analysis of data. • A Professional Learning Community exists featuring all staff collegially observing each other and using the Quality Teacher Framework in feedback discussions.	A pilot program was develop to help guide students in making appropriate subject choices based on Year 10 academic performance. Teachers make professional judgements on course suitability based on yearly performance which is communicated to students. Parents and students are then contacted where disagreement exists between past performance and subject choices. An in depth analysis was conducted by each HSC subject coordinator identifying every child's performance. Student growth and answers where analysed to identify and inform future teacher practices. Concurrently the school developed appropriate professional development programs to redress any deficits or build teacher practice to ensure students can make the best of their performance. Coming from this work is feedback from students indicating a frustration with the demands teachers are placing on them to do well. This area will be addressed in 2022 as part of Strategic Direction 2.

Strategic Direction 2: My Learning, My Responsibility

Purpose

Teachers, parents, and students are all essential in providing the best educational outcomes for our students. This area will focus on, how individuals can make a personal commitment to achieving appropriate educational outcomes. Teacher skills and practices, student efficacy and goal setting, and parental support will be the focus of programs developed and implemented to ensure collective responsibility for student learning, success, and growth.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Identify, guide and support all members of the community in developing a sense of commitment towards personal and school success. All students in stage 4 will participate in a targeted Literacy and Numeracy program of development.
- Our school is providing authentic and innovative curriculum practices to better prepare our students for the world after school
- Improving student Literacy and Numeracy performance

Resources allocated to this strategic direction

Socio-economic background: $550,000.00
Aboriginal background: $100,000.00
English language proficiency: $40,000.00
Low level adjustment for disability: $550,000.00
Integration funding support: $180,000.00
School support allocation (principal support): $87,000.00
COVID ILSP: $330,000.00
Professional learning: $30,000.00
Beginning teacher support: $30,000.00

Summary of progress

This strategic direction is aimed at all members of our community. We want students to see they need to work harder to achieve their goals and staff need to modify practices and expectation to push students to reaching higher levels. Social isolation has meant that our partnerships with the community has not progressed and we will redress this in 2022.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
Personal Student Growth Plans (PGSP) are developed and piloted in stage 4. Students are being mentored in small groups. Parents are informed of PSGP content.	All students in stage 4 and 5 are operating in a daily mentoring program. Each student has a personalised growth program. Teacher mentors review student progress and discuss this with the student in terms of achieving personalised goals through a review process that is completed twice annually. At this stage parental access to the growth plan has not happened and will be addressed in 2022. All students in stage 4 are showing growth in Literacy and Numeracy. Most of our work to date has been around bench-marking students' baselines however, early data is very promising showing average yearly growth beyond one year.
Effective school systems for attendance are operating including, monitoring, reporting, meetings and resourcing.	Every student's attendance is monitored weekly via recently implemented attendance monitoring systems and the application of targeted interventions. At risk students (<85%) are identified for in-depth monitoring including period-by-period monitoring and, where necessary, attendance monitoring plans and Home School Liasion intervention.

Effective school systems for attendance are operating including, monitoring, reporting, meetings and resourcing.	Further work is being conducted for students who attend 85% of the time to lift them to 90% or higher. Various forms of rewards and recognitions are being investigated as a solution.
Stage 4 incorporates tiered curriculum offerings including cross KLA programmes, Gifted & High Potential (GHP) stream, Socio-emotional stream and IBL co-teaching stream. Stage 5 has incorporated cross KLA units of work and shared assessments, co-teaching in single KLA' s and two STAR classes which incorporates cross KLA condensed curriculum, work experience and TAFE. Stage 6 incorporates team teaching in KLA's with more than one class.	Unfortunately, this area has not grown to the levels expected as staff were unable to be released to undertake professional development to support these initiatives and professional learning was cancelled due to isolation restrictions. An ongoing commitment was made to continue development in this area once teacher release can be found and professional learning could be rescheduled.
Faculty champions are trained in the Canvas e-learning platform. SAS staff member is employed to support staff development of e-programmes and formatting. Year 7 programs are uploaded to Canvas LMS. IBL and Enrichment stream to begin transferring units and e-Portfolios to Canvas	Although teachers are exposed to the school direction our inability to modify sufficiently our teaching programs has resulted in this area being delayed another year with the 2022 focus being on SLEC (School Learning Environments and Change) to better implement teaching practices that leverage the range of new and adaptable learning spaces. The use of the Canvas LMS has grown strongly, supported by the use of online learning platforms utilised during "Learning From Home" at this stage the school is still transitioning from Google Classroom to CANVAS.

