2022 Annual Report

Picton High School

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Introduction

The Annual Report for 2022 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

As with many schools, Picton High School is coming out of a series of local and global events which had a profound impact on our local community and its children. We remain committed to providing our students with strong wellbeing programs while engaging them academically and culturally as they grow into adults. Our facilities remain state of the art and we continue to provide extra sporting, comfort and academic facilities to ensure their school is a place they wish to learn.

Our school continues to try new and innovative ways for our students to learn as well as gain from the valuable experiences provided by extra-curricula opportunities. Our junior years participate in alternative ways of learning strongly supported by our information technology systems. Students in year 9 and 10, have a diverse range of subjects they can choose from including, the provision to reselect at the end of year 9 as well as a vocational opportunity in year 10. Our senior students have a choice of vocational subjects and academic subjects to choose from. They are also strongly supported in their learning through their senior years through a targeted support program and tutoring.

We work together with our seven partner primary schools as we build upon their great work and their knowledge of students as they enter high school. We are keen to know them before they arrive and ensure they are appropriately challenged and supported upon entering high school.

Although we have been operating in our new school for more than two years, our school funded hall upgrade is still underway. We hope to have that completed mid 2023.

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

Picton High School has 1,150 students including 10% of students from an Aboriginal and Torres Strait Islander background and 3% of students from an English as an additional language or dialect (EAL/D) backgorund. The school also has nine support classes to accommodate the 70 students with identified learning and support needs. We are located south west of Sydney and have a regional outlook. We have seven "in area" primary schools between Camden and Mittagong. Approximately 100 teachers and support staff work to provide a quality education for our students.

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.

Community input for the development of our Situational Analysis was undertaken by surveys and phone interviews as well as updates in our school newsletter. Advice was also sought from our P&C and Aboriginal Education Consultative Group, student leaders, and all teaching staff.

During the period of transition to the new school, the school has experienced a decline in performance across most areas. This includes HSC results, NAPLAN Literacy and Numeracy, students' and parents' sense of well-being 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 Aboriginal 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 Aboriginal Education Consultative Group 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 well-being 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. 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	2022 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. 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

English language proficiency: $34,140.78
Professional learning: $98,853.11
Socio-economic background: $742,227.43
Aboriginal background: $131,787.80
Low level adjustment for disability: $550,045.18
Student support officer (SSO): $96,058.00
Integration funding support: $344,958.00

Summary of progress

The school goals were to improve the educational outcomes for all students through appropriate resourcing and teacher development.

Teacher where trained in Future Focused practices, Literacy and Numeracy development as well as High Expectations. Our staff report significant changes to pedagogy which shows increased use of computers and Learning Management systems including for Literacy and Numeracy.

Teacher also undertook training in data analysis, SLEC, Canvas and development through classroom observation and feedback. A lack of relief staff has hampered our classroom observation program however all faculties report piloting SLEC learning space programming.

All staff are at various stages of development in implementing Future Focused practices and Quality Teaching Practices.

The impact of Future Focused practices and Quality Teaching will increase in 2023.

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
NAPLAN Reading 6% uplift in the proportion of students achieving in the top two bands on NAPLAN Reading.	2022 NAPLAN data indicates 7.29% of students are in the top two skill bands (NAPLAN) for reading indicating the school did not achieve the system negotiated target.
NAPLAN Numeracy • 6.7% uplift in the proportion of students achieving in the top two bands on NAPLAN Numeracy.	2022 NAPLAN data indicates 2.65% of students are in the top two skill bands (NAPLAN) for numeracy indicating the school did not achieve the system negotiated target.
Continued uplift in the performance of	Student achievement data is unavailable for this progress measure in 2022

students in NAPLAN Numeracy and supported by internal school data which is measured multiple times per year.	with an absence of comparison data from the 2020 cancellation of NAPLAN.
Continued uplift in the performance of students in NAPLAN Reading and Writing and supported by internal school data which is measured multiple times per year.	Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN.
HSC • An uplift of 3.9% of students achieving the top 3 bands in the HSC	11.4% of students attained results in the top three bands demonstrating progress towards the lower bound target.

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: $50,000.00

Summary of progress

The school and staff aimed to provide all students with improved basic skills and a willingness to commit to improving their educational and post school outcomes. This was begun through timetabled support programs, daily mentoring and frequent student feedback.

The staff introduced students to a new daily program aimed at ongoing assessment of and development of their Literacy and Numeracy skills along with a daily pastoral care and mentoring program.

