

2021 Annual Report

The Ponds High School



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Introduction

The Annual Report for 2021 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 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.

School contact details

The Ponds High School
180 Riverbank Drive
The Ponds, 2769
<https://theponds-h.schools.nsw.gov.au>
theponds-h.school@det.nsw.edu.au
9626 3562

School vision

The Ponds High School is committed to providing a high quality education which recognises the cultural diversity of the community. Every student will be challenged to achieve academic excellence by becoming responsible learners with a strong sense of belonging to the school. It is the role of every teacher to foster responsibility through choice and provide explicit teaching that builds and extends every student's ability to achieve in an environment where they are known, valued and cared for.

School context

The Ponds High School is situated in The Ponds, in Sydney's North-West. The school opened in 2015 with 187 Year 7 students, including a support class, growing to a full school of 1895 students in 2021. The teaching staff includes a range of expertise, from beginning teachers to experienced staff. 59% of students are from a languages background other than English and currently there are approximately 35 languages represented. The gender representation is relatively even with 1.2% of students identifying as Aboriginal. The school runs a High Potential and Gifted Education program and has developed strong systems to support students requiring emotional and academic assistance.

The Ponds High School embraces the values of public education and the opportunities this affords. These values are reflected in the 5 Ps: Be Positive, Prepared, Productive, Prompt and Polite which reinforce values of successful learners that are important at The Ponds High School. The Bring Your Own Device Program is supported by the CANVAS learning platform that provides students with the information, computing and technology skills needed to achieve their future goals. The school has strong positive links with the community and is recognised for excellence in academic cultural and sporting pursuits. Transitional links with educational institutions, cultural bodies and the wider community include professional learning links within The Ponds Principal's Network, Industry links with universities and cultural links with Japanese schools.

A comprehensive Situational Analysis which engaged all stakeholders through high level consultation was conducted to create the 2021-2024 Strategic Improvement Plan. This process developed a better understanding of the needs of our students and expectations of the parent body and local community; inclusive of the Aboriginal Education Consultation Group and multicultural communities represented in The Ponds area. Analysis of evidence and data drawn from a comprehensive suite of internal and external sources indicated the need for the school to focus on three key areas: evidence informed practice leading to explicit teaching; enhancing collective efficacy through collaborative practice; and empowering students through a comprehensive system of support underpinned by Choice Theory.

To support each initiative, the school has adopted a 'hub and spoke' model of distributed leadership to build the capacity of staff to collaboratively design evidence based teaching and learning programs using formative and summative assessment to guide explicit teaching. All staff will engage in ongoing data analysis and collection of evidence to develop explicit teaching for Equity groups, focus HSC students on discipline literacy techniques and monitor student progress towards meeting expected growth in NAPLAN.

Choice Theory has been adopted as the underpinning philosophy to engage staff and students in building strong relationships leading to improved growth and attainment, and belonging at the Ponds High School. Choice Theory is the result of deep analysis of the current wellbeing and behaviour systems which indicate the need for enhanced structures that better identified and cater for individual students.

Self-assessment and school achievement

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

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

Each year, we assess our practice against the Framework to inform our Strategic Improvement Plan and annual report.

Our self-assessment 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>

Self-assessment using the School Excellence Framework

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

Improvement was made from 2020 to 2021 in the areas of Learning Culture, Curriculum, Student performance measures, School planning, implementation and reporting and also Management practices and processes.

Strategic Direction 1: Student growth and attainment

Purpose

To enhance the growth and attainment of all students through collaboratively and consistently employing a data driven, whole school approach with an equal focus to literacy and numeracy. Our teachers will engage in high quality professional development in explicit teaching strategies of differentiation, English as an Additional Language or Dialect and High Performing & Gifted Education in literacy and numeracy emphasising high expectations to empower students as active, lifelong learners.

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.

- Explicit Teaching
- Data Informed Practice

Resources allocated to this strategic direction

Professional learning: \$9,785.00

Beginning teacher support: \$10,300.00

Summary of progress

Targeted analysis of HSC data for the first cohort in 2020 was rigorous and all stakeholders engaged in the process. This was driven by enthusiastic KLA leaders. It was supported by time allocated for faculty planning including teacher relief and participation in the statewide roll-out of professional learning specifically tied to understanding band 6. These were all enablers to support HSC growth in the top two bands. Fewer students achieved a band 1 in 2021 and this is an area for future focus, although this is not a direct target included in the strategic improvement plan. Exit surveys for all students leaving will be undertaken to further keep students in Year 11 and 12 wishing to move to a selective school or to a senior campus. Despite teacher focus, the barriers to increased achievement in the top two band are the number of students receiving "early entry" and thus no longer needing that push to achieve a band 6. Two years of remote learning and the delayed HSC examination schedule also impacted the 2021 cohort.

As always at The Ponds High School, Aboriginal students are supported and nurtured effectively. While the target asks for uplift in academic growth our four Year 9 students all have significant learning difficulties and transitioning them to work is their ultimate goal, therefore our role is also to support the wishes and needs of their families. The area for future growth and the barriers of doing an SBAT is to devise an alternate timetable for these students to achieve course outcomes to complete Year 10 while also attending work and TAFE.

In NAPLAN 2021 there was significant uplift in Numeracy and the next steps are to roll out the FISH strategy as devised by the Numeracy team to deconstruct problem solving. Other identified areas for future development are understanding graphs and multi-step problems. The greatest barrier is the number of initiative rolling-out across the school. As a result timing is vital so that there is a strong school-wide support for Numeracy initiatives.