Strategic Direction 3: A School in Partnership

Purpose

Our goal is to develop a school community where parents and the wider community have a strong sense of belonging and connectedness, sharing common values where diversity and identity is respected. We wish to be seen as the natural choice for continuity in learning for stage 4. Parents feel informed and can best support their child's learning. We desire our school to be seen as the center point of our community as we all work towards the best for our community's children.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Establish an engaged learning community which features an authentic learning continuum from Primary to High School
- Our community is working towards the best educational outcomes for all students

Resources allocated to this strategic direction

Socio-economic background: $85,000.00
Location: $12,000.00

Summary of progress

Our work in the area of student transition points has been limited to online delivery because of social isolation issues. We have begun to build online connections with primary schools and some progress has been made in supporting learners and Literacy and Numeracy development. Parent and Carers contact has improved however almost all flow has been one way. Specifically from the school to the parents and carers.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
Increased positive feedback is received from parents via internal measures such as parent teacher interviews, surveys, P&C feedback, and TTFM surveys. Parents indicate they are happy with the direction the school is heading and show support for school initiatives	The TTFM Parent Survey indicated positive trends across a range of domains from 2020 to 2021. Specifically, parents have indicated that there has been improvement in the school's support of student learning, parents feel better informed by the school and the school is providing an inclusive environment. The P&C feedback has been very positive with members happy with the current progress of the school and its future directions.
Our enrolment profile shows an increase in the umber of year 7 enrolments.	In 2021, the number of year 7 enrolling climbed from 213 to 234.
Public and community are re-engaged with community-centered events such as information nights, orientation days, achievement assemblies working toward developing an improved community perception of the school. A plan is developed to enhance levels of community engagement with the school through utilisation of the new campus facilities and resources.	Isolation requirements played a large part in making many of the planned activities in this space needing to be modified or cancelled. The school was able to continue with subject selection night which was held in an online format as were parent teacher interviews. Our Primary School transition activities were cancelled however a modified Orientation Day to meet the isolation and cohorting restrictions was held in Term 4. Further planning was conducted to re-introduce many of our regular and new community engagement initiatives for when restrictions are lifted in 2022. School facilities are still be constructed around us and will not be completed until later 2022. It is expected that next year we will see increasing volumes of external students and parent access to the school which will rebuild links with our wider community and increase parent and student satisfaction.
Links through the school's COS	Our COS transition programs continue to build upon the strength of past

program begin to plan the enhancment of COS Transition to include an academic transitional curriculum. Identifying methods to track and monitor student learning progress through work samples and data beginning in primary school	practices. As our relationships with our seven feeder primary schools develop, so too does our ability to best plan transition programs that best meet students' needs. Due to the limited ability of schools to cross-connect in 2021 due to isolation the academic transitional curriculum and student learning progress tracking from Stage 3 to Stage 4 through the collection of work samples and data was postponed until 2022.
The school will be conducting a range of community events inviting our school community into our school.	Disruption caused by school restrictions to outsiders again stopped all community involvement and restricted events to being online.

Funding sources	Impact achieved this year
Integration funding support $180,000.00	Integration funding support (IFS) allocations support eligible students at Picton High School in mainstream classes who require moderate to high levels of adjustment. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Identify, guide and support all members of the community in developing a sense of commitment towards personal and school success. All students in stage 4 will participate in a targeted Literacy and Numeracy program of development. **Overview of activities partially or fully funded with this targeted funding include:** • additional staffing to assist students with additional learning needs • implementation of targeted programs to differentiate teaching and learning programs • employment of staff to provide additional support for students who have high-level learning needs **The allocation of this funding has resulted in:** All eligible students demonstrating progress towards their personalised learning goals. All PLSPs were regularly updated and responsive to student learning needs and progress ensuring eligible students receive personalised learning and support within their own classrooms. LifeSkills curriculum students are identified and appropriate consultative and administrative programs put in place. **After evaluation, the next steps to support our students with this funding will be:** To formally incorporate integration funding decision making into the learning and support team meeting agenda to ensure funding use is regularly reviewed. The use of integration funding will be adjusted throughout the year in response to student PLSPs reviews to ensure funding is used to specifically address each student's support needs. Parents are informed over the course of the year to discuss student progress and where appropriate, interventions developed in preparation for the following school year.
Socio-economic background $845,000.00	Socio-economic background equity loading is used to meet the additional learning needs of students at Picton High School who may be experiencing educational disadvantage as a result of their socio-economic background. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Identify, guide and support all members of the community in developing a sense of commitment towards personal and school success. All students in stage 4 will participate in a targeted Literacy and Numeracy program of development. • Highly Effective Teachers and Teaching Practices • Data informed and lead practices • Establish an engaged learning community which features an authentic learning continuum from Primary to High School • Our community is working towards the best educational outcomes for all students • Other funded activities **Overview of activities partially or fully funded with this equity loading include:** • additional staffing to implement LST/Wellbeing and EALD programs to support identified students with additional needs • equitable access to specialist resources • professional development of staff through wellbeing programs to support student learning