All students demonstrated recognised growth and a sense of belonging.

These growth programs will continue in 2023 with increased support for stage 4 students.

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
An uplift of 5.0% of students attending school greater than 90% of the time.	The number of students attending greater than 90% of the time or more has decreased by 29.16%.
• An uplift of 3% of students reporting expectations for Success, Advocacy, and Sense of Belonging at school.	Tell Them From Me data indicates 39% of students report a positive sense of wellbeing (Expectations for success, advocacy, and sense of belonging at school).
Internal school data reflects that 50% of stage 4 students are engaging in BYOD, SLEC programming and Inquiry Based Learning.	Delays in implementing initiatives in term 3 have required some of this work to be postponed to 2023. Whilst there has been an increase in the number of staff who have engaged in BYOD, SLEC and inquiry-based learning, the school did not reach its 50% target

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 students. 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: $110,000.00
Location: $11,709.91

Summary of progress

Post lock-downs and build related restrictions, the school's aim was to strengthen the partnership between our community and community of schools. Where possible the school opened the school to a range of events including student focused days, parent information sessions and increased communication opportunities. This included transition, Aboriginal and targeted child support days, school tours, community information events, AECG meetings, sporting opportunities and celebrations.

Although much of our community took advantage of some of these events, there continues to be no increase in community perception of school operation. Perceptions of poor students' behaviour and changing teaching staff, seem to be key drivers for this reaction. The school will continue to communicate with our community on the variety of learning opportunities that their children are being exposed to and seek to find new ways to build relationships with the community.

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
Parents will report through internal measures that there is a 20% improvement in parent satisfaction.	Our data did not show a significant increase in parent satisfaction. With only 10% of the community responding it is difficult to provide an accurate summation in this area.
Internal school data indicates an increase of 30% with respect to community engagement, utilisation of school resources and attendance and community-centred school events.	Internal data indicates that the school was able to exceed the 30% result.

Funding sources	Impact achieved this year
Integration funding support $344,958.00	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:** • Highly Effective Teachers and Teaching Practices **Overview of activities partially or fully funded with this targeted funding include:** • employment of staff to provide additional support for students who have high-level learning needs. Release for classroom teachers to liaise with carers and stakeholders to develop and conduct regular reviews of student's personalised learning and support plans (PLSP). Tutoring for all students experiencing difficulties in achieving educational outcomes. **The allocation of this funding has resulted in the following impact:** All eligible students are 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. **After evaluation, the next steps to support our students will be:** To effectively incorporate integration support, decision making into the learning and support needs of students 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.
Socio-economic background $902,227.43	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:** • Establish an engaged learning community which features an authentic learning continuum from Primary to High School • Highly Effective Teachers and Teaching Practices • Our school is providing authentic and innovative curriculum practices to better prepare our students for the world after school **Overview of activities partially or fully funded with this equity loading include:** • Professional development of staff through Quality Teaching Rounds, SLEC - School Learning Environments and Change and Future Focused development to support student learning • employment of additional staff to support EALD, Wellbeing and tutoring to support learning and student growth. • A numeracy COS - Community of Schools is developed to build student understanding before starting high school. • providing students without economic support for educational materials, uniform, equipment and other items **The allocation of this funding has resulted in the following impact:** All identified EALD students are participating in individual support programs to improve learning outcomes. PHS is assisting a feeder primary school in operating a targeted Numeracy support program. All staff are trained in SLEC directions and have developed sample programs for implementation. All faculties have presented back to staff on their progress.

Socio-economic background $902,227.43	**After evaluation, the next steps to support our students will be:** More programming around future focused initiative need to be developed. All stage 4 and 6 students need greater access to a BYOD program due to competition for resources.
Aboriginal background $131,787.80	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:** • Highly Effective Teachers and Teaching Practices **Overview of activities partially or fully funded with this equity loading include:** • An Aboriginal Leadership team is established with access to staff and students. Staff are employed to run Aboriginal programs at school - culture, scholarships, tutoring and pathways. **The allocation of this funding has resulted in the following impact:** Allocation of staff to oversee student Personalised Learning Pathways production. Aboriginal students who were not meeting HSC Minimum Standards were tutored to meeting appropriate standards. Students experiencing difficulty learning were provided with tutoring and support. Cultural programs and developmental opportunities were conducted. Staff were trained in PLP production. **After evaluation, the next steps to support our students will be:** More staff need to be employed to coordinate and run Aboriginal programs. Staff training on Aboriginal perspectives needs to be conducted and implemented into teaching and learning programs.
English language proficiency $34,140.78	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:** • Highly Effective Teachers and Teaching Practices **Overview of activities partially or fully funded with this equity loading include:** • All EALD students are surved and identified. • EALD staff are employed to develop EALD student's skills. **The allocation of this funding has resulted in the following impact:** All EALD students have been mapped to the progressions. All students have shown English growth and where relevant assisted with post school pathways. **After evaluation, the next steps to support our students will be:** Due to staff movement, new staff will need to be trained in EALD procedures operating at PHS. Each year students will be surveyed to to determined EALD needs.
Low level adjustment for disability $550,045.18	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**