The Ponds High School continues to focus on literacy. Enablers have been the support from the regional team with SSS guidance and professional learning for our Literacy team, accompanied by progress evaluation along the way. The barriers have been maintaining safe practices in accordance with health advice, avoiding other teachers in your room has meant that the learning walks lost momentum in 2021. This is a focus area for 2022 and should allow evaluation of reading and 'think aloud' strategies Examining NAPLAN 2022 to see results is also needed. A future direction is also the tiered vocabulary model to be implemented.

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
Uplift of students achieving in the top 2 NAPLAN bands from a baseline of 18.8% to the lower bound system negotiated target of 27.5% for reading.	Reading 25.53% of students achieved in the top two bands indicating progress toward the lower-bound target of 27.5%.

Uplift of students achieving in the top 2 NAPLAN bands from a baseline of 23.2% to lower bound system negotiated target of 33.2% for numeracy	Numeracy 36.34% of students achieved in the top two bands indicating achievement of the lower-bound target of 33.2%
Uplift of Aboriginal students achieving equivalent to or exceeding all students at or above expected growth from 81.7% to 83% in reading. Uplift Aboriginal students achieving equivalent to or exceeding all students at or above expected growth from 22% to 24% in numeracy.	Reading 50% of Aboriginal students achieved growth in reading with one student exceeding expected growth indicating progress toward this school based target. Numeracy 75% of Aboriginal students achieved at or above expected growth in numeracy indicating progress toward this school based target. Two of these students will be completing an SBAT in 2022.
Uplift of 3% of HSC course results in the top 2 bands Uplift of 3% of HSC course results in the top 3 bands	Top 2 bands 32.2% of students attained results in the top two bands up from 30.8% in 2020 demonstrating progress toward target. Top 3 bands 40.39 % of students attained results in the top three bands, up from 33.11% in 2020 demonstrating achievement of target.
Uplift of students achieving at or above expected growth from a baseline of 67.9% to 69% in reading. Uplift of students achieving at or above expected growth from a baseline of 67.9% to 69% in numeracy.	Reading 63.38% of students achieved expected growth in reading indicating progress yet to be seen toward the lower bound target. Numeracy 56.6% of students achieved expected growth in numeracy indicating progress yet to be seen toward the lower bound target.

Strategic Direction 2: Leading and learning through Choice

Purpose

To establish a distributed leadership and differentiated professional learning model that focuses on learning, wellbeing and behaviour to build the capacity of all staff through enhancing teacher collective efficacy across Key Learning Areas.

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.

- Teams leading collaborative practice.

Resources allocated to this strategic direction

Professional learning: \$17,400.00

Beginning teacher support: \$8,240.00

English language proficiency: \$9,270.00

Aboriginal background: \$1,030.00

Summary of progress

The Hub and Spoke team model set up in the school plan was ambitious and relied on all staff making a significant contribution to whole school planning. Barriers to the roll out of evidence collection have been teachers only meeting through zoom for the majority of 2020-21. The need for stronger guidance for team leaders has become apparent. The goals set for 2021 have mostly been met because they are basic ie: join a team and write a plan. The target focus needs to change in line with SEF statement such as; "A whole school approach ensures the most effective evidence-based teaching methods optimise learning progress for all students, across the full range of abilities. Teachers employ evidence-based effective teaching strategies. Effective methods are identified, promoted and modelled, and students' learning improvement is monitored, demonstrating growth" (Explicit teaching) This will be relevant for nearly all teams . Redirecting the progress measure of "Staff complete PDP's" to the excelling statement in the SEF "The school has a high performing teaching staff as measured against the Australian Professional Standards, whose capacities are continually built to ensure every student experiences high quality teaching. The leadership team has participated in capacity development programs and implements principles of evaluative thinking, continually monitors the impact of programs and approaches used by all teachers, and improves practice as required " is needed.

The executive and senior executive team need to rethink the data sets in relation to Tell Them from Me and consider other evidence that can be collected to measure growth in action, engagement and trust.

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
Staff are aware of Team structure and have selected a team.	All staff are involved in the Teams structure at The Ponds High School.
Team structure established with all staff in a team of their choice. Plans for 2022 submitted and approved by executive.	Four teams have submitted plans complete with a driving question, samples of evidence to be collected and outcomes established ready for 2022. Term 1.
Staff complete PDPs	Staff completed PDP's in 2021 with the following. One personal goal, one goal linked to the Teaching standards and one goal linked to learning, especially learning related to the ' Teams' Structure.
32% of staff indicate they believe there will be "Action about survey results" from a baseline of 28%	Delay in implementing TFM staff survey in term 3 has required work on this target to be postponed to 2022. To date the baseline data of 28% remains for 'Action about survey results'
67% of staff indicate improved "Employee Engagement" from a	Delay in implementing TFM staff survey in term 3 has required work on this target to be postponed to 2022. To date the baseline data of 62%

<p>baseline of 62%</p> <p>67% of staff indicate improvement in "Trust" from a baseline of 63%</p>	<p>remains for 'Employee engagement'</p> <p>Delay in implementing TFM staff survey in term 3 has required work on this target to be postponed to 2022. To date the baseline data of 64% remains for ".rust".</p>
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Strategic Direction 3: Connectedness

Purpose

To develop a deep understanding of how to promote positive relationships with students, staff, parents and community that lead to enhanced student outcomes in a culture of high expectations underpinned by Choice Theory.

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.