Socio-economic background $845,000.00	• employment of additional staff to support wellbeing programs program implementation. This includes the use of employed support staff and mentors • providing students without economic support for educational materials, uniform, equipment and other items **The allocation of this funding has resulted in:** All students have access to targeted Literacy, Numeracy and Wellbeing support. Student growth in Literacy and Numeracy progress is measured each term and communicated to parents twice yearly. Students that are not meeting expected growth patterns are targeted with extra staff support. Students that identify with needing extra wellbeing support have an individual support program developed via appropriate case conferencing and resource allocation. **After evaluation, the next steps to support our students with this funding will be:** Literacy, Numeracy and Wellbeing support will remain an ongoing priority for 2022. Resources will continue to be allocation as they have in 2021. Monitoring and reporting programs will be refined to ensure compliance and need identification.
Aboriginal background $100,000.00	Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Picton High School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Identify, guide and support all members of the community in developing a sense of commitment towards personal and school success. All students in stage 4 will participate in a targeted Literacy and Numeracy program of development. **Overview of activities partially or fully funded with this equity loading include:** • employment of additional teacher to work as a full-time Literacy and Numeracy mentor with students performing below the expected stage level • employment of additional staff to deliver personalised support for Aboriginal students • employment of specialist additional staff (SLSO) to support Aboriginal students **The allocation of this funding has resulted in:** All students have been exposed to participation of cultural activities. Targeted students have engaged in academic tutoring and career or vocational activities. **After evaluation, the next steps to support our students with this funding will be:** Personal Learning Plan development remains incomplete and this must be addressed in 2022. More program exposure needs to happen to ensure our students are closing academic gaps including improving attendance.
English language proficiency $52,000.00	English language proficiency equity loading provides support for students at all four phases of English language learning at Picton High School. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Identify, guide and support all members of the community in developing a sense of commitment towards personal and school success. All students in stage 4 will participate in a targeted Literacy and Numeracy program of development. • Data informed and lead practices

English language proficiency $52,000.00	**Overview of activities partially or fully funded with this equity loading include:** • employment of additional staff to support delivery of targeted initiatives • provision of additional EAL/D support in the classroom and as part of differentiation initiatives • additional staffing to implement co-teaching programs to provide intensive support for all students from EAL/D backgrounds • additional teacher time to provide targeted support for EAL/D students and for development of programs **The allocation of this funding has resulted in:** We have employed two teacher of part time EALD teachers who work "one on one" with students to improve their learning skills. **After evaluation, the next steps to support our students with this funding will be:** We will continue to evaluate the needs of students as they arrive at the school and support them in their learning.
Low level adjustment for disability $550,000.00	Low level adjustment for disability equity loading provides support for students at Picton High School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Identify, guide and support all members of the community in developing a sense of commitment towards personal and school success. All students in stage 4 will participate in a targeted Literacy and Numeracy program of development. **Overview of activities partially or fully funded with this equity loading include:** • engaging specialist staff to collaborate with classroom teachers to build capability in meeting the literacy needs of identified students • providing support for targeted students within the classroom through the employment of School Learning and Support Officers • employment of additional staff to support teachers to differentiate the curriculum and develop resources and classroom activities resulting in improvement for students with additional learning needs • development of a needs-based learning and support program in which specialist staff collaborated with classroom teachers to build capacity in meeting the literacy needs of identified students **The allocation of this funding has resulted in:** Students with disability and additional learning needs access the curriculum and have improved learning outcomes. Staff have increasing expertise in differentiating curriculum delivery and assessment. **After evaluation, the next steps to support our students with this funding will be:** Curriculum differentiation and disability adjustments will continue in 2022. Further PL for all staff will continue to increase expertise in meeting student learning needs.
Location $12,000.00	The location funding allocation is provided to Picton High School to address school needs associated with remoteness and/or isolation. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Our community is working towards the best educational outcomes for all students **Overview of activities partially or fully funded with this operational funding include:**