Low level adjustment for disability $550,045.18	**including:** • Highly Effective Teachers and Teaching Practices **Overview of activities partially or fully funded with this equity loading include:** • SLSO and tutors are employed to work with students experiencing difficulties learning. • Extra Wellbeing staff are employed to support students that may be experiencing a range of social and mental health issues. • Extra staffing is made available to supplement our student Literacy and Numeracy program. • A staff member is employed to facilitate a COS - Community of Schools' Numeracy program along with the purchase of resources to support our programs. **The allocation of this funding has resulted in the following impact:** Every student in stage 4 has an individual and tailored Literacy and Numeracy program to build their skills. Student progress is monitored and information shared with our teaching staff plus twice yearly reports are produced on student progress. All students have met HSC minimum standards. Students report growth due to SLSO understanding. **After evaluation, the next steps to support our students will be:** Replacement staff need to be trained to replace staff that are leaving.
Location $11,709.91	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:** • Establish an engaged learning community which features an authentic learning continuum from Primary to High School **Overview of activities partially or fully funded with this operational funding include:** • The school has just completed its first year after being built. A range of repair and building initiatives were implemented. **The allocation of this funding has resulted in the following impact:** The school's existing infrastructure has been upgraded to match its new surrounding. **After evaluation, the next steps to support our students will be:** The amount of work needing to be done in line with the new build is large and each year the school will prioritise resources to improve the environment.
Professional learning $98,853.11	Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy at Picton High School. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Highly Effective Teachers and Teaching Practices **Overview of activities partially or fully funded with this initiative funding include:** • All staff will undertake mandatory training as well as training in Future Focused initiatives. **The allocation of this funding has resulted in the following impact:** All staff have undertaken training in LMSs - On-line Learning Management Systems, SLEC - School Learning Environments and Change innovative practice.

Professional learning $98,853.11	**After evaluation, the next steps to support our students will be:** Teachers will continue to develop skills and resources to support Future Focused practices.
COVID ILSP $350,459.00	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 2022. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Other funded activities **Overview of activities partially or fully funded with this targeted funding include:** • All stage 4 students will undertake developmental programs aimed at raising the Literacy and Numeracy Skills. • Parents will be informed twice yearly of their child's progress. **The allocation of this funding has resulted in the following impact:** All stage 4 students had their Literacy and Numeracy skills assessed and a developmental growth program developed and implemented accordingly. All of these students' parents have received twice yearly reports on their progress. **After evaluation, the next steps to support our students will be:** All trained staff have now taken up positions in other schools. Accordingly, staffing and retraining will be a priority for 2023.
Student support officer (SSO) $96,058.00	These funds have been used to support improved outcomes and the achievements of staff and students at Picton High School **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Highly Effective Teachers and Teaching Practices **Overview of activities partially or fully funded with this Staffing - Other funding include:** • An SSO was available to support student needs as they arise. **The allocation of this funding has resulted in the following impact:** An SSO was employed to support the wellbeing needs of all students. **After evaluation, the next steps to support our students will be:** This position will continue to operate in 2023 with the inclusion of target group support programs in areas of need.

Student information

Student enrolment profile

Students	Enrolments			
	2019	**2020**	**2021**	**2022**
Boys	546	566	592	561
Girls	504	471	487	521

Student attendance profile

	School			
Year	**2019**	**2020**	**2021**	**2022**
7	85.8	89.8	87.2	82.1
8	82.9	85.1	83.5	78.0
9	83.5	84.2	79.9	76.5
10	80.2	86.5	79.0	71.9
11	80.8	74.3	76.5	76.7
12	86.1	85.4	81.2	81.6
All Years	83.0	84.2	81.6	77.4
	State DoE			
Year	**2019**	**2020**	**2021**	**2022**
7	91.2	92.1	89.7	85.5
8	88.6	90.1	86.7	82.1
9	87.2	89.0	84.9	80.5
10	85.5	87.7	83.3	78.9
11	86.6	88.2	83.6	80.0
12	88.6	90.4	87.0	83.9
All Years	88.0	89.6	85.9	81.7

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 from 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 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.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2022, student attendance was impacted by a range of factors:

- Families evacuating and relocating due to NSW floods
- Sick students staying at home until a negative COVID-19 test was returned
- Household members testing positive to COVID-19
- The easing of COVID-19 border controls at the beginning of 2022 which allowed families to travel inter-state and overseas.