- School Culture
- Choice Theory

Resources allocated to this strategic direction

Professional learning: \$16,880.00

Summary of progress

Student progress measure in Wellbeing are indicating progress and achievement but it was expected that the transition of school well-being practice aligned to Choice Theory and Reality therapy be ready for implementation in 2022. This was re-evaluated by the principal to ensure all stakeholders were clear of the processes, procedures, language and intent. This has been a barrier to achieve the progress towards achievement but an important one to ensure the success of the transition.

Attendance Matters is an excellent initiative and the resources provided by the department are helpful in developing a whole school targeted approach to attendance. The greatest barrier has been the regulations in relation to COVID and illness. The newly formed attendance team in 2020 have ambitious goals as their next steps and these will be reported to the community in 2022. It is also essential to have a tight truancy process as partial absences are important to overall attendance. None of our attendance baseline goals have been met despite being above state average, it is to be hoped that illness and Health guidelines do not still impact on 2022 data.

Suspensions greatly decreased in 2021. While this looks positive it is reflective of a term learning from home and greatly impacted by the inability to run sport. It is not a true reflection of data. The addition of the boys PCYC program in 2021 also assisted decrease suspensions as many Fridays for a partial day or whole day a team of targeted boys from Stage 5 were absent from class or the school completing self awareness and fitness projects.

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
Increase in 2% of student TTFM survey data in the domain of "Sense of belonging" from a baseline of 71% Increase in 2% of student TTFM survey data in the domain of "Expectations for success" from a baseline of 87%. Increase in 2% of student TTFM survey data in the domain of "Advocacy at school" in TTFM survey data from a baseline of 62%.	Belonging 71.3% of students indicate a positive sense of wellbeing Sense of Belonging at School demonstrating achievement of this school-based progress measure. Expectations for success 84.11 % of students indicate a positive sense of wellbeing Expectations for Success, demonstrating achievement of this school-based progress measure.. Advocacy 61.67 % of students indicate a positive sense of wellbeing Advocacy, demonstrating achievement of this school-based progress measure.
65% of parents indicate "Parents	Parents did not complete the Tell Them from Me survey in 2021. Parents

attended meetings" in TTFM survey data from a baseline of 62%.	were significantly engaged in online meetings indicating a parent engagement. Two P&C meetings were attended by over 150 and 200 parents and Year 11 and 12 information updated to inform of NESA requirements had 95% attendance.
Whole school systems are refined to reflect Choice Theory in learning, wellbeing and behaviour with a 5% reduction in referrals without an identified action or consequence.	Well-being data in Sentral indicates a reduction in negative incidences and referrals which indicates targets have been met despite that Choice Theory implementation was delayed until Semester 2, 2022.
45% of staff trained in Choice Theory using the Basic Intensive Training (BIT) in Reality Therapy and Lead Management with 80% of Senior executive, Executive Team trained in Choice Theory Practicum Course.	35% staff have been trained in Choice Theory using the Basic Intensive Training (BIT) in Reality Therapy and Lead Management with 95% of Senior executive, Executive Team trained in Choice Theory Practicum Course. Extra training session have been scheduled for 2022.
<p>Increase in all students attending $\geq 90\%$ from a baseline of 72.8% to 75%</p> <p>Increase attendance patterns of Stage 5 students attending $\geq 90\%$ from a baseline of 67.1% to 70%.</p> <p>Increase attendance patterns of Stage 6 students attending $\geq 90\%$ from a baseline of 71.2% to 73%</p>	<p>Attendance Baseline</p> <p>The number of students attending greater than 90% of the time or more is 68.2% across the school indicating progress yet to be seen towards the target.</p> <p>Stage 5</p> <p>The number of students attending greater than 90% of the time or more was 58.35% across Stage 5 indicating progress yet to be seen towards the target..</p> <p>Stage 6</p> <p>The number of students attending greater than 90% of the time was 62.7%. 58.35% across Stage 6 indicating progress yet to be seen towards the target. Recording of 'Flexible' leave needs to be reviewed in relation to impact on this target.</p>
<p>Decrease by 5% the number of short suspensions for both continued disobedience and Aggressive Behaviour from a baseline of 121.</p> <p>Decrease by 5% the number of long suspensions for persistent or serious misbehaviour and physical violence from a baseline of 31.</p>	<p>The number of short suspensions has been reduced and this target has been met</p> <p>The number of long suspensions has been reduced and this target has been met</p>

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$78,953.00</p>	<p>Integration funding support (IFS) allocations support eligible students at The Ponds High School in mainstream classes who require moderate to high levels of adjustment.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • additional staffing to assist students with additional learning needs • staffing release to build teacher capacity around behaviour intervention/ curriculum adjustments • intensive learning and behaviour support for funded students <p>The allocation of this funding has resulted in: All eligible students demonstrating progress towards their personalised learning goals including assessment and homework tasks being submitted, special provisions always administered booth inside the classroom and for examination purposes.</p> <p>After evaluation, the next steps to support our students with this funding will be: On-going use of ACER and NAPLAN data to assess student need. The use of integration funding can then be adjusted to best meet the needs of the student/s.</p>
<p>Socio-economic background</p> <p>\$90,400.00</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at The Ponds High School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • additional staffing to implement initiatives to support identified students with additional needs • supplementation of extra-curricular activities • professional development of staff through [program] to support student learning • providing students without economic support for educational materials, uniform, equipment and other items <p>The allocation of this funding has resulted in: Student improvement in Writing. Writing has been a key focus of previous plans and is not integrated and embedded in everyday practice. In 2018 the average writing score was 454. in 2021 it was 580 aligning Year 9 students with Statistically similar groups. A similar trajectory has been seen in Numeracy. In 2018 the average score was 590 and in 2021 it is 610, this time closing the gap in statistically similar schools and well above the average state score of 587 in 2021. 30 families were supported with uniform and many had subject fees removed. During the lockdown 26 families were provided with devices and many dongles were handed out to ensure access to learning resources. After the return to face-to-face learning an average of 42 devices are handed out for daily use.</p> <p>After evaluation, the next steps to support our students with this funding will be: Revise the Super Six literacy Strategies to focus on the possible uplift for</p>