Location $12,000.00	• subsidising student excursions to enable all students to participate • student assistance to support excursions • technology resources to increase student engagement **The allocation of this funding has resulted in:** Increased student access to curricular and extra-curricula activities. **After evaluation, the next steps to support our students with this funding will be:** As we move out of school lock downs we will ensure students have increased access to a range of teaching support programs to facilitate their learning.
COVID ILSP $330,000.00	The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2021. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Identify, guide and support all members of the community in developing a sense of commitment towards personal and school success. All students in stage 4 will participate in a targeted Literacy and Numeracy program of development. • Other funded activities **Overview of activities partially or fully funded with this targeted funding include:** • employment of teachers/educators to deliver small group tuition. • releasing staff to analyse school and student data to inform teaching practice. • providing targeted, explicit instruction for student groups in literacy/numeracy. • employing staff to supervise and monitor progress of student groups engaging in online tuition in. • employing/releasing teaching staff to support the administration of the program **The allocation of this funding has resulted in:** All students in stage 4 are participating in targeted Literacy and Numeracy development programs. Student progress in monitored every term and communicated to stage 4 teachers to inform teaching and learning. **After evaluation, the next steps to support our students with this funding will be:** Monitoring of growth is to continue and parent reporting to commence in 2022.

Student information

Student enrolment profile

Students	Enrolments			
	2018	**2019**	**2020**	**2021**
Boys	538	546	566	592
Girls	509	504	471	487

Student attendance profile

School				
Year	**2018**	**2019**	**2020**	**2021**
7	87.7	85.8	89.8	87.2
8	85.4	82.9	85.1	83.5
9	85	83.5	84.2	79.9
10	81.2	80.2	86.5	79
11	80	80.8	74.3	76.5
12	86.1	86.1	85.4	81.2
All Years	84.2	83	84.2	81.6
State DoE				
Year	**2018**	**2019**	**2020**	**2021**
7	91.8	91.2	92.1	89.7
8	89.3	88.6	90.1	86.7
9	87.7	87.2	89	84.9
10	86.1	85.5	87.7	83.3
11	86.6	86.6	88.2	83.6
12	89	88.6	90.4	87
All Years	88.4	88	89.6	85.9

Attendance

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 2020. 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.

Attendance figures in 2021 were calculated differently to align with the third edition of ACARA's National Standards for Student Attendance Data and Reporting. Changes include treating partial absences over 120 minutes as a half day absence (instead of their actual value, calculated as a proportion of a nominal 6-hour day) and covers all weeks during Semester 1. Prior to 2021, the final week of Term 2 was excluded.

Furthermore, the Department implemented an automated attendance feed (AAF) system in Semester 1 2021. AAF transfers data automatically from third-party attendance management systems to the Department's centralised data warehouse every night. The AAF has significantly improved data quality in 2021, which has affected data comparability

with previous years.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2021, COVID-19 continued to affect student attendance. Analysis of attendance codes showed a change in the structure of absence reasons in 2021.

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	4.2	2.2
Employment	19.7	7.1	40
TAFE entry	5.8	5.2	14.4
University Entry	0	0	43.1
Other	0	0	2.5
Unknown	0	0	1.4

- Our Year 12 students in 2021 have been overwhelmingly successful, with 97% of the cohort obtaining employment or tertiary education opportunities.

Year 12 students undertaking vocational or trade training

42.37% of Year 12 students at Picton High School undertook vocational education and training in 2021.

Year 12 students attaining HSC or equivalent vocational education qualification

100% of all Year 12 students at Picton High School expected to complete Year 12 in 2021 received a Higher School Certificate or equivalent vocational education and training qualification.

81 students attained the HSC of which 85% students achieved Certificate III qualifications. This percentage is higher than previous years because the majority of students enrolled in Entertainment completed the full Cert III specialisation. 26/31 (84%) students achieved Certificate II qualifications and the number of students completing framework qualifications has increased overall in 2021.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	2
Head Teacher(s)	13
Classroom Teacher(s)	62.8
Learning and Support Teacher(s)	3.2
Teacher Librarian	1
School Counsellor	1
School Administration and Support Staff	21.57
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 2021, 4.3% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

Workforce ATSI

Staff type	Benchmark[1]	2021 Aboriginal and/or Torres Strait Islander representation[2]
School Support	3.30%	4.40%
Teachers	3.30%	3.20%

Note 1 - The NSW Public Sector Aboriginal Employment Strategy 2019-2025 takes a career pathway approach in that it sets an ambitious target of 3% Aboriginal employment at each non-executive grade of the public sector by 2025.