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	N/A	N/A	N/A
Employment	11	19	36
TAFE entry	N/A	7	9
University Entry	N/A	N/A	48
Other	N/A	N/A	2
Unknown	N/A	N/A	N/A

Year 12 students undertaking vocational or trade training

43.48% of Year 12 students at Picton High School undertook vocational education and training in 2022.

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 2022 received a Higher School Certificate or equivalent vocational education and training qualification.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	2
Head Teacher(s)	13
Classroom Teacher(s)	60.5
Learning and Support Teacher(s)	3.2
Teacher Librarian	1
School Counsellor	1
School Administration and Support Staff	22.57
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 2022, 4.6% of the department's overall workforce identify as Aboriginal and/or Torres Strait Islander Peoples.

Aboriginal and Torres Strait Islander school workforce composition

Staff type	Benchmark[1]	2022 Aboriginal and/or Torres Strait Islander representation[2]
School Support	3.00%	4.10%
Teachers	3.00%	3.30%

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 2022 to 31 December 2022. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with department policy requirements.

	2022 **Actual** ($)
Opening Balance	1,245,556
Revenue	16,124,532
Appropriation	15,732,700
Sale of Goods and Services	89,437
Grants and contributions	289,743
Investment income	12,652
Expenses	-16,067,556
Employee related	-13,321,528
Operating expenses	-2,746,028
Surplus / deficit for the year	56,976
Closing Balance	1,302,531

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 monies given to the school, were fully utilised in 2022. The large opening balance is a result of the School and Community funds are which has grown over time and not been spent due to school restrictions.

Financial summary - Equity loadings

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

	2022 **SBAR Adjustments** ($)
Targeted Total	344,958
Equity Total	1,618,201
Equity - Aboriginal	131,788
Equity - Socio-economic	902,227
Equity - Language	34,141
Equity - Disability	550,045
Base Total	12,231,504
Base - Per Capita	285,462
Base - Location	11,710
Base - Other	11,934,332
Other Total	709,840
Grand Total	14,904,503

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.