<p>Socio-economic background</p> <p>\$90,400.00</p>	<p>Reading Comprehension. In reading TPHS is higher than the state average of 562. TPHS 592 but more progress towards the target is necessary. In 2022 we will continue to use the COVID tutor support to target specific Stage 4 students and continued funding of a second Learning and Support teacher as well as extra SLSO's will be used to ensure equal access to the curriculum and learning.</p> <p>The Ponds High School will continue to support families with this funding source.</p>
<p>Aboriginal background</p> <p>\$18,676.00</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at The Ponds 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.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Teams leading collaborative practice. • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional staff to deliver personalised support for Aboriginal students • engagement in heritage and cultural activities to support connection. • financial support for students identifying as Aboriginal. <p>The allocation of this funding has resulted in:</p> <p>All Aboriginal students checked on once a fortnight, targeted intervention for students with issues in attendance, non-completion of work etc. All ATSI student having access and immersion in cultural events and activities inside and outside the school increasing their awareness of culture and country. The enablers of the success of our HSC students is the investment of the teacher mentors and the relentless support to assist ensure that Society and Culture and Visual Art major works were completed on time.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>Next steps are to provide opportunities for students to officially evaluate the programs and support so we have more concrete evidence of the impact of our interventions and support.</p>
<p>English language proficiency</p> <p>\$289,565.00</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at The Ponds High School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Teams leading collaborative practice. • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • additional staffing to assist students with EAL/D background • appointment of a Head Teacher (temporary)to coordinate all EAL/D plans and support • Training in TELL (Teaching Additional Language Learners) for EAL/D team members <p>The allocation of this funding has resulted in:</p> <p>The whole EAL/D team of 10 teachers have completed TELL training. Resources have been developed for whole staff use in 2022 and professional learning time allocated for roll-out of this initiative. The enablers have been engaging and effective teachers who have passionately been committed to creating resources to improve strategies for teachers and learning outcomes for EAL/D students.</p>

<p>English language proficiency</p> <p>\$289,565.00</p>	<p>PLP's for HP&GE students was delayed until 2022.</p> <p>After evaluation, the next steps to support our students with this funding will be: To continue co-teaching to support students but to roll out EAL/D resources to capitalise on teacher confidence and their capacity to design integrated writing units that reflect the needs of EAL/D learners, the identified next step is to transfer this practice across all key learning areas (KLAs). Ongoing professional learning will identify language and cultural demands across the curriculum. Personalised and targeted professional development will be provided to each teacher in the form of mentoring, co-teaching and co-planning. Ambitious targets have been set for 2022 around the number of EAL/D students receiving support.</p>
<p>Low level adjustment for disability</p> <p>\$235,548.00</p>	<p>Low level adjustment for disability equity loading provides support for students at The Ponds High School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • engaging specialist staff to collaborate with classroom teachers to build capability in meeting the literacy needs of identified students • engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting • providing support for targeted students within the classroom through the employment of School Learning and Support Officers • employment of SLSO to improve the development of students by implementing speech and OT programs developed by specialists • employment of LaST and interventionist teacher • 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 <p>The allocation of this funding has resulted in: Additional resources provide one extra Learning and Support teacher-school funded and a number of SLSO's also school funded. Here is a breakdown of the students 7-10 receiving Learning and support assistance via a PLP, many others receive incidental support. Year 7 18 students Year 8 23 students Year 9 25 students Year 10 26 students An effective and detailed online trial exam was established by the LaST to assist students with special provisions. This was very successful due to the meticulous organisation of the entire LaST team. 33 students in Year 12 2021 required and received special provisions. Learning and Support students growth is tracked via ACER data and distributed to all teachers and data collected via technology for NCCD (National Collection Disability Data)</p> <p>After evaluation, the next steps to support our students with this funding will be: Continue the successful programs eg PAL as an elective for Stage 5 invited students with learning needs. Continue current practices and roll out more professional learning to ensure all teachers can best support teachers with disabilities in their classrooms and in the playground.</p>
<p>Beginning teacher support</p> <p>\$18,540.00</p>	<p>Beginning teacher support funding is provided to enhance the professional growth of beginning teachers at The Ponds High School during their induction period.</p>

<p>Beginning teacher support</p> <p>\$18,540.00</p>	<p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Explicit Teaching • Teams leading collaborative practice. <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Beginning HT(/ Languages) is allocated to mentor new teachers • Beginning teacher conference • Beginning teacher meeting held weekly for first semester <p>The allocation of this funding has resulted in: 10 teacher accreditation reports being finalised in 2021. Beginning teachers supported in weekly meetings, some topic include questioning, report writing, understanding the school targets, differentiation, preparing for parent teacher conversations etc.</p> <p>After evaluation, the next steps to support our students with this funding will be: This is a successful model and will continue to be used to support beginning teachers. The lesson observations and evidence collection ion LISC has yet to be rolled out so this is the next phase of meeting the targets.</p>
<p>School support allocation (principal support)</p> <p>\$86,155.00</p>	<p>School support allocation funding is provided to support the principal at The Ponds High School with administrative duties and reduce the administrative workload.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • funding for school-based Deputy Principal • funding for principal mentor • funding for 3 X days Business Manager • funding for professional learning <p>The allocation of this funding has resulted in: The creation of some of the salary of a Business manager x 3 days, and the fourth DP position, Mr Fitzgerald looked after Year 12 and year 8 in 2020. This resulted in more targeted programs for each year group including the Wellbeing Boys group working with the PCYC in Year 10. Specifically Mr Fitzgerald managed leadership opportunities for Year 12 and took on complex case management of year 8 students at risk. So too the principal support of Mr Geoff Wynn assist teachers seeking promotion and needing growth coaching to have a mentor to support them. All senior executive have been trained in Choice Theory ready for this roll out in 2022.</p> <p>After evaluation, the next steps to support our students with this funding will be: The school will maintain this funding and collect more specific evidence to support its success.</p>
<p>COVID ILSP</p> <p>\$80,000.00</p>	<p>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.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p>