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 2021 to 31 December 2021. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2021 **Actual** ($)
Opening Balance	1,524,762
Revenue	15,226,512
Appropriation	15,023,167
Sale of Goods and Services	70,083
Grants and contributions	130,589
Investment income	1,272
Other revenue	1,400
Expenses	-15,505,718
Employee related	-13,221,886
Operating expenses	-2,283,832
Surplus / deficit for the year	-279,207
Closing Balance	1,245,556

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.

$1,245,519 includes $8,079 to pay for a chaplain and $8,755 in kept in trust for P&C fundraising money. The P&C will determine how to best spend that amount.

$816,798 is allocated against our school and community. Historically this money is used for school activities such as musicals, presentation awards and community events however, restriction to school entry have reduced spending in this area and will be addressed in 2022.

In addition there is $411,887 that is planned for school improvements upgrades and additional technology for the school that will be completed in 2022.

Financial summary - Equity loadings

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

	2021 **SBAR Adjustments** ($)
Targeted Total	163,502
Equity Total	1,495,566
Equity - Aboriginal	95,376
Equity - Socio-economic	849,734
Equity - Language	11,998
Equity - Disability	538,459
Base Total	12,058,360
Base - Per Capita	266,662
Base - Location	11,230
Base - Other	11,780,468
Other Total	583,408
Grand Total	14,300,836

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.
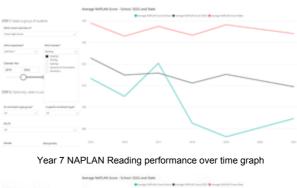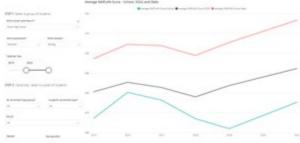
School performance - NAPLAN

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.
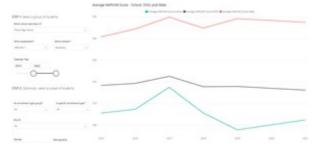
At Picton High School our students are generally performing below State average in NAPLAN and below the performance of similar schools, however, our Year 7 results are trending upward reflecting efforts to close the gap in educational outcomes in our Literacy and Numeracy in-school programs. Within the three domains of Writing, Reading and Numeracy we saw a pleasing increased in performance. The Literacy and Numeracy team use targeted curriculum-based programs to track student progress toward NAPLAN benchmarks, giving them opportunities to create individualised paths to success. Each child in years 7 and 8 participate in a targeted and personal Literacy and Numeracy program of development.

Upon assessment of Literacy and Numeracy performance for year 7 students as they enter high school, we find a disproportionate number of students performing below state average patterns of growth. Our in-school programs are designed to close this gap over a rapid timeline to ensure the best academic outcomes upon leaving school.

Year 7 NAPLAN Reading performance over time graph

Year 7 NAPLAN Writing performance over time graph

Year 7 NAPLAN Numeracy performance over time graph

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 2021	SSSG	State	School Average 2019-2021
Agriculture	57.3	66.6	66.7	58.7
Ancient History	61.2	61.7	68.1	67.4
Biology	63.5	66.2	71.9	63.7
Business Studies	64.5	65.6	70.4	66.9
Chemistry	52.9	65.1	74.1	57.0
Community and Family Studies	66.1	71.0	72.7	68.2
English Standard	63.0	65.4	68.8	65.6
Entertainment Industry Examination	74.4	68.6	77.9	71.3
Industrial Technology	62.7	64.6	67.7	61.3
Legal Studies	62.2	65.7	72.0	63.5
Mathematics Standard 2	55.1	61.3	66.1	59.3
Modern History	62.7	61.6	69.7	65.2
Music 1	75.9	76.0	79.4	77.2
Personal Development, Health and Physical Education	60.8	67.0	70.3	64.6
Society and Culture	66.7	71.6	76.0	69.4
Visual Arts	75.6	77.1	79.4	77.3

In the areas of the top two bands, Picton had 27% of students achieving this result in 2021 however only 1 student achieved a Band 6, down from a total of 3 in 2020. Across HSC Minimum Standards all students have achieved the required standard in Reading, Writing and Numeracy.