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.
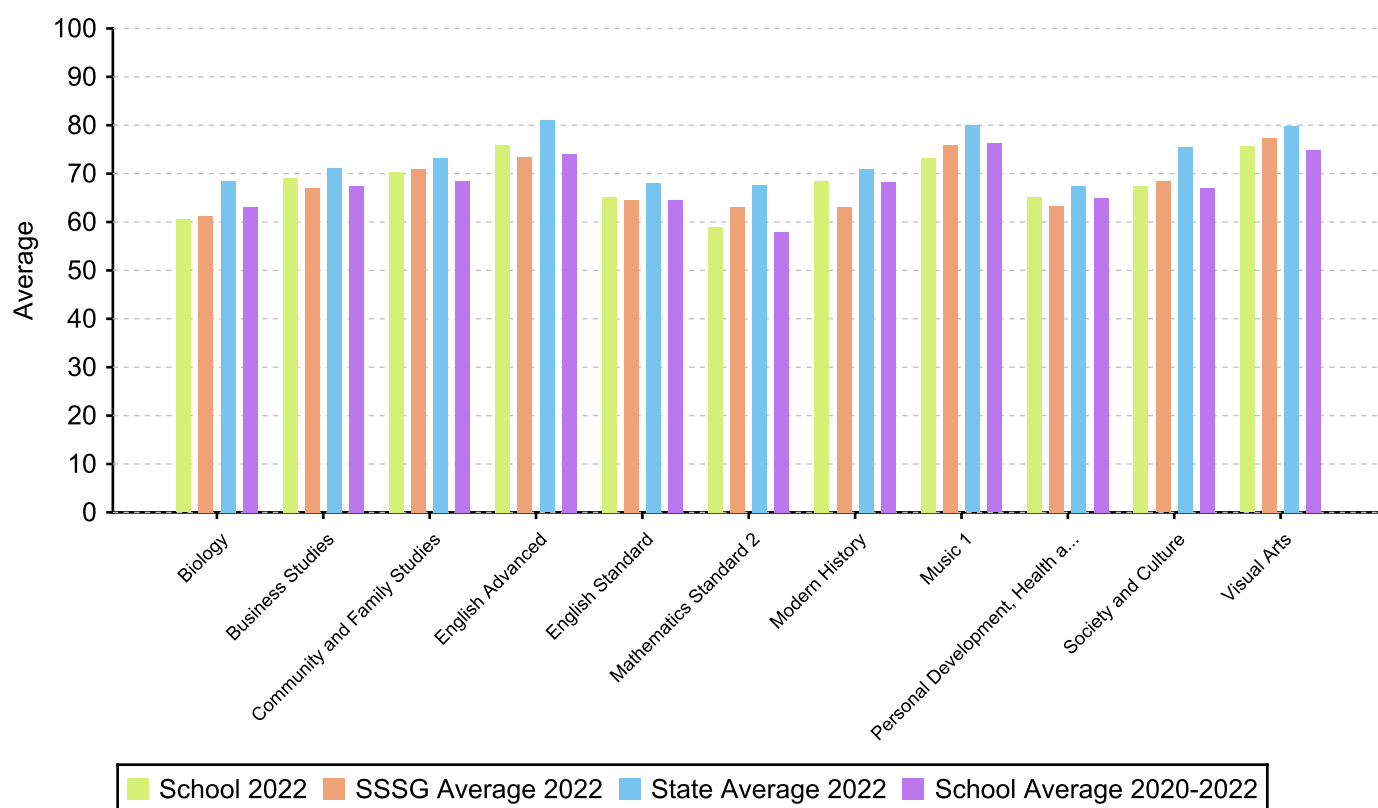
Subject	School 2022	SSSG	State	School Average 2020-2022
Biology	60.5	61.2	68.5	63.1
Business Studies	69.1	67.0	71.2	67.4
Community and Family Studies	70.3	70.9	73.2	68.5
English Advanced	75.9	73.4	81.0	74.0
English Standard	65.1	64.6	68.1	64.6
Mathematics Standard 2	58.9	63.2	67.6	58.0
Modern History	68.5	63.2	70.9	68.3
Music 1	73.3	76.0	79.9	76.2
Personal Development, Health and Physical Education	65.1	63.3	67.5	65.0
Society and Culture	67.4	68.4	75.5	67.1
Visual Arts	75.6	77.3	79.8	74.8

Parent/caregiver, student, teacher satisfaction

Our parent, teachers and students are invited to participate in annual satisfaction surveys each year. Compared to 2021, below is a summary of the responses parents gave.

- Parents feel welcomed in the school.
- The school is a safe place but there is room for further improvement..
- Although the school supports positive behaviour, parental responses shown a slight dip in their perception..
- Parents state they are informed but again there was less agreement compared to 2021.
- The school offers a diverse curriculum for students to choose from.
- Nearly 50% of parents would recommend Picton High School to others with 33% undecided.
- Students report that the school is committed to improving educational outcomes and their results continue to improve.
- Students report they are optimistic about their future except higher performing students whose results are lower.
- Vocational students feel strongly supported.
- Most staff are in their middle years of teaching experience with 63% indicating they are permanent.
- 53% feel staff morale is low to very low compared to 21% who feel it is high.
- Teachers report they have clear understanding of the directions the school is taking.

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

Picton High School is committed to working in partnership with Aboriginal parents/carers, teachers and the local AECG to support and improve educational outcomes for Aboriginal children and young people.

Picton High School's vision is to work in collaboration with all stakeholders to deliver continual growth and attainment of Aboriginal students as well as a greater understanding of Aboriginal and Torres Strait Islander knowledge, histories and cultures.

Over 120 of our students identify as being Aboriginal or Torres Straight Islanders. To ensure we continue to support our students we operate the following programs - Junior AECG, a Culture room open during student breaks, a dance group, public performance of dance and song, competitions, Acknowledgement of Country, Personalised Learning Pathways, University mentoring, leadership programs and school based tutors..

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 does not accept racism in any form. Although we cannot guarantee that it will not occur, all matters reported are dealt with by our Anti-Racism Contact Officers and school disciple system. Our school extra curricular programs promote harmony and tolerance through education and understanding.

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

As school regularly inculcates into our general communication procedures an understand of, and tolerance for, all peoples. Our school operated a Harmony Day week focuses student awareness on harmony for all, where all students participated in a range of daily awareness raising activities.