<p>COVID ILSP</p> <p>\$80,000.00</p>	<ul style="list-style-type: none"> • employment of teachers/educators to deliver small group tuition • providing targeted, explicit instruction for student groups in literacy and numeracy <p>The allocation of this funding has resulted in:</p> <p>One of the barriers for the implementation of the COVID ILSP was working from home and the return to school conditions that prevented classes from mingling and so COVID withdrawal classes were put on hold. When they did return- pre and post testing of numeracy students revealed an increase in skills in NAPLAN style questions. The scheduled items to assist minimum standards students was delayed due to changed regulations to waiver minimum standards for the HSC cohort of 2021.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>To continue the implementation of literacy and numeracy small group tuition using data sources to identify specific student need. The school learning and support processes have been revised and will now involve more monitoring of students as they transition back into classrooms. Providing additional in-class support for some students to continue to meet their personal learning goals will also be a priority. Evaluation of student attitudes towards the program will be evaluated in 2022.</p>
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Student information

Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	582	767	920	967
Girls	531	673	849	884

Student enrolments continue to grow despite the removal of one of the feeder primary schools. Projected numbers for 2022 were 2075 students..

Student attendance profile

School				
Year	2018	2019	2020	2021
7	94.1	93.1	94.9	94.7
8	92.8	90.5	93.7	91.9
9	90.1	90.8	91.7	89.7
10	90	88.1	92.2	86.6
11		90.2	93.1	87.4
12			93.4	87.9
All Years	91.9	90.7	93.2	90
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	88.2	83.6
12			90.4	87
All Years	88.7	87.9	89.6	85.9

In 2021 an attendance team was established at The Ponds High School led by the Head Teacher Well-being, with goals for 2022 to track and improve attendance rates using the Attendance Matters Departmental resources.

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	1	2	6
Employment	4	6	8
TAFE entry	3	2	7
University Entry	N/A	N/A	67
Other	10	3	7
Unknown	0	3	5

'Other' in the table for Years 10 and 11 predominantly includes students who have moved to other schools including Senior High Schools or interstate/overseas.

'Other' in the table for Years 12 predominantly includes students attending private colleges.

Year 12 students undertaking vocational or trade training

15.24% of Year 12 students at The Ponds High School undertook vocational education and training in 2021.

Year 12 students attaining HSC or equivalent vocational education qualification

95.5% of all Year 12 students at The Ponds High School expected to complete Year 12 in 2021 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)	18
Classroom Teacher(s)	93
Learning and Support Teacher(s)	1
Teacher Librarian	2
Teacher ESL	2
School Counsellor	1
School Administration and Support Staff	19.97
Other Positions	2

*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.

As The Ponds High School transitions to the Well-being processes based arounds Choice Theory and Reality Therapy a significant part of professional learning time and resources were expended on rolling out Choice Theory. This is expected to be rolled out in semester 2 2022.

Despite the COVID pandemic the hub and spoke teams continued to meet and prepare goals and resources to meet targets in Strategic Direction number 2.

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	1,905,449
Revenue	19,733,085
Appropriation	18,733,992
Sale of Goods and Services	293,497
Grants and contributions	700,811
Investment income	3,184
Other revenue	1,600
Expenses	-19,932,623
Employee related	-17,542,253
Operating expenses	-2,390,370
Surplus / deficit for the year	-199,538
Closing Balance	1,705,910

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

Financial summary - Equity loadings

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

	2021 SBAR Adjustments (\$)
Targeted Total	146,287
Equity Total	614,498
Equity - Aboriginal	17,646
Equity - Socio-economic	73,913
Equity - Language	287,390
Equity - Disability	235,548
Base Total	16,875,113
Base - Per Capita	437,572
Base - Location	0
Base - Other	16,437,541
Other Total	687,911
Grand Total	18,323,809

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.

All equity funds are allocated and expended on a yearly basis including the employment of extra Learning and support officers and staff to support student need.