Though there is a specific variation in subject performance over the last four years, some general conclusions can be drawn on the achievement of students in the HSC. Music, IPT, Visual Arts, CAFS, and PDHPE are regular high achieving subjects, and this trend has continued in 2021, with the exception of PDHPE where results have decreased against the previous 2 years. English achievement is consistent with state average patterns as are the HSIE subjects where occasionally one will be outstanding or lower than found in other years, yet a sharp decrease in Band 5 achievement was noted in 2021 with 3 Band 5 HSIE results compared to 9 in 2020. Where VET students elect to sit the HSC, results are consistently low with cohort numbers traditionally small, yet our lone Band 6 result was achieved in the Hospitality examination. D&T often achieves near state averages, but Industrial Technology scores below. Though results may be low, these students achieve higher in Industrial Technology than they do in most of their other subjects with the bulk of their marks coming from the Major Work component. Mathematics results are lower than the state average and Science course results achieve lower compared to all other subjects and the state.

ATSI students achieve results that are average for the school. Though there has been some success in VET based subjects, generally results are below state averages.

A large number of students undertake courses in, VET, Cat C (SLSR, Sports Coaching), TVET and SBATs. Students completed Certificate II AND Certificate III qualifications in Business Services, Hospitality (Kitchen Operations), Construction, Sports Coaching and Human Services.

Addressing student underperformance in the HSC is critical to improving community perception of the school as well as providing better career options for students. More needs to be done long term to improve, teaching, curriculum, analysis, and student subject choice.

Parent/caregiver, student, teacher satisfaction

Parent surveys across all areas of school operation show positive trends as seen below however parents indicate that further improvement is in the following areas; catering for the needs of children with a disability or special needs and support for students in mathematics.

Parent Survey

Parents feel welcome

0.6 ▲

• 2021 November	5.7
• 2020 October	5.1
NSW Govt Norm	7.4

Parents are informed

0.6 ▲

• 2021 November	5.2
• 2020 October	4.6
NSW Govt Norm	6.6

Parents support learning at home

0.7 ▲

• 2021 November	6.8
• 2020 October	6.1
NSW Govt Norm	6.3

School supports learning

0.6 ▲

• 2021 November	6.0
• 2020 October	5.4
NSW Govt Norm	7.3

School supports positive behaviour

0.5 ▲

• 2021 November	6.1
• 2020 October	5.6
NSW Govt Norm	7.7

Safety at school

0.3 ▲

• 2021 November	5.3
• 2020 October	5.0
NSW Govt Norm	7.4

Inclusive school

0.3 ▲

• 2021 November	5.2
• 2020 October	4.9
NSW Govt Norm	6.7

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 - School statement

The school has employed a temporary Aboriginal Education Officer. The program has been operating alongside the schools new build and has been operating in a more reactionary phase then we would like. Students are getting strong cultural support and all students have access to specifically appointed tutors to assist them with their understanding and work completion. The school operate a junior AECG and indigenous dance group.

Anti-Racism Policy

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

Anti-Racism - School statement

Our school has at least two trained Anti-Racism staff. Any issues that may involve issues of racism such as name calling are referred to an officer to ensure all students are educated about appropriate social behaviour and the effect on individuals and groups when this happens.

Multicultural Education Policy

Teachers are responsible for addressing the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. The Principal is 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.

Multicultural and anti-racism education - School Statement

The wellbeing and discipline procedures adhere to the values of PICTON Code Pride- Show pride in your school and self Integrity- Maintain positive personal values Compassion- Create an equitable, tolerant and caring environment for all students Trust - Each student is able to connect with a trusted adult to gain support Ownership - Take ownership of your learning and behaviour Networked- Work collaboratively with peers, staff and community to achieve positive goals.

At PHS we reject all forms of racism. We are committed to creating a safe learning and workplace environment where students, staff and visitors are free of all forms of racism, including direct racism, racial vilification and harassment. All staff and students work together to eradicate racism by promoting acceptance of Australia's cultural, linguistic and religious diversity. We aim to eradicate expressions of racism at PHS and challenge the attitudes that allow them to emerge and provide clear procedures to support those experiencing racism. Anti Racism at PHS adheres to the values

of PHS Code: Pride, High Expectations and Safety.

Picton High School 8215 (2021)