School performance - NAPLAN

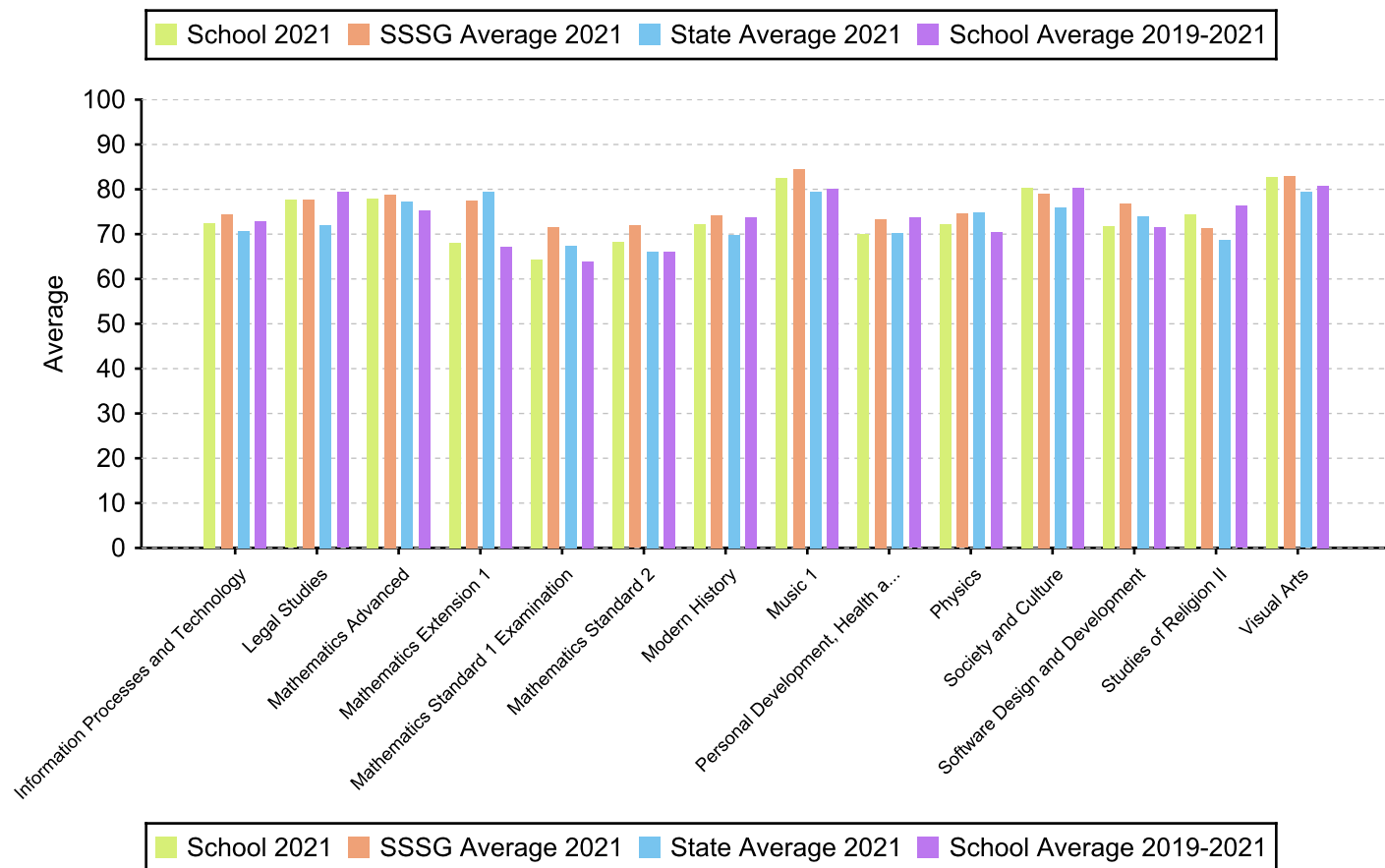
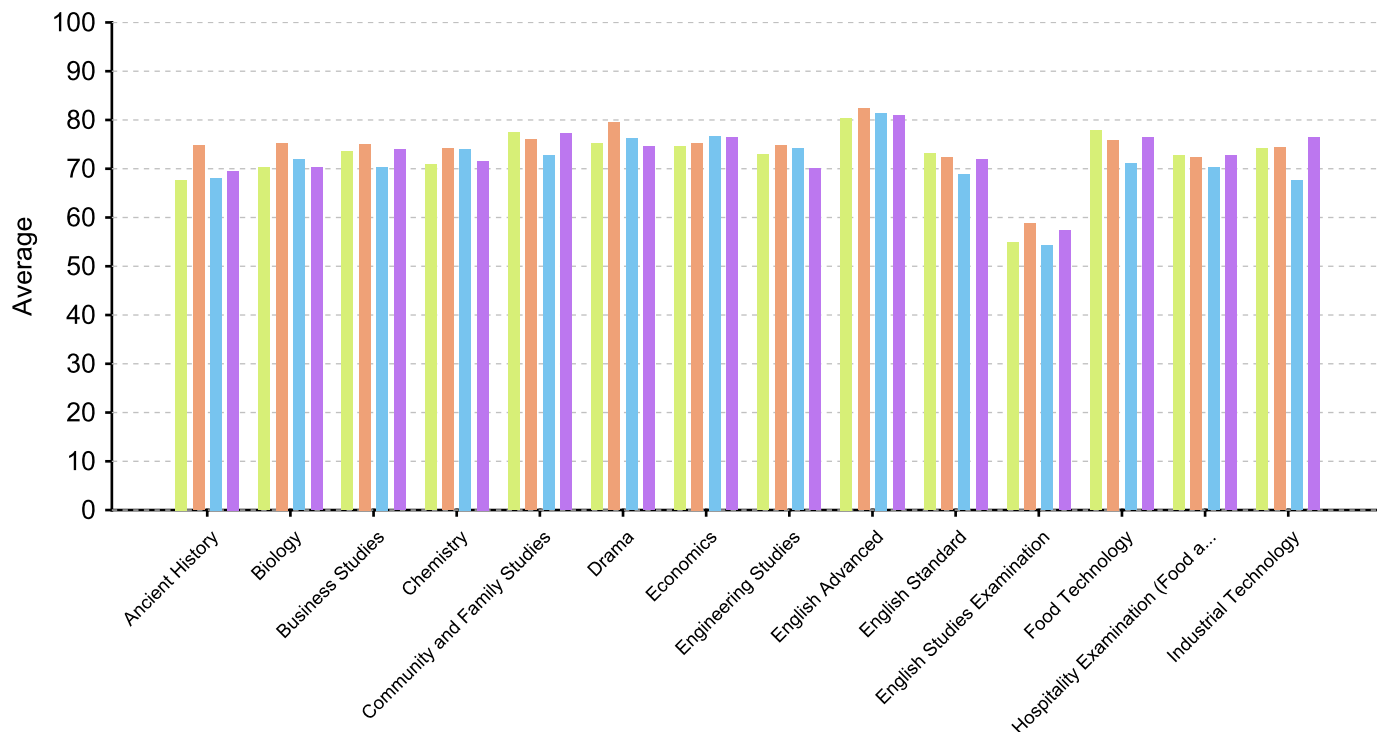
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

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.

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
Ancient History	67.7	74.8	68.1	69.5
Biology	70.3	75.3	71.9	70.3
Business Studies	73.6	75.1	70.4	74.0
Chemistry	70.8	74.1	74.1	71.6
Community and Family Studies	77.5	76.0	72.7	77.2
Drama	75.1	79.5	76.1	74.6
Economics	74.5	75.3	76.7	76.4
Engineering Studies	72.9	74.7	74.1	70.0
English Advanced	80.4	82.4	81.4	81.0
English Standard	73.2	72.2	68.8	72.0
English Studies Examination	54.9	58.7	54.3	57.4
Food Technology	77.9	75.9	71.0	76.4
Hospitality Examination (Food and Beverage)	72.7	72.3	70.3	72.7
Industrial Technology	74.1	74.4	67.7	76.4
Information Processes and Technology	72.5	74.5	70.8	72.9
Legal Studies	77.6	77.7	72.0	79.3
Mathematics Advanced	78.0	78.9	77.4	75.4
Mathematics Extension 1	68.1	77.6	79.5	67.3
Mathematics Standard 1 Examination	64.3	71.6	67.5	63.8
Mathematics Standard 2	68.3	71.9	66.1	66.1
Modern History	72.3	74.2	69.7	73.7
Music 1	82.5	84.5	79.4	80.1
Personal Development, Health and Physical Education	70.1	73.3	70.3	73.7
Physics	72.2	74.5	74.8	70.5
Society and Culture	80.3	79.1	76.0	80.4
Software Design and Development	71.7	76.9	74.0	71.5
Studies of Religion II	74.5	71.3	68.8	76.3
Visual Arts	82.7	82.9	79.4	80.7

Some of the highlights of th 2021 cohort include

Owen Hainsworth- Top Achiever 11th in NSW PDHPE ATAR 96.5

Shristi Birdi- top 10 in NSW, Korean Beginners Distinguished Achiever

Tijil Agrawal-Distinguished Achiever and DUX ATAR 97.7 &Distinguished Achiever- 96 for Advanced Mathematics 45/50 for Extension Mathematics, Business Studies 94 Economics 92, English Advanced 90 and Biology 87

Eyad Abu Subaih-Distinguished Achiever Business Studies

Hadya Akbari-Distinguished Achiever Community and Family Studies

Hajeera Ahonzada-Distinguished Achiever Ancient History, Business Studies, English Advanced, Legal Studies

Muneeza Ayub-Distinguished Achiever English Advanced, English Extension 1 ,English Extension, 2 Mathematics Standard 2, Society and Culture

Hayley Cah- Distinguished Achiever Community and Family Studies

Ranudi Dekumpitiya- Distinguished Achiever Investigating Science

Amrit Deogun- Distinguished Achiever legal Studies, Mathematics Standard

Youssef Elbakry-Distinguished Achiever Mathematics Standard

Milana Hobby-Distinguished Achiever Music 1, Society and Culture

Faraz Jonadi-Distinguished Achiever Chemistry

Mitchell Jones-Distinguished Achiever PDHPE

Anika Kuba-Distinguished Achiever Chemistry, Dance, Legal Studies, Mathematics Extension 1, Mathematics Advanced

Angel le Paul- Distinguished Achiever Korean Beginners, Studies of Religion

Anastasia Lyubomskya-Distinguished Achiever Visual Arts

Michael Nasir-Distinguished Achiever Business Studies

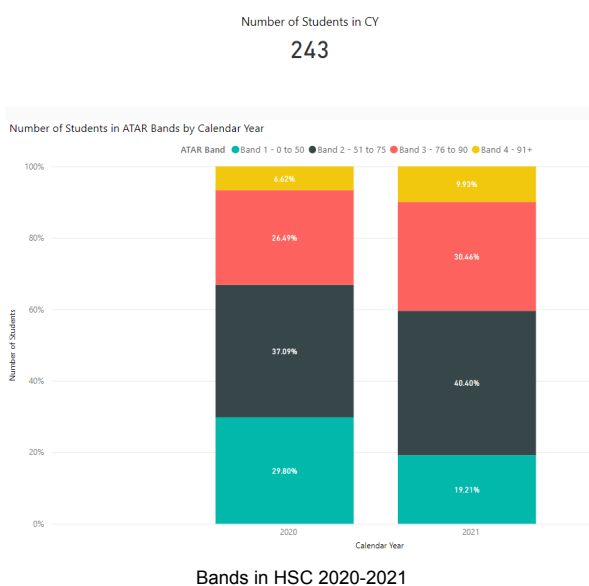
Karan Nayak-Distinguished Achiever Information Processes and Technology

Rudra Patel-Distinguished Achiever Mathematics Extension 1, Mathematics Extension 2, Chemistry

Harkanwar Singh-Distinguished Achiever Mathematics Advanced

Ruhi Zankar-Distinguished Achiever Ancient History

The table below shows the improvement in the 2021 HSC cohort despite two years of interrupted study . The increase in Bands 4-6 shows improvement from 6.6% to 9.9%. So too the decrease in Band 1 students is encouraging. It is to be noted that some students were unable to seek workplace opportunities due to the pandemic and thus remained at school.



Students

In 2021, 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 track the indicators above.

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 a plateau in student's sense of belonging and positive relationships. Improvement in student's positive behaviour at school and intellectual engagement.

In the chart indicating High Advocacy and High Expectation the results were as follows;

Year 12 64% compared to NSW state students 59%

Year 11 51% compared to NSW state students 54%

Year 10 47% compared to NSW state students 44%

Year 9 47% compared to NSW state students 44%

Year 8 55% compared to NSW state students 50%

Year 7 65% compared to NSW state students 63%

This compared to- students with Low Advocacy and Low Expectations

Year 12 16% compared to NSW state students 17%

Year 11 19% compared to NSW state students 19%

Year 10 24% compared to NSW state students 25%

Year 9 20% compared to NSW state students 24%

Year 8 12% compared to NSW state students 20%

Year 7 15% compared to NSW state students 12%

In the chart indicating High Belonging and High expectations data was as follows

Year 12 52% compared to NSW state students 55%

Year 11 55% compared to NSW state students 54%

Year 10 51% compared to NSW state students 48%

Year 9 50% compared to NSW state students 47%

Year 8 62% compared to NSW state students 52%

Year 7 64% compared to NSW state students 60%

In the chart indicating Low Belonging and Low expectations data was as follows

Year 12 13% compared to NSW state students 15%

Year 11 17% compared to NSW state students 16%

Year 10 17% compared to NSW state students 20%

Year 9 11% compared to NSW state students 19%

Year 8 7% compared to NSW state students 16%

Year 7 12% compared to NSW state students 10%

This data is useful for us to establish more activities linked to belonging and advocacy.

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. Parent teacher nights went online, all assemblies were live-streamed and many public forums were held for students and parents. The forums for Year 12 parents had 87% attendance by the student or the parent to receive vital learning from home information.

Parents were not asked to participate in The Tell Them from Me survey in 2021.

P&C meetings were incredibly successful with the largest attendance in Term three having 279 parents. Here we continued with the regular format: Principal's address, guest speakers from the school to describe events and programs operating across the school, Q&A and parent questions which were emailed and answered prior to the meeting. Parents liked the format and asked for it to be continued in 2022. Many comments around the smooth operation of COVID processes, supporting learning at home. Parents grateful for drive-buys to collect Mathematics Booklets and year 11 Jerseys.

A decision to design our own parent satisfaction survey was made in 2021. This will be tabled at the P&C meeting and sent to parents early in term 3, 2022.

Teachers

Data to gauge teacher satisfaction took a variety of different forms in 2021. At executive level it was decided that staff well-being was a high priority for the year. Due to this some of the following activities and check-ups were initiated. Fun social activities eg on-line bingo, treasure hunts, photography competition, electronic gratitude presentation ILO 'Fridays.' More formal support included use of departmental links to the well-being website with weekly updates and staff presentations by the HT Well-being to share all the support available at a school and system level. When staff were asked informally whether they found these useful positive emails were sent from a number of staff expressing gratitude, especially from those who were alone during lockdown.

Teachers continued to participate in professional learning and some teams who completed formal evaluation eg the EAL/D team, Literacy team and Aboriginal team all evaluated the learning they had received as valuable. It is noted that some teachers evaluated there was too many hours required to achieve the learning despite it impacting their classroom practice.

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 Ponds High School has 1.7% 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 in 2020, an Aboriginal contact person was employed to ensure Aboriginal students had support when learning on-line. This was so successful that it continued as an initiative in 2021 and 2022.

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

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. In 2022 Data will be collected to track the growth or decline of reported incidents.

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 Ponds High School has a linguistically and culturally diverse population with 59% 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

The EAL/D team, led by Ms Slade has trained EAL/D teachers in co-teaching, there is also a small a combination of withdrawal, small groups and classroom support to assist student with classwork and assignments. An after school club also assisted EAL/D students with extra support on their homework and assessment tasks. The aim of supporting an increased number of student from 2021-22 iwas established and statistical data is to be presented to the P&C in Term 1, 2022.

The largest majority of EAL/D students at The Ponds High School are at the Consolidating Stage.

In 2021, Harmony Day Assembly and a huge Multicultural Day Assembly was celebrated with students differently with activities live-streamed to classrooms to promote social distancing. .The Diwali festival was put on hold due to COVID. and is hoped to be revamped in 2022.

Other School Programs (optional)

The Ponds High School Literacy team participant participated in the SSR Literacy project in 2021.

The Ponds HS literacy team engaged in professional learning on two days;

Focus on Understanding Texts - Friday July 30

Focus on Vocabulary - Friday August 6

After each PL session, participants were asked to complete an evaluation survey to gauge any shift in understanding of, and confidence and ability to implement related strategies into classroom practices.

Statistics were promising with pre to post survey results indicating:

an increase to 100% of teachers now understanding of students needs as related to reading and an increase oto 88% of teachers being able to confidently apply learning and strategies and put them into classroom practice.

One of the comments about the course was that it was "constructive and informative with a specific focus on teacher strategies and pedagogy.